

GO FOR ENGLISH

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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 12 units contains three lessons introducing new material.

At the end of the book, the students will find a few additional passages they can read, so as to widen their knowledge of some of the topics dealt with in the units.

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

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• Vocabulary related to family
• Making questions with present simple of to be

1 Speaking

In earlier years you learnt ten English words for members of the family. How many can you remember now? This picture may help you. Tell the class.



2 Writing See Workbook, page 4.

3 Reading

Read the dictionary entries below and find the English words for these people. Tell the class.

your mother and your father
your sister's daughter
your wife's brother
your uncle's son

brother-in-law /'brʌðə(r)ɪn-lɔː/ n. (pl. **brothers-in-law**) the brother of a person's husband or wife.
cousin /'kʌzɪn/ n. (pl. **cousins**) the son or daughter of a person's uncle or aunt.

niece /'niːs/ n. (pl. **nieces**) the daughter of a person's brother, sister, brother-in-law, or sister-in-law.
parent /'peərənt/ n. (pl. **parents**) a person's mother or father.

4 Writing See Workbook, page 4.

5 Listening and speaking

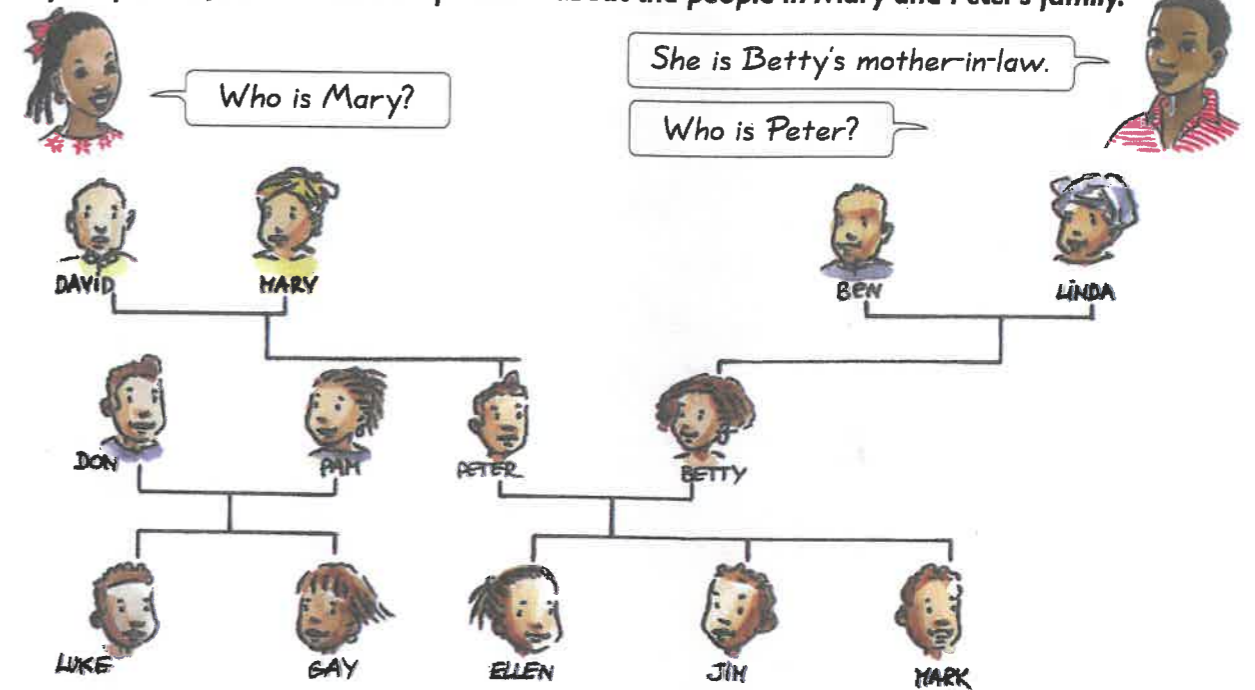
Listen and repeat.

6

6 Listening and writing See Workbook, page 4.

7 Reading and speaking

With your partner, ask and answer questions about the people in Mary and Peter's family.



8 Speaking

Read the text about names. Do any of your names have a special meaning? Tell the class.

FAMILIES AND NAMES

In Africa names are very meaningful. They can inform people about the ethnic group the child belongs to and the social function his family occupies. For example family names such as Ndoye or Diène represent the Lebou ethnic group, whereas Kane, Sy and Ly are Toucouleur; Sow, Ba and Diallo are Peul, Goudiaby, Coly, Sané are Diola, and Soumare, Bathily are Soninké. Surnames are generally determined by religious principles, but traditional names are still surviving in some ethnic groups. In the Toucouleur ethnic group the traditional name is determined by the rank of the female or male child among her, or his brothers and sisters. The first born male whatever his religious name is known as Hamady, the second one is Samba, the third one is Demba, the fourth Yoro and the fifth is Paté. As for girls, the first one is Sira, then Kumba, Penda, Tacko and Daddo. Unfortunately younger generations do not always know these names and their meanings.

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A family photograph

1 Speaking

a. Talk about the photograph.

What are the people doing? What are they wearing?



b. Look at the picture and answer these questions.

1. Is there a man with a moustache?
2. Is there a woman who is wearing a hat?
3. Is there a woman who is sitting in a chair?
4. Is there a man with a doll?
5. Is there a man who is holding a baby?

8

2 Reading and speaking

Read the dialogue and point to these people in the photograph:

Aunt Anna Grandfather Aladji
Uncle Kalidou Awa

- GRACE This is an interesting photograph!
- EVA Yes. That's my sister Awa's naming ceremony.
- GRACE When was that?
- EVA It was twenty years ago. That's a ceremony which is famous in our family!
- GRACE Oh really? Why?
- EVA Because Aunt Anna met her future husband there.
- GRACE Where's Aunt Anna on the picture?
- EVA She's the one with the red headscarf.
- GRACE Wow! She was pretty! And where's Uncle Kalidou?
- EVA He's the standing man with a beard.
- GRACE And what about the man who's sitting on the chair?
- EVA You mean, the man who isn't smiling? That's grandfather Aladji. And that's the chair which you are sitting on now!

3 Writing



See Workbook, page 6.

4 Reading and speaking

Read the dialogue below and find the names of these people in the photograph:

the woman who's holding the baby
the man who's standing beside her
the little girl who's holding a present

- GRACE So, that little girl is you?
- EVA That's right. I was five years old then. Don't my parents look happy?
- GRACE Yes. Your father, Mor, was very handsome. And your mother, Sokhna, with her new baby, looks so happy.
- EVA Yes, and just imagine, Awa is at university now.
- GRACE Just one more question. What's that doll which you're holding in the picture?
- EVA It was my present.

5 Writing



See Workbook, page 6.

9

- Describing people and things
- Defining relative clauses
- With in descriptive phrases

A family fortune

1 Reading and speaking

a. Read the text below and say what happened to Mr Kane.



Souleymane Kane, who is a 20-year-old workman from Kanel, is very happy today. Last night Mr Kane, who lives in Kanel and who works as a cleaner at the local school, won the first prize in the National Lottery. The good news came by telegram at 7 o'clock last night. He showed us his room where he was sleeping when the telegram came. The prize, which is more than 5,000,000 CFA, will make Mr Kane a rich man. Mr Kane lives with his brother Alpha, his sister-in-law Awa, and his four nephews and nieces. Alpha Kane is his only brother, and he has no sister.

b. What do you think he will do with his money? Share your ideas with the class.

c. Study this sentence from the text above:

'Souleymane Kane, who is a 20-year-old workman from Kanel, is very happy today.'

Find similar sentences and tell the class.

2 Reading and speaking

a. Read the following text. Did Souleymane Kane spend his money the way you thought?

Souleymane was a poor man with a small family until one day he won at the National Lottery. Then his life changed.

First there was his family. When the telegram arrived, brother Alpha said, 'That's a lot of money, Souleymane. I've given you money in the past, now you can help me. I need some money to put new windows in my store.'

'And I need money for new clothes for the children,' said his sister-in-law, Awa.

'Of course,' said Souleymane. 'We are one family. All my money is yours too.'

The news that Souleymane was a rich man ran through the village like lightning. The next day there was a large crowd outside the house.

'We want to see Souleymane,' the people said. 'He is our brother, and he can help us.'

Souleymane came to the door. 'What do you want?' he said. 'How can I help you?'

'I must have money for school fees,' shouted Aunt Aminata. She was not Souleymane's real aunt, but she had always been kind to him.

'Can you buy me a new bicycle?' asked Serigne, a neighbour's son.

'I'm your cousin, Souleymane. I want a new dress,' called Binta. She wasn't really Souleymane's cousin, but she had known him all her life.

'Please give me some money for my sick uncle,' said his friend Issa.

'Buy me a television, Souleymane. I'm your father's brother's cousin, so I'm part of your family,' shouted Uncle Bouba.

Soon, everyone was shouting at the same time.

'I WANT A NEW CAR.' 'GIVE ME SOME MONEY FOR FOOD.' 'BUY ME VEGETABLES.'

'I NEED MONEY FOR MY SICK MOTHER.'

Souleymane held up his hand for silence. 'You are all my family,' he said, 'and I will try to help all of you.' Souleymane's family grew and grew. He gave people money for this and that, until he had no more. The people stopped calling at his house. Souleymane was a poor man with a small family again.

b. Study this sentence. It tells us what Alpha wanted from Souleymane, and it also explains who Alpha was.

Alpha, who was Souleymane's brother, wanted new windows for his store.

Write similar sentences about these people.

Say what they wanted and explain who they were.

Uncle Bouba	Binta	Serigne
Issa	Awa	Aunt Aminata

c. Read the text again and answer these questions.

- What is the best adjective to describe Souleymane?
 - greedy
 - unkind
 - generous
- What is the best adjective to describe the people in the village?
 - generous
 - greedy
 - kind
- When did the people in the village like Souleymane?
 - when he had no money
 - when he had lots of money
 - all the time

3 Speaking

Who is the man I see on the picture?

Brothers and sisters
have I none.

But this man's father,
Is my father's son.

4 Writing  See Workbook, page 8.

LET'S RECAP

- Identifying and describing people and things.
- Using defining and non-defining clauses.
- With in descriptive phrases and possessive 's and s'.
- Talking about family relationships.
- Using a dictionary.

Women at home

1 Speaking

a. What's Mrs Konté doing in each of the following pictures? Tell the class.



b. Does your mother generally do all these things? In what order?

2 Writing  See Workbook, page 12.

3 Reading and speaking

a. Read the following text and say if the woman is lazy or hard-working.

AN EXAMPLE OF A WOMAN'S WORKDAY IN CENTRAL AFRICA

The woman gets up at six o'clock and prepares breakfast for her family and for herself, which they will eat midmorning. After fetching water from the nearby river, she heads for her plot of land – it may be an hour's walk away.

Until about four o'clock in the afternoon, she tills, weeds or waters the land. She stops only briefly to eat the food she has taken with her. Before returning home, she usually cuts firewood, collects cassava or other vegetables for the family. And while doing all this work, she also looks after her baby.

Usually she arrives home as the sun is setting. Now she must prepare the supper, a task that may occupy two hours or more.

On Sundays, she washes clothes in the local river and irons them once they are dry. Her husband rarely appreciates all this hard work or listens to her suggestions. Occasionally he takes the children to the river to wash, and he may do a little hunting or fishing. But much of his day he sits there and talks to the other men of the village.

b. Read the text again and answer these questions.

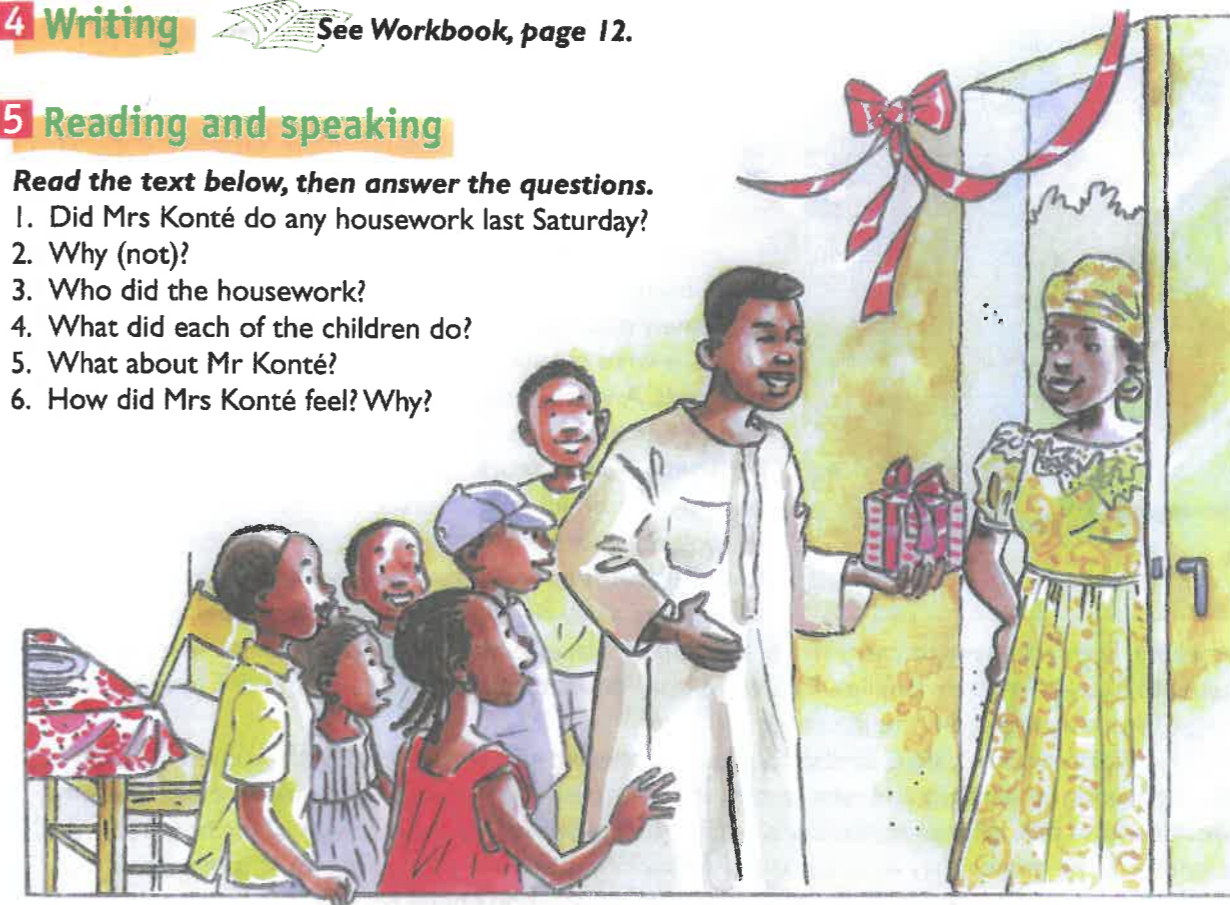
1. What time does the woman get up?
2. What does she do after that?
3. How long does it take her to get to her plot of land?
4. How long does she work in her plot of land?
5. Does she work continuously or not? Give reasons for your answer.
6. When does she have a rest day?
7. Does her husband help at all?
8. What do you think of this kind of woman's life?

4 Writing  See Workbook, page 12.

5 Reading and speaking

Read the text below, then answer the questions.

1. Did Mrs Konté do any housework last Saturday?
2. Why (not)?
3. Who did the housework?
4. What did each of the children do?
5. What about Mr Konté?
6. How did Mrs Konté feel? Why?



Last Saturday was Mrs Konté's birthday. It was a wonderful day for her. Sanou cooked the meals, Aicha swept the compound, Moussa tidied the house and Binta made the beds. Ali and Sekou fed the animals and Fatim did the washing. Then Becaye ironed the clothes. Mr Konté bought his wife a very nice present and with the children's help he even decorated the house for this special occasion. Mrs Konté was surprised and very happy!

6 Writing  See Workbook, page 12.

Women at work

1 Speaking

What sort of work do women do in your country? Tell the class. Is it different from the work that men do? Are there some jobs which are not suitable for women?

2 Reading and writing

See Workbook, page 14.



WOMEN IN INDIA AND AFRICA

India is a country of contrasts where you can find very wealthy families as well as people who live in extreme poverty. It was one of the first countries to have a woman, Indira Gandhi, as its Prime Minister. Life in the rural areas of India can be very difficult, particularly for more than 250 million peasant women. Most of them work in the fields and a few work with animals.

Their work is very hard, and though many of them work harder than men, they earn less. So they are extremely poor. Only a few of these women work on land that is owned by their husbands. The rest work for landlords. A woman cannot own land and she cannot inherit her husband's land when he dies.

These women work long hours on the land, and they also have to do all the domestic chores. They usually have to look after lots of children and they must take care of their husbands as well. Many women have to walk several kilometres a day to find clean water for cooking and

drinking. They also have to carry heavy loads from place to place. In addition, these women help to build houses for their families. To furnish the homes, most women have to work long hours to get more money from the landlords.

An Indian woman's life is similar to that of a peasant woman in Africa. Both women have large families, work on the land, and take care of their husbands and children. But most women in Africa work on land that belongs to their families. These women do not have to work long hours for a landlord. The money they earn is for themselves. And in many parts of Africa, it is the man's job to build the family house. African peasant women usually don't build houses in rural areas.

3 Speaking

Discuss your list with your partner.

4 Writing

See Workbook, page 14.

5 Reading and writing

a. Study these two sentences.

Women **have to do** all the domestic chores.
They **must do** all the domestic chores.

b. See Workbook, page 15.

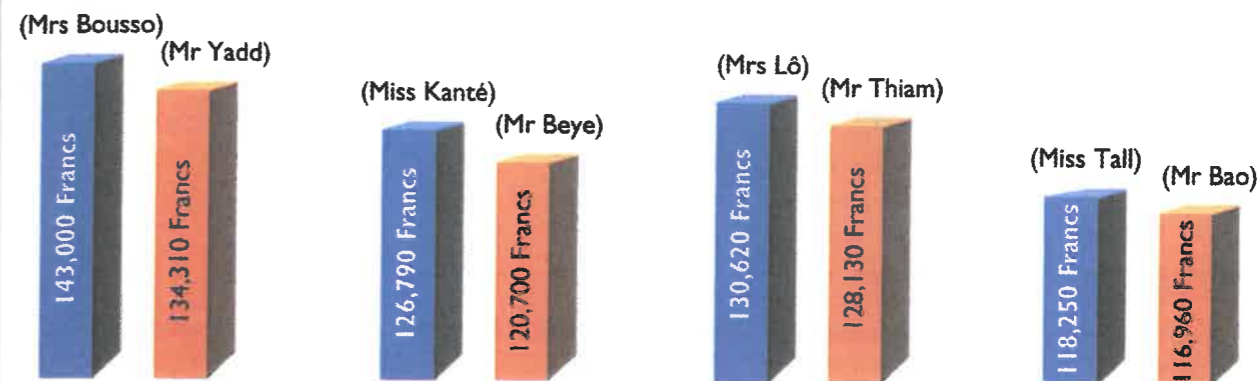
- Expressing quantity
- Comparatives with adverbs
- Expressing obligation: *must/have to*

6 Reading and speaking

a. Look at the chart below and say who earns more money and who earns less money.

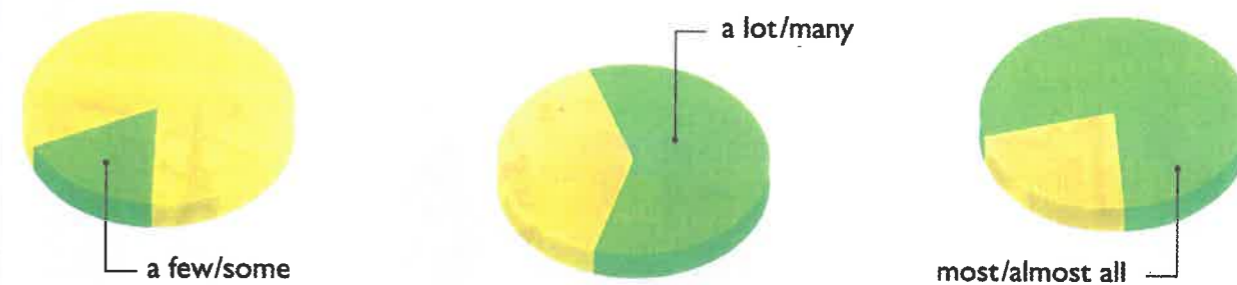
Examples: Mrs Bousso earns **more than** Mr Yadd.

Mr Yadd earns **less than** Mrs Bousso.



7 Reading, speaking and writing

a. Study these charts.



b. Read the sentences.

In Africa **a few** women work in offices – **some** women work in offices.

In Africa **a lot of** women work in the fields – **many** women work in the fields.

In Africa **most** women are married very young – **almost all** women are married very young.

c. See Workbook, page 15.

8 Listening and writing

See Workbook, page 15.

Successful women of Africa

1 Reading, speaking and writing

a. Read the biography and answer these questions.

1. When was Mariama Ba awarded the Norma Prize?
2. What else did she write?

Mariama Ba was born in 1929 in Senegal. She was brought up by her grandparents in a traditional Moslem environment. She joined the Teacher's College (École Normale) in 1943 and got the higher score for all of colonial French West Africa. She obtained her teaching diploma in 1947. An accomplished teacher and a feminist, her first published novel in 1979 and best known one *So Long a Letter* received the 1980 Norma Prize for Publishing in Africa. She died the following year, just before the publication of her second book *Scarlet Song* (Chant écarlate).

b.  See Workbook, page 17.

2 Reading and writing

a. Find out more about Mariama's life. Match the sentences to the pictures and tell the class.

Example :

- A She's got nine children.
- B Her father was the first Senegalese Minister of Health in 1956.
- C She was educated against her mother maternal grandparents' will.
- D She wrote many feminist newspaper articles.
- E She was married to a Senegalese member of Parliament.



b.  See Workbook, page 17.

3 Reading and speaking

Study these sentences.

While she was mourning her husband, **Ramatoulaye thought** about all the problems of the Senegalese society.

When she was living with her grandparents, **Mariama succeeded** in her exam with the highest score.

4 **Writing**  See Workbook, page 18.

5 Listening and speaking

a. **Student A:** You are Aminata Maïga Ka. Study your biography below.

Student B: You are Reyane Henriette Bathily. Study your biography below.
Turn your book round.

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

- What do you do?
- Where were you born?
- Where do you live?
- Who are you married to?
- How many children do you have?



Student A

Aminata Maïga Ka was born in Saint-Louis in 1940. She attended primary and secondary school in Senegal. She went to the University of Dakar and gained a diploma in English and American literature and civilisation in 1962. She was the first Senegalese woman teacher in the lycée Malick Sy in 1967. She was the first Senegalese woman to be appointed Cultural Attachée at the embassy of Italy in 1992. Mrs Ka is the widow of the famous Senegalese writer and journalist Abdou Anta Ka. Mrs Ka has travelled throughout the world and has participated in many lectures on literature, education, culture and feminine promotion.

Student B

Reyane Henriette Bathily was born in Kaolack in 1927. She first attended 'Les Soeurs de Saint-Joseph de Cluny' school in Saint-Louis and then 'l'Institut Sainte-Jeanne' in Dakar. In 1947 she got a scholarship and graduated from 'l'École supérieure de puériculture' in Paris. Back in Africa, she devoted herself to culture and communication and managed the famous Ballets d'Afrique Noire created by Keita Fobeda with talented artists such as Sori Kandia and Kanté Manfila. She also held an important post at the Broadcasting Office in Dakar. Thanks to her, the first exhibition on the Black Woman was held with the help of the French Cultural Center where she worked from 1964 to 1984. She died on April 4th, 1984. The Goree Museum of Black Woman is named after Reyane Henriette Bathily. 'Love and Peace' are the words written on her epitaph, they summarise all her life.

LET'S RECAP

- Talking about housework, women's work.
- Expressing obligation with *have to* and *must*.
- Relating past events using past continuous with *when/while*.
- Writing a short biography.
- Comparing numbers and quantities.

- Used to
- School life
- Make someone do something

1 Reading

a. There were lots of bullies in Camara Laye's school. Match the sentences to the pictures. Tell the class.

- A The bad boys in our school used to make us bring them baskets of fruit.
- B They used to make us sweep the school yard for them.
- C They used to take our money.
- D If we did not obey them, they used to beat us with sticks.

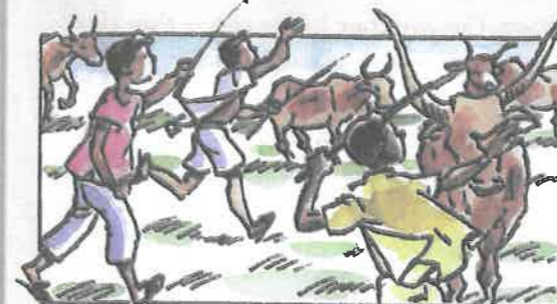


2 Writing See Workbook, page 20.

3 Reading and speaking

Read the text and answer these questions.

1. How did Camara Laye and his friends stop the bullies from beating them?
2. What did the headmaster do about the bullying?
3. Was it easy to look after the school's herd? Why (not)?



Sometimes one of us dared to tell the headmaster about this cruelty. He used to get very angry. But the punishment he gave the bullies was nothing compared to what they did to us. In the second year their punishment was clearing the school yard. In the next two years it was to work in the kitchen garden. Finally I found out that this was the cheapest way to have the gardening done.

In the last two years, they had to take care of the cattle that belonged to the school. This was far from easy! The herd was impossible to manage. All the worst-natured cows ended up in the school's herd, because the school bought only the cheapest animals.

4 Writing See Workbook, page 20.

5 Speaking and writing

a. Look at the list of activities. Tell your partner what you used to do at primary school, but that you don't do now.

- work in the school garden
- climb trees
- work in the teacher's garden
- fight with friends
- work in the teacher's field
- play football with other schools
- clean the school yard
- win a prize for sports
- sweep the classroom
- fetch water for the teacher
- play games
- bring presents to the teacher

b. Ask questions to find out what your partner used to do. Take note of the answers in your Workbook, page 21.

Did you use to work in the kitchen garden?

or

Yes, I did!

No, I didn't.

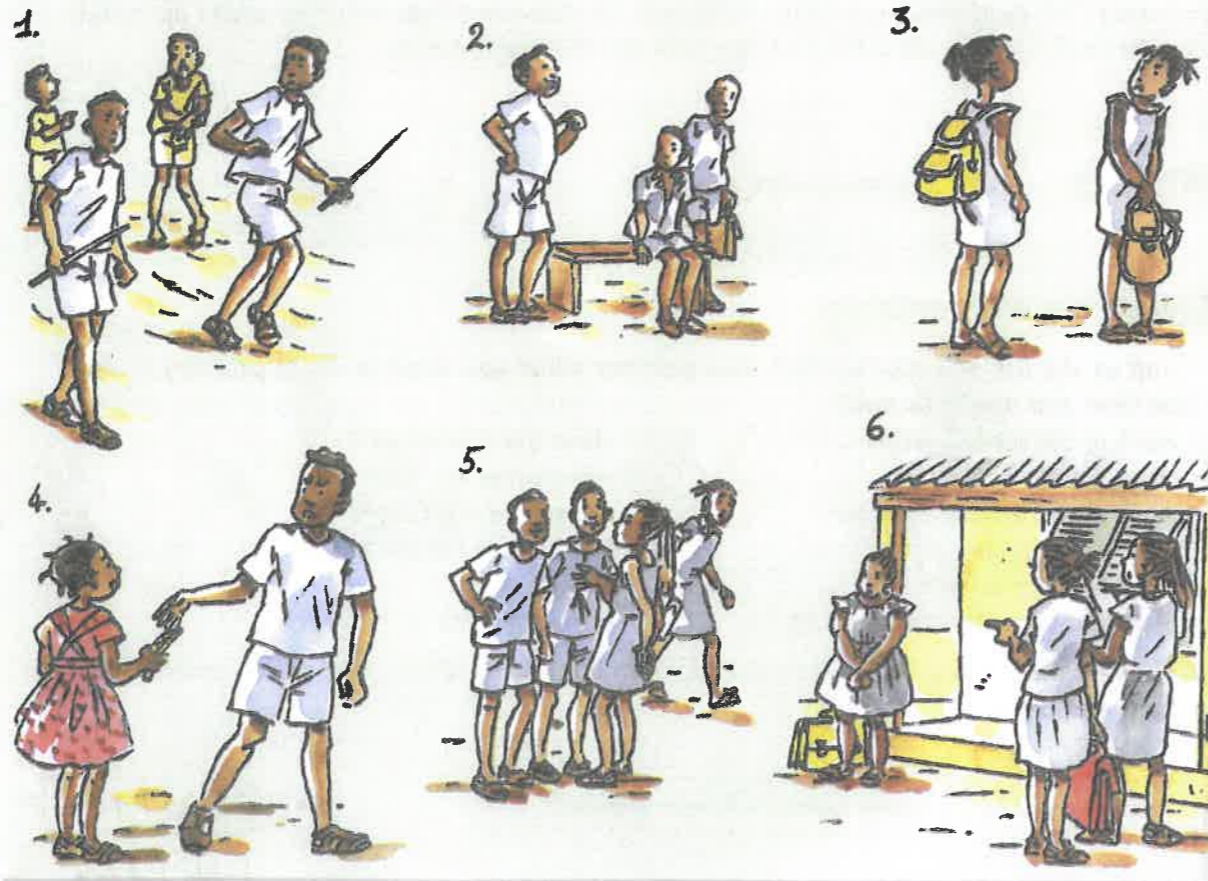
c. See Workbook, page 21.

Who bullies and why?

1 Reading and speaking

Read and match the sentences to the pictures.

- A Some children bully other children because at home their brothers or sisters bully them.
- B Others bully because they think that people will admire them. They want to get noticed.
- C Bullies pick on anyone who they think is different from them, whether he or she is a different colour or from another culture, town, village. Or whether he or she is thin or fat, rich or poor, etc. But we all are different from each other, in many ways. If someone bullies you, it is not your fault. Bullying is always wrong.
- D Sometimes, if someone bullies you, you are angry and you want to take it out on someone else. So, you start bullying someone else. Is it right to bully others because you are the victim of a bully yourself?
- E Some people bully because they are jealous of other people.
- F Some people bully because they feel that no one likes them.



2 Writing



See Workbook, page 22.

- If...
- Gerund
- Imperative

3 Reading and speaking

a. Read the text.

What can you do to stop bullies?



Tell someone who can help. Tell an adult, your mum, your dad, a teacher, or the headmaster.



Fighting back does not help. So stay calm. Try and ignore the bully if you can. If you don't get upset, the bully might give up.



You can stand up for yourself and say 'No!' But if you can't sort it out for yourself, tell an adult. Bullying is never right.



If you see someone who's bullying someone else, don't let the bully carry on. Tell him or her to stop. Or go and tell an adult.

b. Say, for each of the sentences, if it is Right or Wrong.

1. If you see someone who is bullying someone else, run away.
2. If you are angry with someone, fight with him.
3. If someone bullies you, stay calm.
4. If someone bullies you, don't tell anyone.
5. If you want something from someone, bully him or her.
6. Bullies are strong people.

4 Reading and writing

a. Read and study.

Bullying is never right.
Fighting back does not help.
Ignoring the bully can help.

Telling an adult helps.
Saying 'No' helps.

b. See Workbook, page 22.

5 Speaking

With your partner, ask and answer questions, like this.

- Does fighting back help? No, it does not help, but staying calm helps.
- Does telling an adult help?
- Is bullying ever right?

Prize-giving

1 Speaking

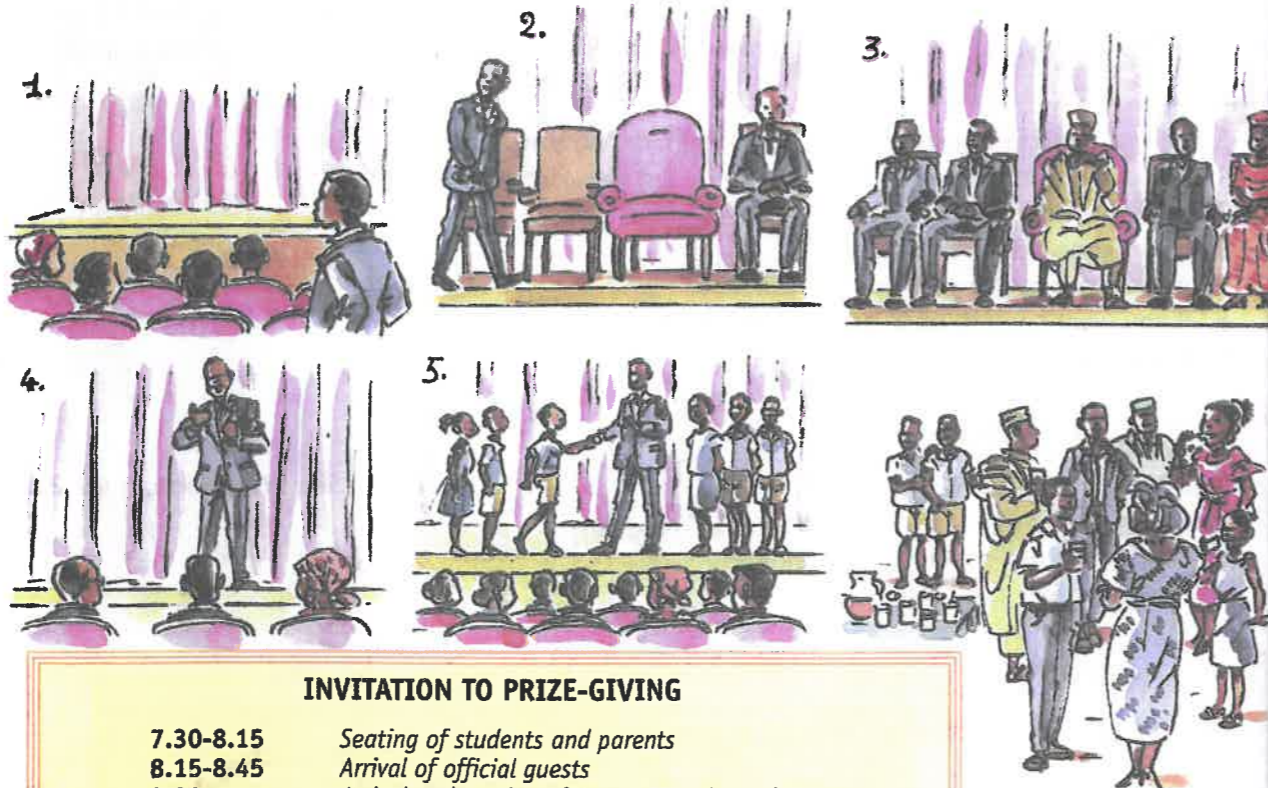
Look at the picture and answer these questions.

1. What was the event?
2. When did it take place?
3. Where did it take place?



2 Speaking and writing

a. Describe these pictures. Tell the class.



INVITATION TO PRIZE-GIVING	
7.30-8.15	Seating of students and parents
8.15-8.45	Arrival of official guests
9.00	Arrival and seating of Mayor, President of ceremony
9.15	Opening addresses
9.45	Students receive prizes
11.00	Reception
12.00	End of ceremony

- Narrating
- Could hear + ing
- Vocabulary related to prize-giving

b. See Workbook, page 24.

3 Reading and speaking

Read the text and answer these questions.

1. What kind of a student was Binta?
2. What made the ceremony so important?
3. Why does Binta still remember this ceremony?
4. Compare this ceremony to the one you attended.

Binta Touré, a former secondary school student, remembers her last prize-giving ceremony.

'It was a fine day in June and as usual, the two secondary schools in the town organised a prizewinning ceremony. That year, I was again among the best students. I was going to receive the first prize for excellence, the first prizes for English and French, and the second prizes for History and Geography.

Early in the morning a large number of people – parents, relatives, friends, prizewinners – started to arrive at the town's cultural centre. The ceremony was going to start at 9 o'clock, but by half past 8, the big hall was already full.

It was a colourful crowd and I could hear some people talking in loud voices, some laughing, others whispering. They were all waiting for the beginning of the ceremony.

At 9 o'clock the Mayor arrived. When all the officials were on the stage, everybody stood up and sang the national anthem. One of the two principals gave a short welcoming speech. Then a teacher gave a talk on 'the importance of prize-giving in schools'. After that, the prize-giving ceremony itself started.

One by one the principals called out the names of the prizewinners and they went up to the stage. So good students, like me, went up several times. Each time we shook the hand of a different official, which was quite exciting.

I felt great joy and was very proud and I could see my parents' happy faces in the audience. Afterwards there was a party. Because it was my last prize-giving ceremony at school, it is still one of my best school memories.'

4 Reading and writing

See Workbook, page 24.

5 Reading and writing

a. Study these sentences.

Some people **were talking** in loud voices. I **could hear** them.
 'I **could hear** some people **talking** in loud voices.'

b. See Workbook, page 25.

LET'S RECAP

- Talking about bullies and punishments.
- Talking and writing about past events using *used to*.
- Giving advice.
- Using the gerund.
- Describing and narrating a prize-giving ceremony.

• Revision of used to, would like to

1 Speaking

a. Look at the pictures and talk about the students' ambitions.

Ousmane wouldn't like to be a farmer.

Perhaps he'd like to be a doctor instead.

Ousmane

Mamadou

Yvette

Berthe

Michel

Abdou

b. See Workbook, page 27.

2 Reading

Read the text and answer these questions.

- Does Aziz want to be a carpenter like his father?
- What makes him feel uneasy about doing his father's job?
- What job would he like to do? And why?

Aziz is watching his father at work. We read his thoughts.
 'As I watch my father making a roof, I'm wondering if I will ever be able to be as good a builder as he is. I used to want to be a carpenter like him, but now I'm not sure that I want to follow in his footsteps. I find my father's job too hard and too risky. I'm afraid of working high up on rooftops. I think that now I'd like to be a doctor, because I'd enjoy helping sick people.'

3 Speaking

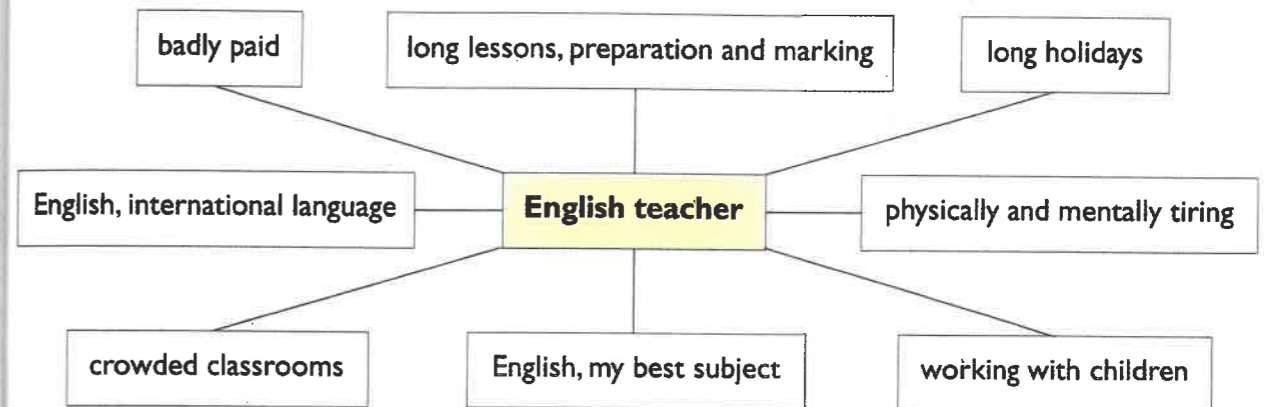
With your partner, use your own ideas (or the clues below if you prefer) to ask and answer questions, like this.

Do you want to be a teacher?

No, I used to want to be a teacher, but now I'd like to be a nurse.

- a pilot? (journalist)
- an architect? (dentist)
- a nurse? (photographer)
- a computer programmer? (disc jockey)

4 Speaking and writing



a. Look at the network above and make sentences like these.

I'd like to be an English teacher because English is my best subject at school.

or

I wouldn't like to be an English teacher because it is badly paid.

b. See Workbook, page 27.

5 Speaking

Choose a job. Don't tell your partner. Your partner asks questions to find out what the job is.

What do you like about your job?

I like to design houses.

Would you like to be an architect?

Yes!

Progress and success

1 Speaking

The table lists the places of the Olympic Games between 1956 and 2000.

Year	City	Country
1956	Melbourne	Australia
1960	Rome	Italy
1964	Tokyo	Japan
1968	Mexico City	Mexico
1972	Munich	Germany
1976	Montreal	Canada
1980	Moscow	USSR
1984	Los Angeles	USA
1988	Seoul	Korea
1992	Barcelona	Spain
1996	Atlanta	USA
2000	Sydney	Australia

With your partner, ask and answer questions, like this.

Where did the Olympic Games take place in 1980?

They took place in Moscow.

When did the Olympic Games take place in Germany?

They took place there in 1972.

2 Reading and speaking

Read the articles below and answer these questions.

- Text A How many Olympic events does the text mention? What are they?
 Text B Where was the 1964 marathon winner from? How do you know?
 Text C In what position did Amadou Dia Ba finish?
 Text C What was new about Nawal al-Moutawakil's victory?
 Text C What does the headline mean?

A

An African Olympics

October 2, 1988

The Africans have dominated the longer distance track events at these Olympics even more than they did at Los Angeles four years ago. They have won all the men's events from the 800 metres to the 10,000 metres. It wasn't an African who won today's marathon, but Wakiihuri of Kenya came second and Ahmed Saleh of Djibouti won his country's first Olympic medal by coming third. Douglas Wakiihuri's silver medal was the first marathon medal a Kenyan has ever won.

- Present perfect tense
- Since
- Reporting

B

Bikila repeats marathon victory in Tokyo

C

Double first for Africa

What a day for Africa! In 1960 in Rome, Abebe Bikila became the first African to win an Olympic medal. From that moment on we have become accustomed to African medal winners. But until now all Africa's winners have

been men. Now all that has changed! Today, Nawal al-Moutawakil of Morocco became the first African woman to win a gold medal. In the 400 metres hurdles, she beat home favourite Judi Brown of the United States in an

Olympic record time of 54.61 seconds. And Amadou Dia Ba has become the first Senegalese to win an Olympic medal. He took the silver in the 1988 hurdles contest.

3 Speaking

Look at the table on page 26 again. With your partner ask and answer questions, like this.

How many African cities have held the Olympic Games since 1956?

- African cities
- American cities
- European cities
- Asian cities
- Australian cities

No African city has held the Olympic Games since 1956.

4 Writing



See Workbook, page 29.

5 Reading, speaking and writing

a. Read the text and answer these questions. Tell the class.

1. In which area have Latin American and Caribbean countries made progress since 1990?
2. What have they achieved?

ACHIEVING GOALS

Since the World Summit for Children at the United Nations in 1990, Latin American and Caribbean countries have made significant progress.

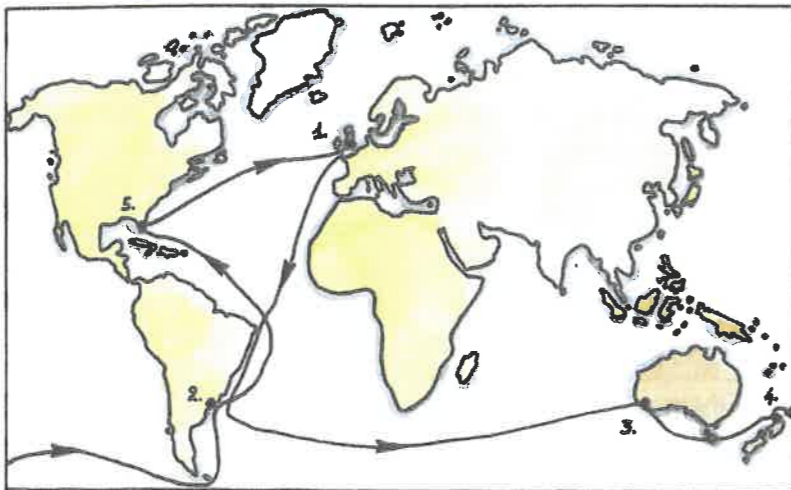
- They have prevented the recurrence of polio.
- They have given their children, especially young girls, access to basic education.
- They have reduced vitamin deficiencies by providing supplements.
- They have improved maternal care, water and sanitation services.
- Their progress has been encouraging but they have still to make further improvements in health care and the quality of education.

b. See Workbook, page 29.

Women around the world

1 Reading and writing

- a. Look at the map. It shows the route of a round-the-world race. Read the newspaper report and the diary and find the names of the numbered cities. Then tell the class.
- b. See Workbook, page 31.



THEY SAID WE WOULDN'T MAKE IT!

- 1** Southampton. For Tracey Edwards and her crew of eleven women on the yacht 'Maiden', the round-the-world race is finally over. Yesterday, greeted by hundreds of boats, they finished here at Southampton in second place in their class. And next time, Tracey says, they will do even better!
- 2** It was very different when they were preparing for the race. Then no one wanted to sponsor them with money. Companies thought they would fail. More than 300 companies said no, but finally Jordanian Airlines offered to be sponsor.
- 3** The first two legs were from here to Punta del Este, in Uruguay, and then on to Freemantle. That was a very hard leg but the girls in 'Maiden' finished it at the top of their group.
- 4** The next two legs took them to Auckland in New Zealand and round the bottom of South America up to Punta del Este again. They faced terrible storms and huge waves around Cape Horn and they lost contact with everyone!
- 5** The final two legs took them up the coast of South America to Fort Lauderdale in Florida and then across the Atlantic Ocean back to Southampton. On the last leg they had no wind and lost a lot of time – and they nearly finished all their food.
- 6** What was the best moment? 'Getting back home to dry land' (amazingly, Tracey doesn't like swimming and hates the water). And the worst? 'Hearing about Tony Phillips' tragic accident when we were near the Cape of Good Hope.'

- c. Match the diary entries with the corresponding paragraphs in the newspaper report. Write them in your Workbook. Discuss your reasons. Look at the map and say where each diary entry was written. Say how you know.

- A** We've passed Cape Horn at the tip of South America at last. The storms were terrible and I hope we haven't lost too much time. We haven't seen the other boats for days and we don't know where they are.
- B** What a day! We haven't had any wind for days and now we've run out of real food. It's ridiculous. We've sailed all round the world since last September and now we are almost back home, but we are like that 'painted ship upon a painted ocean' not moving!
- C** After all the difficulties, we've finally started! I've prepared for this day for the last two years, and I'm sure we've chosen a wonderful team of women and 'Maiden' is a good yacht. And since we got a sponsor, things have got much better! People don't believe a crew of twelve women can sail round the world, but I'm sure we can!
- D** It's been a bad day. We've all been sad since we heard the news about Tony's death. The weather has been awful for about a week with enormous waves, but the girls haven't complained. They're a great crew!
- E** It's over! We've finally done it! We didn't win, but we've proved that an all woman crew can sail around the world. I've already talked to some of the girls about next time.
- F** We've arrived in Australia at last! This second leg, all the way from Uruguay was very difficult, but we've managed to stay in first place in our group.

- 2 Writing** See Workbook, page 31. **3 Writing** See Workbook, page 31.

4 Reading and speaking

Look at the table. Talk about the different countries.

Senegal has been independent since 1960.

It has been independent for 40 years now.

country	date of independence
Senegal	1960
Ghana	1957
Guinea	1958

country	date of independence
Gambia	1962
Burkina Faso	1960
Mali	1960

- 5 Writing** See Workbook, page 32.

LET'S RECAP

- Expressing past habits with *used to*.
- Expressing ambition with *would like to (I'd like to)*.
- Expressing dislike with *wouldn't like to*.
- Using *since/for + perfect tense* to indicate actions or states over a period of time.

The birth of Soundiata

1 Speaking

Answer the following questions.

1. What do you know about the Mandingo Empire?
2. Does it still exist today?
3. Do you know about any other empire of the past? Tell the class about it.
4. What is the difference between 'legend' and 'history'?

2 Reading and speaking

Read the passage below and find out who the following characters are:

Sogolon Koudouma Tchedjoucou Oulamba and Oulanding Sigui

THE BIRTH OF SOUNDIATA

The king of Do had a daughter. Her name was Sogolon Koudouma. Although Sogolon was a princess, she was different from her sisters. The other princesses were very beautiful. Sogolon had an ugly face and a humped back. So she had the nickname 'Tchedjoucou'. No prince would even look at her and no young man wanted to talk to her. Everyone ignored her and so she never dared to go out. She was miserable, very miserable indeed.

Now the kingdom of Do had a great enemy. It was not another king preparing a siege against it. No. It was a wild bull, which caused a lot of damage to the people of Do. There were many hunters in Do, but they all feared Sigui, the cruel and merciless bull. He had killed the most courageous hunters and so the entire population lived in terror. One day, the king promised to reward the person who could kill the dangerous bull. He was ready to give any prize – gold, diamonds, his daughters in marriage. Any prize.

Two brothers, Oulamba and Oulanding Traoré came to Do. They decided to take up the challenge and go hunting for Sigui. With the help of an old woman, they went to the forest. After a long chase, and to the general surprise of the people, they were able to kill Sigui the monster.



3 Writing See Workbook, page 34.

4 Writing See Workbook, page 34.

- Pronoun reference
- Connectors
- Present passive

1 Reading

Look at the pictures. They show the end of the story of Soundiata's birth. Then read the sentences below and match them to the pictures.



- A A huge murmur comes from the crowd: 'They must be crazy! This is incredible! Who would marry Tchedjoucou?' But the brothers want Tchedjoucou because of the old lady's words: 'When you kill Sigui, don't ask for any prize except for Sogolon's hand. Tchedjoucou will have a child who will become the greatest of all kings.'
- B They are warmly congratulated and thanked by the king who says: 'Well done, brave young men! You have killed our worst enemy and therefore you deserve a prize.'
- C The king asks, 'What prize do you want me to give you, brave men?' and the brothers reply, 'Oh great King, all we want is your daughter Sogolon.'
- D The two brothers are welcomed by the whole kingdom and are taken to the palace.
- E Sogolon has a baby. His name is Soundiata, and he will become a powerful and rich emperor.
- F Sogolon is taken back to their kingdom by the young men. They show her to their king, Narin Famakhan, who marries her.

6 Writing See Workbook, page 35.

Samory, a military genius

1 Reading and speaking

Read the text and answer these questions.

1. Where did Samory come from?
2. Name two things that he achieved in his lifetime.



Samory Touré came from a non-Muslim Dyula trading family, who lived in the region of the upper Niger, to the east of Futa Jalon. As a young man he trained and built up a force of well-armed soldiers to protect his family's business. His family traded gold dust and cattle. Under Samory's leadership, they used their connections to import firearms from the coast and so to strengthen and modernise their army.


Between 1865 and 1875, Samory built up a powerful Mandingo kingdom.

In his youth, Samory became a Muslim and he used Islam to unite and strengthen his kingdom. He promoted Muslim education and the building of mosques and he used Islamic laws as a basis for his rule. By the early 1880s he had built a huge empire, the third largest in West Africa (after Sokoto and Tukolor). For the first time for many years, all the Mande-speaking peoples of the ancient Empire of Mali built by Soundiata were reunited.

2 Writing

 See Workbook, page 36.

3 Reading and writing

- a. Read the text and find ten strategies used by Samory for his army.
- b.  See Workbook, page 36.

SAMORY, A MILITARY GENIUS

The strength of Samory's army was a major unifying factor in the creation of his empire.

He incorporated many male captives into the army rather than selling them as slaves. This increased local loyalties to him and to his kingdom. In all, he had an army of 30,000 men, mostly foot soldiers, but also containing an elite corps of cavalry.

He was a military genius. The most striking aspect of his genius was his ability to learn from past experience and to adapt quickly to new situations. He was also an excellent planner, planning everything well in advance.

- First, he realised that it was crucial not to run out of arms, ammunitions and horses. He also knew how to get the most modern weapons; for instance he imported the latest quick-loading rifles from Freetown (in Sierra Leone) and he used local ironsmiths to repair and manufacture guns.
- Secondly, his ability to withdraw troops strategically in times of difficulty was almost perfect.
- Thirdly, his army was so well-organised that, despite its big size, he was able to move his soldiers with surprising rapidity.
- Also, when it was necessary, he made alliances with other armies in order to fight a common enemy.
- Finally, he had an excellent intelligence system, so that he always knew about his enemies' intentions.

General Baratier, a French general, had great admiration for him and he wrote about him: 'Samory gave proof of qualities characteristic of a chief of people, a strategist and a politician... a remarkable leader of men, possessing audacity, energy and an irrepressible tenacity'.

Despite his remarkable achievements, Samory had to surrender to the French army in 1898. He died in exile in Gabon, at the age of 70, in 1900.

4 Speaking

You are Samory and your partner is your general. Give him/her 5 tips to help him/her best organise his/her army. You can use the following language.

learn from the past	make sure...
don't forget to...	don't...
remember to...	you must...

5 Writing

 See Workbook, page 37.

• Narrating historical events
• Vocabulary related to the army
• Use of apposition so that, so well that, in order to to indicate purpose and result

The Queen Sisters

1 Reading and speaking

a. Read the text about Pokou and find out the answers to these questions.

1. When did the two queens sisters reign?
2. Which of their parents died? How?
3. Why were they famous?
4. Who were Sidya and Yeli?
5. Why was Sidya exiled?
6. Who brought peace between the Walo and the Trarza kingdoms?

TWO SENEGALESE QUEEN SISTERS: NDIEUMBEUT AND NDATTÉ YALLA

Linguéer Ndieumbeut and Linguéer Ndatté Yalla were famous women in the history of Walo, the northern region of Senegal.

Linguéer is the Wolof word for Queen. These Queen sisters reigned about 1840 to 1855.

They were orphans at a very early age (their mother, Linguéer Fatim Yamar Mbodji was the heroine of the collective suicide of the women of Nder). They played a great role in the fights against the colonists: they refused their orders, helped their cousin who was the ruling king to fight against the French settlers and the other enemies. They regulated the trade on the Walo part of the river Senegal. They helped their Kingdom prosper.

They were appreciated by their followers and the population because they stood up, imposed their will and succeeded in getting what they wanted from the settlers.

They were the most famous as they were the only women survivors of the 'Tuesday of Nder'. Both of them have given birth to two well-known princes:

Linguéer Ndatté Yalla is the mother of Prince Sidya Ndatté Yalla who was adopted by Leon Faidherbe and named after him Sidya Leon Diop. He was educated in a military school in France, came back to the country but refused submission and collaboration with France colonists. They sent him to a concentration camp in Gabon where he died in 1978.

Linguéer Ndieumbeut is the mother of Prince Yeli known as Bour Trarza (King of Trarza). He was a Prince ruler in Mauritania because his father was the King ruler and in Walo because of his mother. Thanks to him and his Queen mother, peace could be brought between the two kingdoms Walo and Trarza.

b. Explain the following words:

settlers ruler Queen Prince enemies

c. Look at the text and explain the difference between these pairs of verbs:

was adopted/adopted was named/named after

d. Give examples of your own similar in form to was adopted and was named.

2 Listening and writing See Workbook, page 38.

3 Speaking

Work with a partner.

Choose one Linguéer and retell her story.

4 Writing See Workbook, page 38.

5 Reading and speaking

Read the text and answer these questions.

1. What is Nder? Why is it famous?
2. Why did the Moors, the Toucouleurs and the colonists want to dominate the Walo Kingdom?
3. Why did the women of Nder commit suicide?
4. How and why were the Princesses Ndatté Yalla and Ndieumbeut saved?
5. Discussion:
 - a) Would you do the same as the women of Nder to escape slavery?
 - b) What do you think of the values stated in the text?

THE FAMOUS TUESDAY OF NDER 'TALATAY NDER' OR THE BRAVERY OF THE WOMEN OF NDER

Nder was the third capital of the Walo Kingdom, situated in the north of Senegal, not far from the river. The Toucouleur Kingdom was in the east and the Moor Kingdom in the north.

This village was and is still famous because it has been the stage of a tragedy: 'Talatay Nder' or the famous Tuesday of Nder. Both Toucouleurs and Moors were coveting the Walo Kingdom which was prosperous and the gateway to the country. So were the colonists.

Every group was spying any occasion to invade the capital and rule the Kingdom.

That famous Tuesday of March 1820, the King was absent. He was wounded in a fight and went to Saint-Louis with his followers to be cured. That day, the other men were in the fields very far away.

The enemies took that opportunity to attack surprisingly the women who were by themselves, in the royal court, under the supervision of Queen Fatim Yamar. Alerted by the sentry, the Queen called everybody at once and ordered them to wear warriors' costumes, so that they looked like men, to take guns and to fight against the invaders. They did so well that they pushed the enemies out of the Kingdom.

On the way back to the village, a woman who was hot and tired, took her hat off and shook her braids in order to relax. The enemies who were still spying on them, understood that all of them were women. They came back to attack again. With dignity and pride, Queen Fatim Yamar ordered Seydané, her special secretary, to take quickly her two daughters (the Princess Ndieumbeut and Ndatté Yalla) to the Cayor Kingdom to hide them in their uncle's house. She, then, ordered all the rest of the women to gather around her in a big hut and she put the fire to the hut.

Thus they avoided being captured and becoming the Moors' slaves. The two princesses and their follower Seydané were the only women survivors and the real proofs of that tragedy. This episode of Senegalese history is related in books and played on the national television to remind the younger generation of some African values which are courage, self-pride, self-respect and honour.

6 Reading and writing

 See Workbook, page 39.

LET'S RECAP

- Using connectors.
- Passive voice (present and past).
- Narrating historical events.
- Using apposition.
- Vocabulary related to the army.
- So that, so well that, in order to, to indicate purpose and result.
- Pronoun reference.

1 Reading and speaking

Read the definitions below and answer these questions. Tell the class.

1. What do you know about slavery?
2. Does it still exist in the world today? If so, where?
3. Where did the slaves who were taken to America come from?
4. What sort of work did they have to do?

slave / sleɪv / n. (pl. slaves) and v. A slave is someone who is the property of another person and has to work for that person. *A story about a slave who escapes and becomes a free man.*
slave trade / n. The slave trade is the buying and selling of slaves; used especially to refer to the

transportation of black Africans to America and the Caribbean from the 16th to the 19th centuries.
slavery / sleɪvəri / n. Slavery is the system by which people are owned by other people as slaves *The abolition of slavery.*

2 Reading

Read the text and answer these questions.

1. Who was Harriet Tubman?
2. How many slaves did she help to escape before and after the Civil War?

Harriet Tubman was a slave. She was born in southern USA, in 1820. When she was a young girl, Harriet worked as a servant in her owner's house. She was a rebel who didn't like taking orders, so her owner sent her to work in the cotton fields. The work was hard, the hours were long, and to make matters worse, the slaves were often beaten and whipped.

While she worked in the fields, Harriet dreamed of freedom. There was no slavery in the north of the country, but could she get there? The journey to the north was dangerous because many slaves who tried to escape were captured or killed on their way. However, Harriet decided to try by travelling secretly at night. After many weeks she reached the north and freedom.

In the north Harriet worked as a cook and a dressmaker. Although she was free, she thought of her family and friends in the south who were not free. So she decided to help other slaves to escape. She helped her parents, her sister, and her two brothers to get to the north. And she helped many more slaves, over 300 in all.

During the Civil War, Harriet first worked as a nurse in an army hospital. Later she became an army spy and helped many more hundreds of slaves to go north to freedom. The end of the war meant the end of slavery. Black people were no longer slaves, but they did not have equal rights. For the rest of her life Harriet fought for the rights of blacks. She died when she was 93 years old.



3 Reading and writing See Workbook, page 41.

36

- Revision of passive
- Connectors
- Vocabulary related to slavery

4 Writing See Workbook, page 41.

5 Reading, speaking and writing

a. Read the following text and find 5 examples of the passive voice.

Mary Tibbit, another famous slave, arrived in America in 1774. She came from Africa. She was captured by a local African chief. She was sold by him to a white sailor. She was taken in his ship to America and was sold to a plantation owner. She was forced to work on his sugar plantation and she died of hard work.

b. See Workbook, page 42.

6 Reading and speaking

Slaves in America often used to sing religious folk songs, called 'spirituals'. The songs were about slavery, death and freedom and the heroes and heroines were people from the Bible. Learn this spiritual and sing it to the class.

GO DOWN MOSES

When Israel was in Egypt's land,
'Let my people go'
They worked so hard they could not stand
'Let my people go'

CHORUS

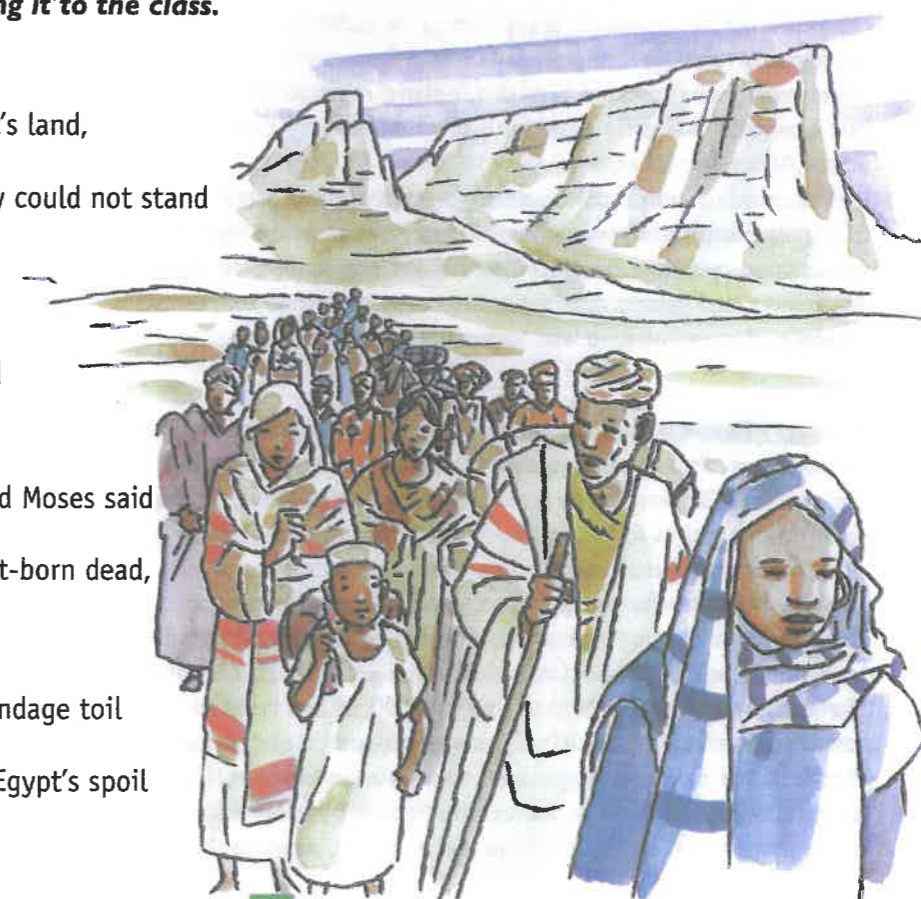
'Go down, Moses
Way down in Egypt's land
Tell old Pharaoh
To let my people go!'

'Thus spoke the Lord,' bold Moses said
'Let my people go!
If not, I'll smite your first-born dead,
Let my people go!'

CHORUS

'No more shall they in bondage toil
Let my people go!
Let them come out with Egypt's spoil
Let my people go!'

CHORUS



37

Freedom fighters

1 Speaking

What do you know about Martin Luther King, Gandhi and Nelson Mandela? Discuss them with a partner, then tell the class.

Martin Luther King was born in Atlanta, USA in 1929. He wanted to become a Baptist preacher, studied theology and obtained his Ph.D. in 1955. However, an incident in Alabama that year changed the course of his life. A black woman, Rosa Parks, was arrested because on a bus she took a seat reserved for white people. To protest against this arrest, Martin Luther King organised a boycott of the buses. Nine months later it ended in victory. The Supreme Court in Washington ruled that segregation against black people was illegal. After winning this battle, Martin Luther King organised various other protests and demonstrations against segregation, using non-violent methods. In 1963 he made his most famous speech 'I have a dream'. He was assassinated in 1968.



Mahatma Gandhi was born in India in 1869. He was married at the age of 13, but when he was 19 he went to study law in Britain. After he qualified as a lawyer, he was unable to find a post in India, so went to South Africa where many Indians were living. He intended to practise law there for a year. However, while he was in South Africa he suffered his first experience of racial segregation and decided to stay on and fight it. He led opposition to a new law which was going to take away the Indians' right to vote. This was not successful, but attention was drawn to the Indians' sufferings. Gandhi eventually stayed in South Africa for 20 years. He returned to India in 1915 and engaged in political protest there. He persuaded the Indian National Congress Party to follow a policy of non-violence in the fight for independence. His strategy was to boycott goods imported from Britain. When he was imprisoned for these activities, he went on hunger strike. After India had gained its independence, some Hindu extremists did not like his attitude of tolerance towards Muslims, and he was assassinated in 1948.



Nelson Mandela was born in the Transkei, South Africa, in 1918. After studying law, he practised in Johannesburg, then joined the African National Congress in 1944. For the next 20 years he directed a campaign of defiance against the South African government and its racist policy, a form of segregation known as 'apartheid'. The climax of these protests was a three-day national strike in 1961. In 1964, Mandela was sentenced to imprisonment for life for his political activities. However, all the time he was in prison he remained a symbol of resistance to apartheid. The 1980s saw almost the entire world uniting to bring apartheid down. Mandela was released from prison in 1990, after President FW de Klerk had removed the ban on the ANC, removed restrictions on political groups, and suspended executions. Mandela and de Klerk negotiated to set up an electoral system in which all citizens had an equal right to vote. In 1993, Mandela shared the Nobel Peace Prize with de Klerk. In 1994, after the first multi-racial elections, Mandela became the first President of the new South Africa. He retired in 1999.



- Will and would in reported speech
- Making contrasts
- Vocabulary related to civil rights

2 Writing  See Workbook, page 43.

3 Speaking

Discuss what you have just written in your Workbook with your partner, then report to the class.

4 Reading and speaking

On August 28, 1963, Martin Luther King spoke to thousands of people in Washington. The speech has since become famous.

Read this part of the speech. What hopes did King have for you, as a black child? Tell the class.

I have a dream that one day the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day my four little children will live in a nation where they will not be judged by the colour of their skin, where little black boys and little white boys will be able to join hands and walk together as brothers. This will be the day when all the God's children will be able to sing with new meaning 'Let Freedom ring!' When we allow freedom to ring from every town and every hamlet, from every state and every city, we will be able to speed up that day when all God's children, black men and white men, will be able to join hands and sing in the words of the old negro spiritual 'Free at last, Free at last. Great God Almighty, I'm free at last!'

5 Reading, speaking and writing

a. The sentences below on the left are words spoken by Martin Luther King. The words on the right are the same words as reported later by a person in the crowd. Study the differences.

'I have a dream.'	King said he had a dream.
'The sons of slave owners and the sons of slaves will be able to sit down together.'	He believed the sons of slave owners and the sons of slaves would be able to sit down together.

b. Now report these parts of King's speech in the same way.

1. 'My four little children will live in a nation where they will not be judged by the colour of their skin.'
2. 'Little black boys and little white boys will be able to join hands.'
3. 'They will be able to walk together as brothers.'
4. 'We will be able to sing the words of the old negro spiritual, 'Free at last!''

6 Writing  See Workbook, page 43.7 Listening and writing  See Workbook, page 44.

Children's rights

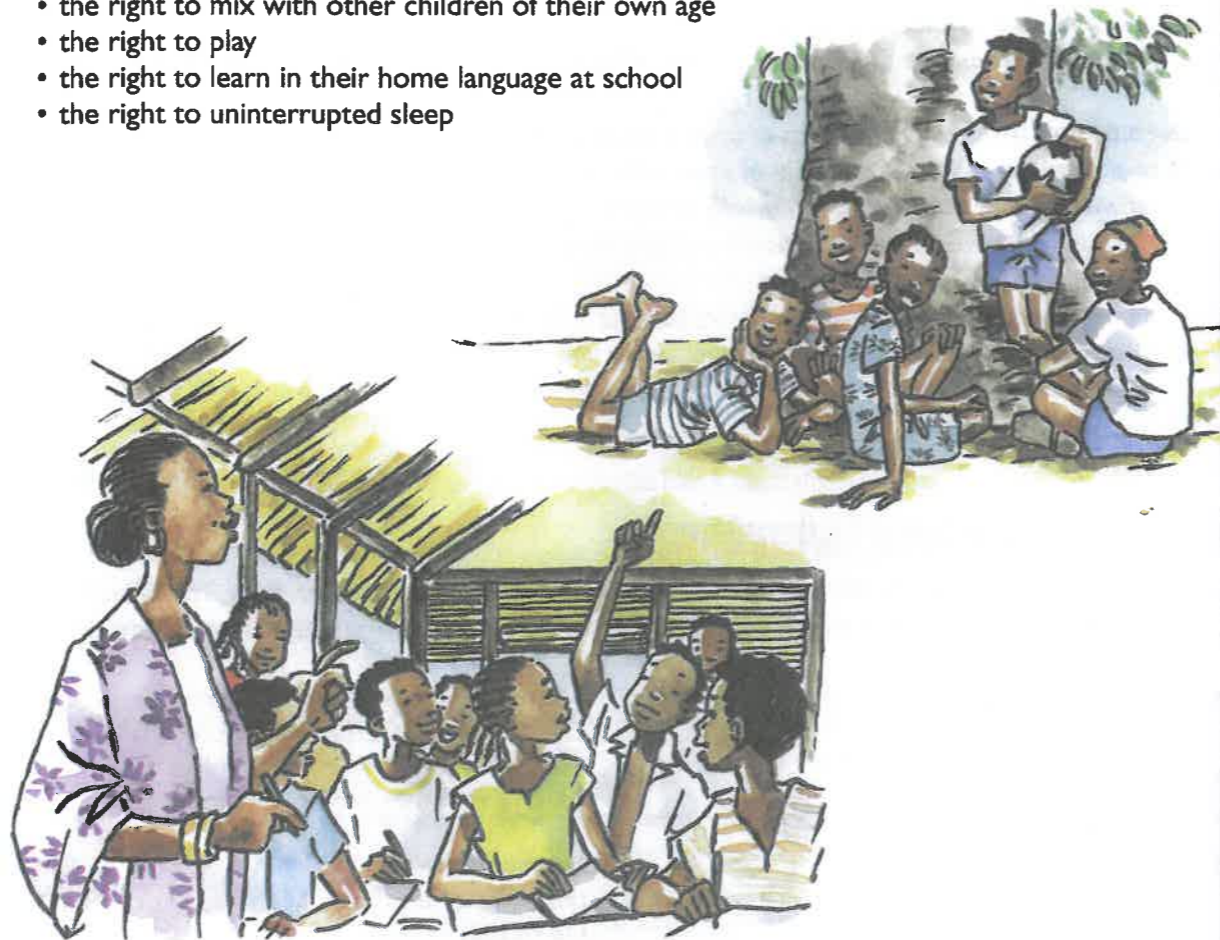
1 Speaking

With a partner, discuss any rights you think you have, and write a list of them. Then tell the class.

2 Reading and speaking

a. Here are some rights that children everywhere are supposed to have. Read them carefully.

- the right to go to school
- the right to have good health
- the right to mix with other children of their own age
- the right to play
- the right to learn in their home language at school
- the right to uninterrupted sleep



b. Who guarantees these rights? Is it the parents, the state, or both? Make sentences like the example below to show your opinion.

Children have the right to go to school.

→ Parents and the State must ensure that children go to school.

3 Writing  See Workbook, page 45.

4 Reading and speaking

a. Read the text and decide what the last sentence: 'Rights and responsibilities go hand in hand' means. Tell the class.

RIGHTS DON'T COME ALONE

When you get older, you will have the right to stay up late. But you may also have the responsibility of looking after your younger brothers and sisters when your parents are out. That may include sending them to bed at the right time!

The more rights we enjoy, the more responsibilities we have to accept, as well. Most children develop a sense of their own rights, but it is sometimes harder for them to understand that other children have rights too. Mealtimes are a good illustration of this. Every child has a right to have enough food to eat, but a greedy older child may deprive a younger brother or sister of the food he or she needs.

Schoolchildren sometimes find the rules at school rather difficult, but most of these rules were made so that school life is trouble-free and everybody has an equal chance to work, to play, to make friends and to be happy.

When someone becomes a teacher, he or she accepts lots of responsibilities for helping children. But please remember, teachers also have rights! Rights and responsibilities go hand in hand.

b. Discuss the following questions with your partner and then tell the class.

- What rights do you think teachers have?
- What responsibilities do students have towards their teachers?
- What responsibilities do students have towards their school?

5 Writing

 See Workbook, page 45.

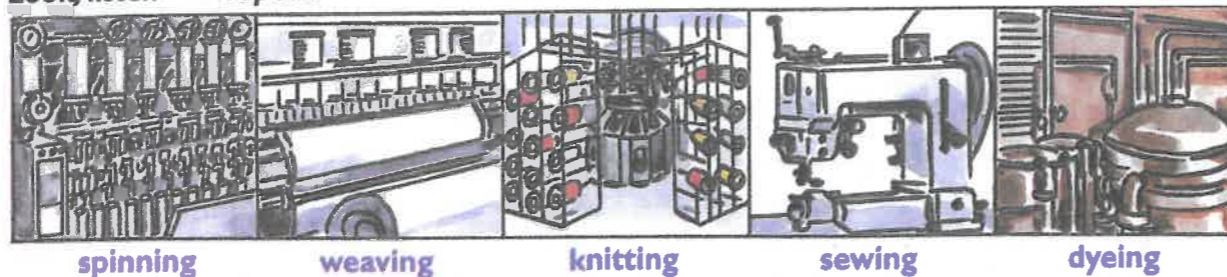
LET'S RECAP

- Talking about slavery, civil rights and children's rights.
- Using the passive voice.
- Reporting what someone else said.
- Expressing obligation.
- Making contrasts.
- Using a dictionary.

Making clothes

1 Speaking

Look, listen and repeat.



spinning

weaving

knitting

sewing

dyeing

2 Reading and speaking

Read the text and answer these questions.

1. For spinning yarn by hand, which tools can you use?
2. Is spinning faster by hand or by machine?
3. What is the main difference between traditional weaving and modern weaving?
4. What are the main processes in clothes making?

Spinning can be done by hand using a spindle, or a spinning wheel. It can also be done by very big machines, which can produce over 120 metres of yarn in one minute.

It is the same with weaving. In many parts of the world, simple upright looms are still used to weave fabric, but modern automatic looms are very fast and over 400 metres can be woven every minute.

Other important processes in clothes making, such as dyeing and printing can be performed either in a traditional way or by modern methods.

Most knitted clothes are made on factory knitting machines, but many people still enjoy knitting by hand at home. A modern machine with 2 500 needles can knit 1 200 rows of stitches in one minute!

Clothes can be sewn either by hand using a single needle and thread, or by machine. The most modern electronic sewing machine can produce decorative and practical stitches.

3 Writing

 See Workbook, page 48.

4 Reading and speaking

Compare these two sentences. What is the difference between them? Which form would you choose to use here? Why? Tell the class.

You can make clothes by hand or with a machine.

Clothes can be made by hand or with a machine.

5 Reading and speaking

- a. What are the differences between hand-made and factory-made clothes?
Read the text and find out.

Some people enjoy making clothes at home; others prefer to go to the dressmakers or tailors who work in small workshops. Sometimes spinners, weavers and dressmakers get together and form a group. There are groups, even villages, where several workers spin the yarn, others weave it and finally a third group sews the clothes. These garments are hand-made. However, nearly all the clothes you buy in a shop, in town, are factory-made clothes. In large modern factories clothes are made by machine and in very large quantities.

- b. Look at the pictures and the texts. Put the pictures in the right order.

HOW CLOTHES ARE MADE IN A FACTORY

PATTERN MAKING

The pattern maker or technician turns the designer's sketch into detailed drawings. Every piece that is needed to make the garment is drawn and checked.

LAY PLANNER

The lay planner uses computers to design the pattern pieces and plan the most effective way of using materials.

CUTTING

The fabric is spread out on long tables (up to 150 layers thick!) by a spreading machine. The pattern pieces are then laid on top and are cut.

PUTTING IT ALL TOGETHER

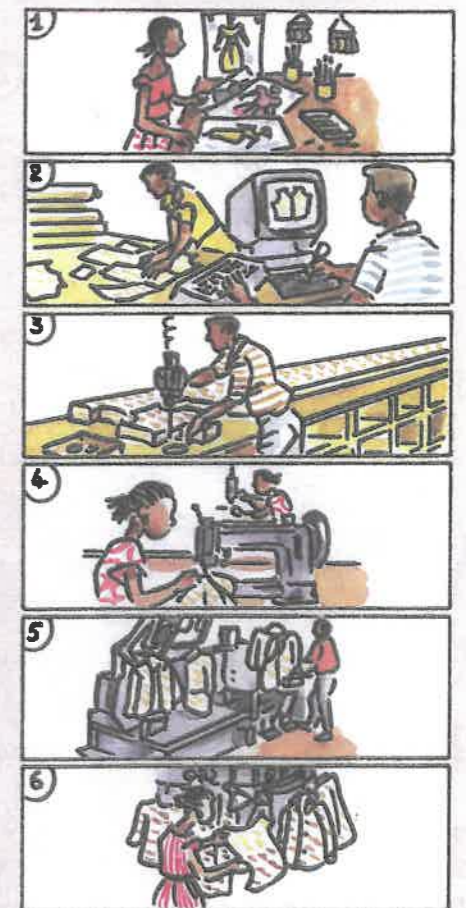
A conveyor belt carries the pieces to the person who matches them before sending them to the sewing machinist. Each machinist concentrates on sewing one part of the garment.

PRESSING

The work is pressed at various stages. At the end the garment is laid on a huge flat table which a large flat press covers.

QUALITY CONTROL

During production, a quality controller examines the work and there is always a final inspection just before the final pressing.

6 Writing  See Workbook, page 48.

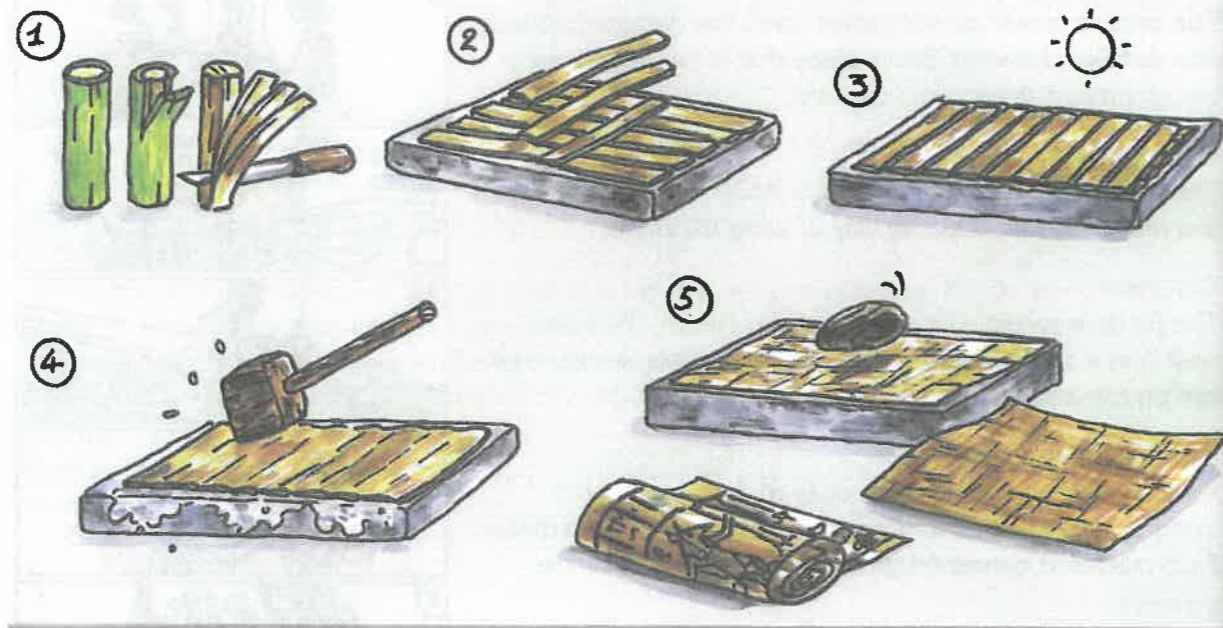
Papermaking

1 Reading and speaking

Look at the pictures and match them with the sentences below. Then put the sentences into the correct order.

From about 2400 BC, the people of Egypt used a plant, Cyperus papyrus, to make a writing material which was known as papyrus...

- A The two layers were then beaten carefully with a hammer until the sap (the liquid inside the pith) came out.
- B As the pith dried, the thin layers were glued together by the sticky sap.
- C To make papyrus, the pith (the inside of the plant) was soaked with water and then it was cut into thin strips.
- D Finally, the dried sheet of pith was rubbed with a flat stone to make the surface smooth.
- E A layer of these strips was placed on a board in one direction and another layer was placed across the top of the first layer.



2 Writing See Workbook, page 50.

3 Reading and speaking

Read the text 'The invention of paper' on page 45 and answer the following questions.

1. Who invented paper?
2. How did he get the idea?
3. How did the secret of papermaking reach other parts of the world?

- Describing a process
- Vocabulary related to papermaking
- Revision of the passive voice

THE INVENTION OF PAPER



In AD 105, Ts'ai Lun, an official at the court of the Chinese emperor, was studying wasps. He watched these insects chew leaves from mulberry trees into a 'pulp'. They used this pulp to build their nests. This gave the clever court official an idea. He collected fibres from bark and old cloth, mixed them with water and beat them into a pulp. Then he spread the mixture on a flat surface.

As the pulp dried, the fibres stuck together and Ts'ai Lun had the first 'sheets' of paper. The Chinese kept the art of papermaking a secret for 500 years. The Japanese discovered the secret in the 7th century. They soon became experts – and in AD 770, they produced 1,000,000 copies of a Buddhist prayer, using blocks for printing. During a war in AD 751, people in the Arab city of Samarkand learned the secret of papermaking from their Chinese prisoners. Samarkand soon became the papermaking centre of the world. From Samarkand the art of papermaking travelled westward and by the 16th century, paper was made in most countries in Europe.

4 Writing See Workbook, page 50.

5 Reading, speaking and writing

a. These things are usually made of paper. Match the words and the pictures.

- newspaper
- exercise book
- envelope
- dictionary
- magazine
- bag
- money
- stamp
- book
- calendar
- box
- kite
- map
- postcard
- playing cards



- b. Find three things that you can write on.
Find three things that you can read.
Find three things that you can use in your free time.
- c. Can you add more paper products to each group?
- d. See Workbook, page 51.

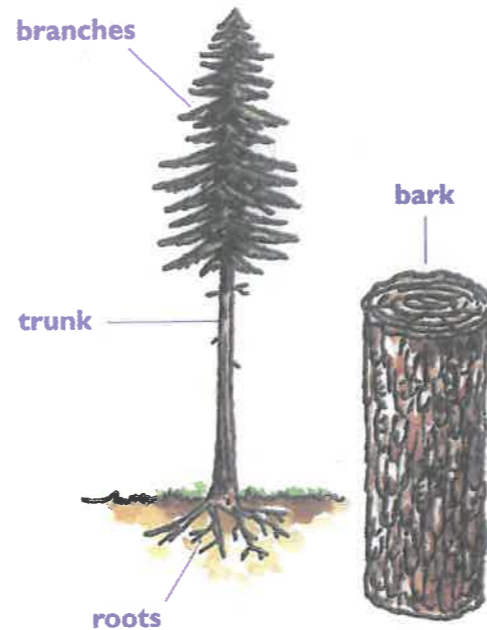
Modern papermaking

1 Reading, speaking and writing

We need wood to make paper.
Wood comes from trees.

a. Read the text and find the names of the different parts of a tree.

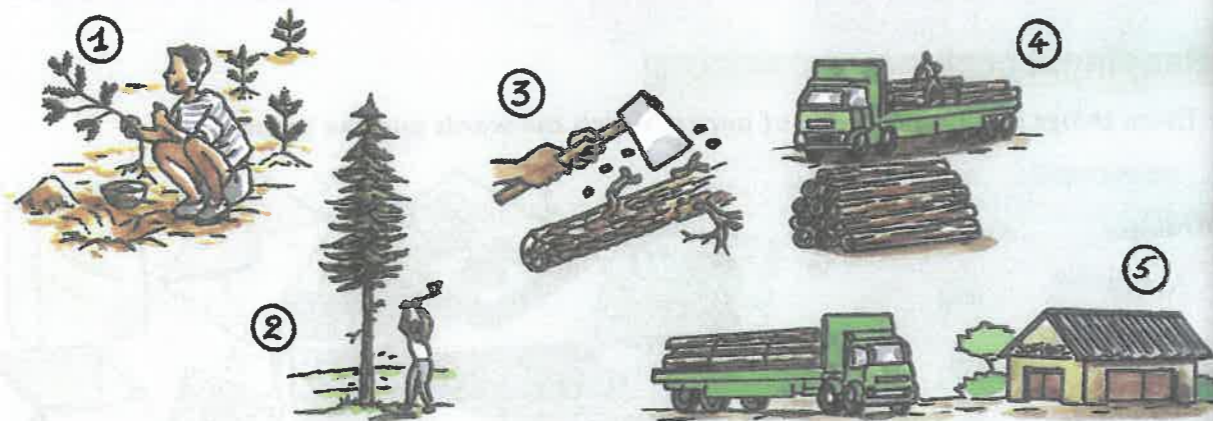
A tree is a plant with a long trunk made of wood. The tree gets its food through the roots which can grow deep into the ground. The branches are attached to the trunk and are usually covered with green leaves. The bark covers the outside of the trunk. It is like the skin of the tree.



b. See Workbook, page 52.

2 Reading and speaking

a. Match the sentences and the pictures.



- A The branches are cut off.
B The trees are cut down after about 20 years.
C They are transported to the paper mill.
D Young fir trees are planted.
E The tree trunks are loaded on lorries.

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

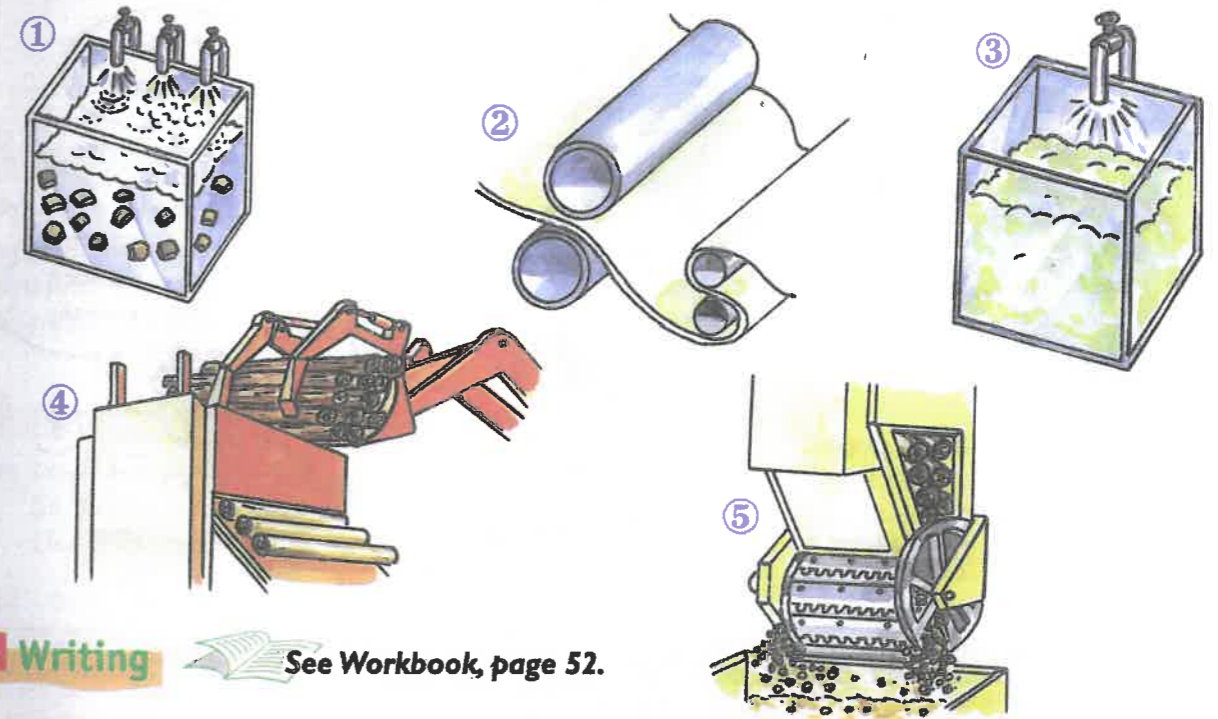
What are the people doing in picture 2?

They're cutting down the trees.

3 Reading and speaking

A group of young people is visiting the paper mill. The manager is explaining how paper is made. Look at the pictures and read the manager's explanations. Then put the pictures in the right order.

Good morning, everyone! And welcome to the paper mill. I hope you'll find the papermaking process interesting. When the tree trunks arrive at the mill, they are brought to this machine. Here the bark is cut off. Then the wood is cut into small pieces in this machine here. Next the small pieces of wood are mixed with water and chemicals to make 'pulp'. In this water tank a lot of water is added to the pulp – 99 parts water to one part pulp – and then the mixture is fed into this long machine and squeezed by these rollers into long rolls of paper.



Writing See Workbook, page 52.

Listening and writing See Workbook, page 52.

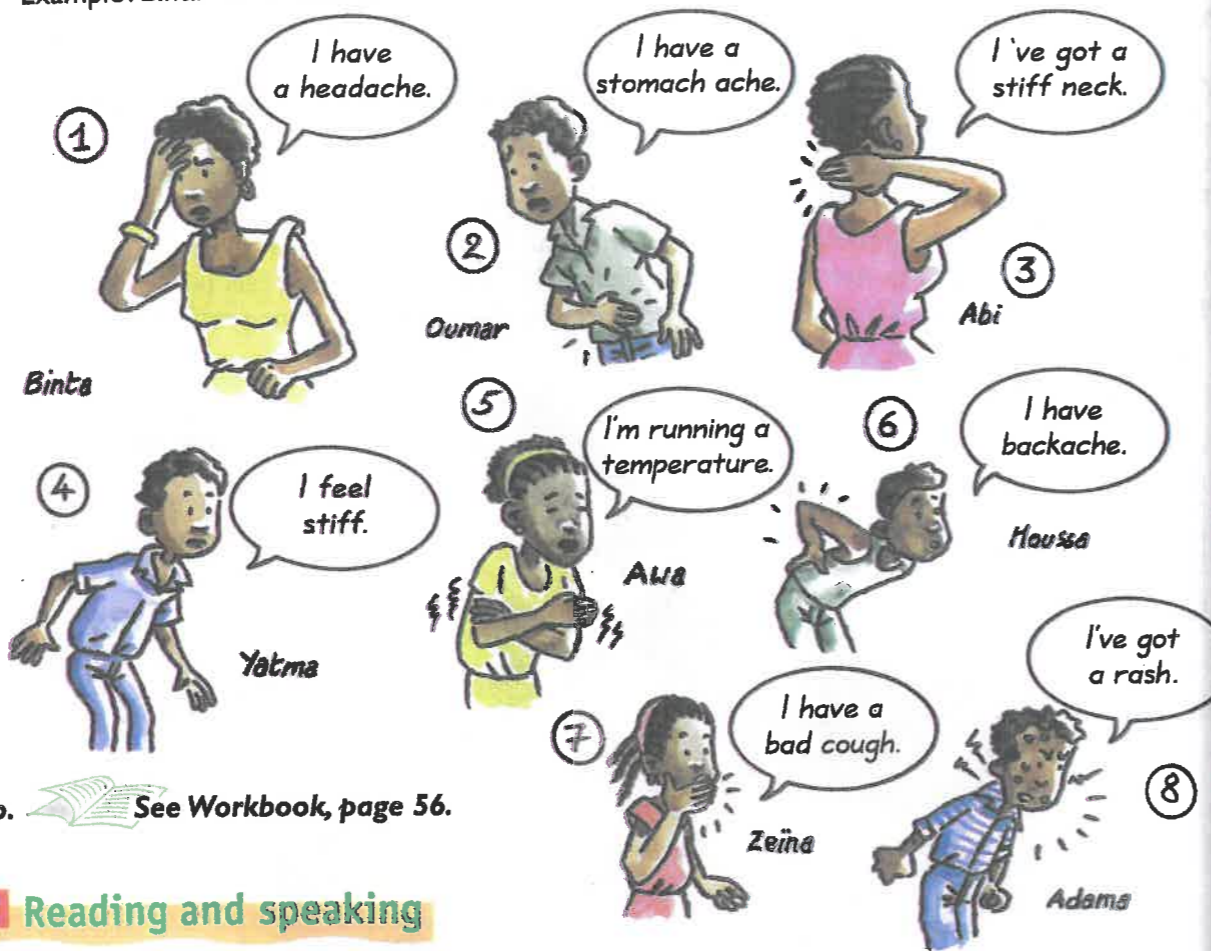
LET'S RECAP

- Describing processes.
- Describing the processes of making clothes and paper.
- Comparing traditional and modern processes.
- Using passive voice in the present and past and with modals.

What's wrong with you?

1 Reading, speaking and writing

a. What's wrong with these people? Look at the pictures and tell the class.
Example: Binta has a headache.



b. See Workbook, page 56.

2 Reading and speaking

a. Read the table.

symptoms	illness
a temperature, a runny nose, stiff muscles, possible cough, dizziness	flu
coughing fits, vomiting, runny nose and eyes	whooping cough
chronic cough, weight loss, tiredness, loss of appetite	tuberculosis
constant fever, diarrhoea, vomiting, stiff muscles	malaria
bubbles on the skin containing thin pus	chicken pox

b. Look at the table above and answer the questions.

- How do you know when someone has flu?
- When someone starts to lose weight and doesn't eat very much, what may he/she be suffering from?
- What happens when someone has malaria?

• Vocabulary related to health and diseases
• Adverbs of frequency

3 Reading and speaking

Read these two dialogues and act them out with your partner.

- 1
- What's wrong with you?
 - Have you got a temperature?
 - Perhaps you have flu.
- 2
- What's wrong with you?
 - Do you have a cough, too?
 - Oh! Maybe you have flu.

I've got a headache.

Yes, I feel very hot.

I have a runny nose and I feel dizzy.

Yes and I feel sick.

4 Speaking

Find out what's wrong with your partner. Refer to the table on page 48 to help you with your diagnosis!

Student A: Look at your information at the bottom of the page. Turn the book around.

Student B: You have coughing fits, runny nose and eyes. Yesterday you vomited after eating your dinner.

5 Reading, speaking and writing

a. Look at the table below. Say what you think the cause for each condition and illness may be. (Some problems may have several causes or share some causes with other problems). Use a suitable word from the box below.

b. See Workbook, page 56.

Examples: Headaches are sometimes caused by stress.
Flu is always caused by a virus.

always	often	occasionally
sometimes	usually	never

box A (problems)	box B (possible causes)
pimples; headaches; stomach aches; food poisoning; breathlessness; dizziness; a broken heart; wrinkles; anaemia; depression; backaches.	lifting heavy things; old age; stress; dirt and oil in the pores; overexertion (too much work); having a lot of bad luck; turning round; disappointment in love; eating contaminated food; eating too many oily things; lack of iron

Student A: You have a constant fever, diarrhoea, your muscles are stiff.

Cures - modern and traditional

1 Reading and speaking

a. Read the text and answer these questions.

1. What traditional medicines do you know? Tell the class.
2. What are their advantages and disadvantages?

People all over the world use traditional medicines. Often these medicines are made from parts of trees or plants, such as leaves, berries, bark, or roots. Sometimes animal bones or minerals from the earth are used. The ingredients are often ground into powder and mixed with water or oil. Some medicines are for internal use – for drinking or eating. Others should only be used externally as ointments or balm. These are put on wounds or rubbed into the skin. Some medicines are for inhaling.

Until recently a lot of doctors were against traditional medicines. They used modern medicines and nothing else. But now these doctors can see that many traditional medicines do work, so they use both modern and traditional medicines to cure their patients.

b. In pairs ask each other what traditional cures there are for the following conditions:

headaches cough cuts stomach aches skin rash malaria

2 Listening See Workbook, page 57.

3 Reading and speaking

Match each description with the medicine it relates to. Tell the class.

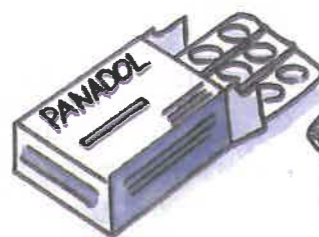
A Rub the cream gently over the infected area of skin.

B Adults: 2 spoonfuls every 4 hours.

C How to take Panadol:

Adults: Take 2 tablets every 4 hours as required.
Do not take more than 8 tablets in 24 hours.

D How to prepare ORS (Oral Rehydration Solution): Take half a litre of water and add a pinch of salt and a handful of sugar.



1.

box of tablets



2.

tube of cream



3.

bottle of syrup



4.

1/2 litre of water, salt and sugar



• Giving advice with should
• Vocabulary related to cures

4 Reading, speaking and writing

a. Read this dialogue and practise it with your partner.

What's wrong with you? You don't look well.

I've got a headache.

You should take some aspirin.

And I feel very hot.

Perhaps you have a temperature. Well, aspirin helps to get a temperature down. And you should soak a towel in cold water and put it round you. Then you should put ice in a towel and put that on your forehead.

That's a good idea. Thanks, I'll do that.

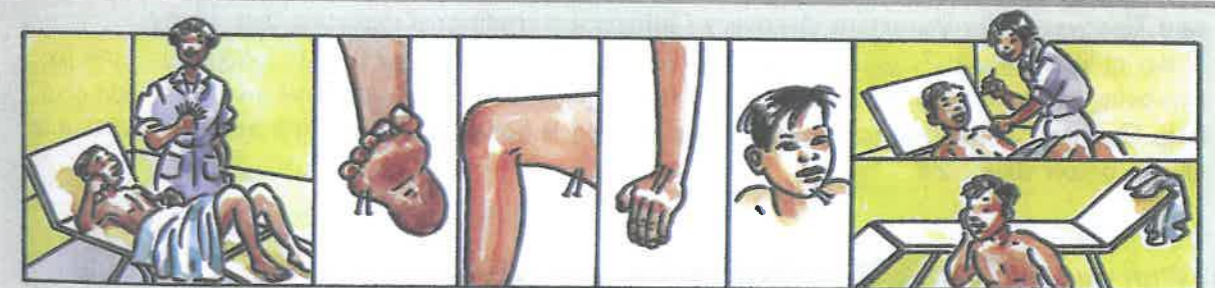
And you must drink plenty of water. That's the most important thing for a temperature. And if you don't feel better soon, you should see a doctor.

b.  See Workbook, page 57.

5 Reading, speaking and writing

a. Acupuncture comes from China. The doctor uses needles to cure illnesses.

Match the sentences to the pictures to find out how an acupuncturist cures a toothache.



- A She puts the first two needles in the soles of the feet, below the little toes.
B The acupuncturist takes eight needles.
C The third pair of needles go into the back of the hands, between the fingers.
D The toothache has gone.
E The second pair of needles go into the side of the legs.
F She removes all the needles.
G Then she puts the last two needles into the chin.

b.  See Workbook, page 57.

Prevention is better than cure!

1 Reading and speaking



a. Read the text. When did the world first find out about quinine? How?

Quinine is a traditional medicine of the South American Indians. They have used it for centuries as a cure for malaria. When Europeans first went to South America, they got malaria and became very sick. Many died because at that time they did not know about the traditional cure.

Last century, doctors working in South America noticed something very interesting about malaria. Most foreigners got the disease, but most Indians didn't get it. What was the reason for this? The doctors asked the Indians why they didn't get malaria. The answer was very simple. The Indians told the doctors about their traditional cure.

The doctors wanted to know where quinine came from. The Indians showed the doctors how to get quinine from the bark of the cinchona tree. Then the doctors asked the Indians how they used quinine. The Indians explained: 'You should mix the bark with water to make a drink,' they said. This was a very important discovery. Quinine is a traditional medicine that works.

Today millions of people use quinine to cure malaria. They also take care to prevent malaria by removing stagnant water and spraying to kill mosquitoes. Clean houses and mosquito nets also help. Quinine can be used to cure the disease, but it is better not to catch it at all. Prevention is always better than cure.

b. With your partner, match the phrases from this table to give other advice about the prevention and cure of malaria.

When you're feverish,
When you start to shiver,
When you go to bed,
When it gets dark,
When mosquitoes are breeding,

you should

get under a mosquito net.
spray the rooms with mosquito killer.
get rid of stagnant water around the home.
have plenty to drink.
take some quinine.

2 Writing  See Workbook, page 59.

52

• Giving advice with *should*
• Reading and interpreting tables

3 Reading and speaking

PREVENTION OF GUINEA WORMS

The Guinea worm, known as the 'fiery serpent' is a parasite. It enters the body when someone drinks water containing its larvae. Twelve months later, the mature female worm, a metre or more in length, works its way to the surface of the skin to emerge in a painful blister or abscess. As unsafe water is the primary reason for the problem, the most important measures to eradicate the disease are: to provide safe water; to treat contaminated water with chemicals; to use simple cloth filters to filter contaminated water and make it safe for the population to drink.

a. Read the text and give advice to governments and people to fight against Guinea worms. Tell your partner.

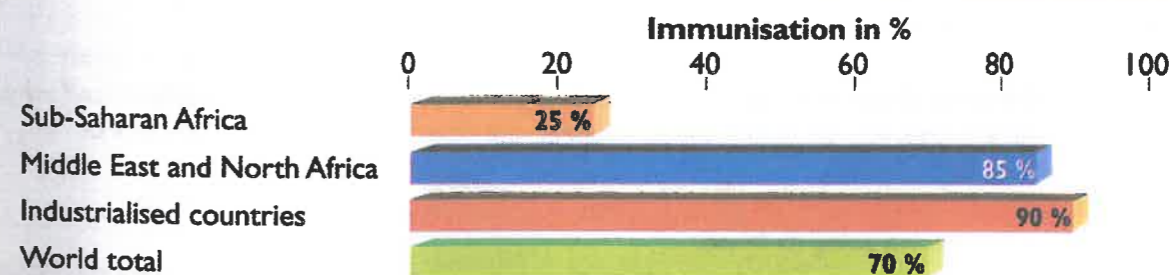
b.  See Workbook, page 59.

4 Reading and speaking

Read the text and look at the table. Then answer these questions.

- Where has the WHO target been reached?
- Which parts of the world have not reached these goals?

About 2 million children die each year from diseases that are easily prevented by vaccines. The number of deaths would be greater without the current immunisation programme – 2.7 million children would die from measles; 1.2 million would die from tetanus; 1 million would die from whooping cough, and 100,000 from diphtheria; another 800,000 would be paralysed by polio. Some years ago, goals were set by the WHO to increase immunisation coverage world-wide against diphtheria, measles, tetanus, polio, tuberculosis and whooping cough to 80% of children.



LET'S RECAP

- Talking about illnesses, symptoms, cures and prevention.
- Giving advice with *should*.
- Interpreting tables and charts.
- Using adverbs of frequency.

53

1 Reading, speaking and writing

a. Read the dictionary entries for synonyms of the word frightened.

frightened

- 1 Words meaning *frightened*:
scared
terrified
petrified
panic-stricken

frightened /'fraɪtənd/ adj. Feeling nervous and afraid because you think that something very unpleasant is going to happen to you.
scared /skeəd/ adj. Frightened, especially because you are in a dangerous situation.
terrified /'terɪfaɪd/ adj. Extremely frightened of something dangerous or unpleasant.

petrified /'petrɪfaɪd/ adj. Extremely frightened, especially so frightened that you cannot move.
panic-stricken /'pænɪk strikən/ adj. So frightened that you cannot think clearly or behave sensibly, especially when something has suddenly frightened you.

be frightened

- 2 Phrases meaning *be frightened*:
to have a strong fear and dislike of something
to be afraid/scared/frightened/terrified of
to have a phobia about

be afraid/scared/frightened/terrified of /'brɪ:ə'feɪd, skeəd, 'fraɪtnd, 'terɪfaɪd of/ (verbal phrase)
have a phobia about /'hævə'fəʊbi:ə əbaʊt/
To have a strong and unreasonable dislike and fear of something especially of something which is not frightening for most people (verbal phrase not in progressive).

- b. Look at the following situations. Use the words to say how you feel in each situation and why.
- At a stranger's house, you go to the toilet. All over the floor and walls, there are lots of spiders and snails.
 - You are on an aeroplane, which is going through a zone of turbulence – the plane is shaking – you think it's going to crash.
 - You are going to the dentist. When you see all the instruments on his table, you start to cry.
 - Your neighbour's house is burning, you are waiting for the firemen.
 - The lion in the town zoo has escaped. Everybody is running everywhere.
 - You wake up in the middle of the night. There is a man in your room, with a knife in his hand, you can't move or speak.

2 Reading and writing

See Workbook, page 62.

3 Reading, speaking and writing

- a. Read the chart about fear below and select two things under each heading that you fear most.
b. See Workbook, page 62.
c. With your partner, say how you feel the fear (are you just afraid or frightened? terrified? petrified?) and give the reasons why. Are all your fears justified?

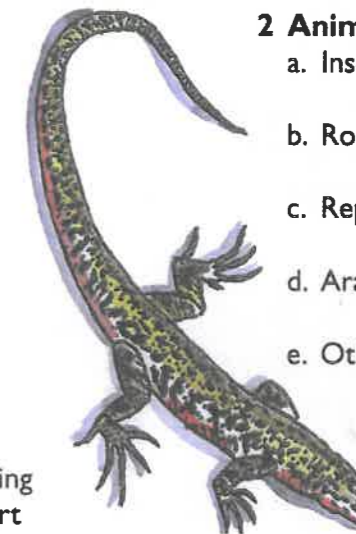
1 Disasters

- Drought
- Volcanic eruption
- Flooding
- Earthquake
- Fire



2 Animals

- | | |
|--------------|----------------|
| a. Insects | 1. cockroaches |
| | 2. mosquitoes |
| b. Rodents | 1. mice |
| | 2. rabbits |
| c. Reptiles | 1. snakes |
| | 2. lizards |
| d. Arachnids | 1. spiders |
| | 2. scorpions |
| e. Others | 1. worms |
| | 2. snails |



3 Social violence

- Terrorist bombing
- Violence in sport
- Street gangs
- Road accidents
- War

4 Places

- Being on a plane
- Being in or on water (sea, river, pool)
- Being in a crowd
- Being in a high place (mountain, tree, building)
- Being alone in a closed room



6 The supernatural world

- Vampires
- Charms
- Sorcery and evil spirits
- Ghosts
- Sacred forests or masks

4 Listening

See Workbook, page 63.

What is a phobia?

1 Reading

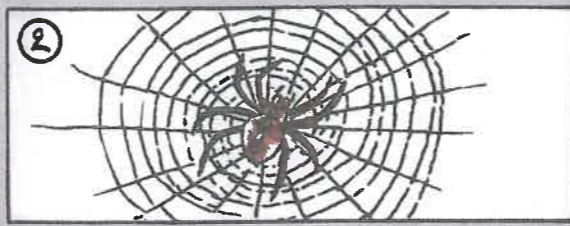
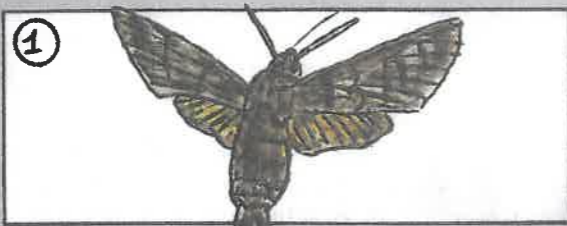
Read the second part of this article and find out what phobia Aïcha has.

NEW AGE
7 January

PHOBIAS: What terrifies you?

Many people dislike spiders and they don't want to touch them. This is perfectly normal. But when some people see a spider, or even a

photograph of a spider, they are terrified. They may sweat, feel dizzy, faint or vomit. These people have a phobia.



MOTHS

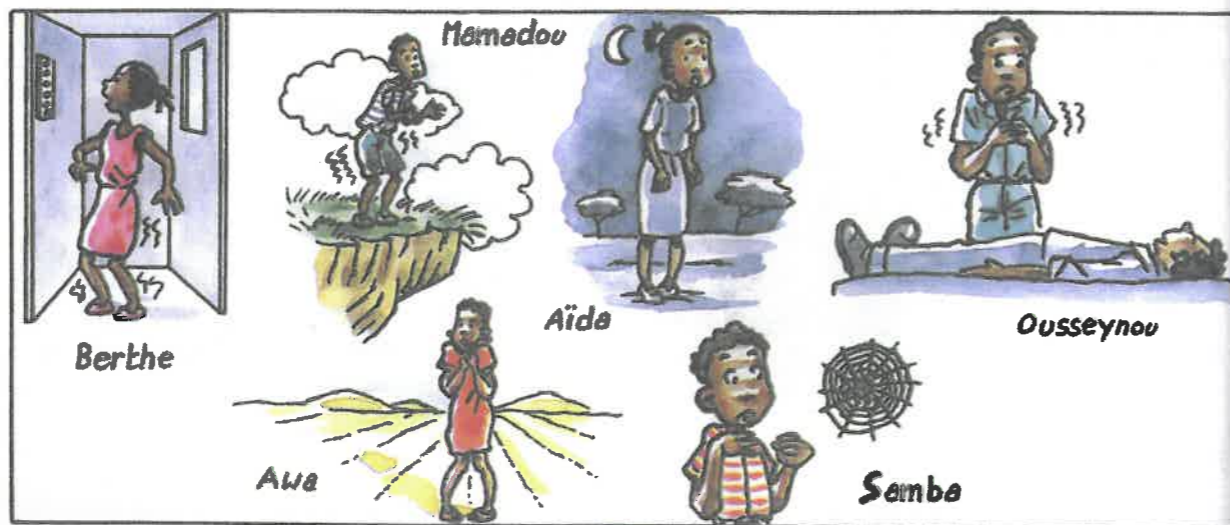
Have you got a phobia? Millions of people have. 'New Age' magazine talked to fifteen-year-old Aïcha. Aïcha has a phobia about moths. 'Ever since I was a small child moths have terrified me. I know that moths can't really hurt me, but if I see one I scream and run. And if a moth touches my skin, I vomit and faint.'

We asked Aïcha if she felt the same about butterflies, but she said she didn't. We also asked her if she told her school friends about her phobia. 'People aren't always sympathetic, so I don't usually talk about it. And nobody can really help me, anyway.'

2 Speaking

Look at the pictures. What are these people afraid of?

open spaces the dark spiders
confined spaces high places death or dead bodies



- Explaining symptoms
- Mixed tense revision
- Vocabulary related to phobias

3 Reading and speaking

Read the definitions below and match the phobia to the pictures in exercise 2 on page 56. Example: Mamadou is afraid of heights. He has acrophobia.

Acrophobia is fear of high places.
Claustrophobia is fear of confined spaces.
Nyctophobia is fear of the dark.

Agoraphobia is fear of open spaces.
Necrophobia is fear of dead bodies.
Arachnophobia is fear of spiders.

4 Writing

See Workbook, page 64.

5 Speaking and writing

a. Everyone is afraid of something. Look at this list of things that many people say they are afraid of. What other things would you add to the list? Note them down in your Workbook, page 64.

the dark snakes travelling by plane
birds blood rats
water strangers open spaces
mice cats public speaking
spiders dogs

b. Work in groups of ten. Ask and answer questions, like this.

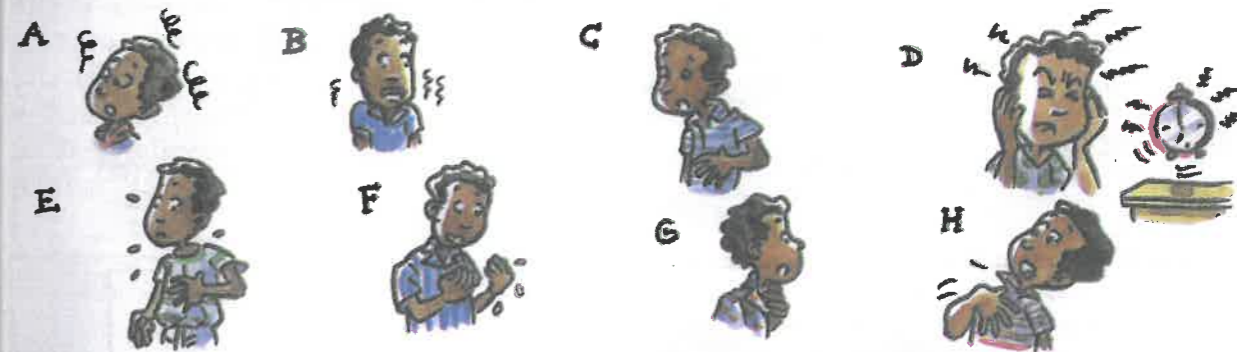
What are you afraid of?

I'm afraid of ... and ... What about you?

c. See Workbook, page 64.

6 Speaking

a. Look at what happens to some people when they feel afraid.



b. Match the pictures with these sentences.

- I feel dizzy.
- My heart beats quickly.
- I feel sick.
- I have a lump in my throat.
- I can't breathe.
- I start to shake.
- I hear a ringing sound.
- My hands get sweaty.

c. With your partner ask and answer questions, like this.

What happens when you feel afraid?

What about you?

Phobia: Is there a cure?

1 Reading and speaking

Read these dialogues and say what phobia each person is suffering from.



2 Speaking

Give your opinion.

What do you think about Carol, Seydou, Lena and Henry's problems? Do they just want attention? Are they being silly? Do they have a real problem?

3 Reading and speaking

Read the text and say what you should do if you have a phobia.

IS THERE A CURE?

Doctors can help with phobias. The treatment is called 'desensitisation' or 'deconditioning'. Little by little people become used to the thing that terrifies them. Take arachnophobia (fear of spiders), for example. If you are terrified of spiders, you should first spend time talking about them. Later you should look at pictures of spiders, and eventually you should look at real spiders. Very slowly you should get used to seeing, talking about, and even touching spiders. Desensitisation can take a long time, but it has cured thousands of people of their phobias. So, if you have a phobia, don't be like Aïcha. Don't keep quiet about it. Talk to your parents or to your doctor. There is a cure, so don't let a phobia ruin your life. By the way, Aïcha is taking our advice. Progress is slow, but she can already talk about moths.

4 Writing



See Workbook, page 66.

5 Speaking

Say, for each of the sentences, if it is True or False and justify your answers.

1. It is normal to faint when you see a spider.
2. Aïcha knows that moths are not dangerous.
3. Aïcha is not afraid of butterflies.
4. 'Desensitisation' is a type of treatment for people with phobias.
5. There is no cure for arachnophobia.
6. The article tells people with phobias to keep them secret.

6 Listening



See Workbook, page 66.

LET'S RECAP

- Expressing fears and phobias.
- Using a dictionary.
- Describing symptoms of fear.
- Giving opinions and advice.

• Job descriptions
• Vocabulary related to film making

1 Reading and speaking

Look at the illustration. Read the job descriptions and match each job with the correct character on the picture.

CLAPPER-LOADER
The clapperboard is made of two pieces of wood. These are brought together with a 'clap!' at the start of each 'take'. They have information written on them which helps the director and editor to keep the takes in order. The clapper-loader operates the clapperboard and puts film in the camera.

BOOM OPERATOR
The boom is a long pole with a microphone on one end. The boom operator holds the microphone above the actors' heads to record what they're saying.

SCRIPTWRITER
The person who has written the screenplay. *Screenplay adapted by...* means that the story was originally a book or a stage-play.

MAKE-UP MAN/WOMAN
The make-up man or woman makes the actors look like their characters.

SET DESIGNER
The set designer decides on the furniture and constructs the set and scenery for the film.

STUNTMAN/WOMAN
The stuntman or woman is the person who does dangerous things in place of actors.

CAMERAMAN/WOMAN
The cameraman or woman is the person who records the actions on film.

ACTOR/ACTRESS
The actor or the actress is a person who performs in the film.

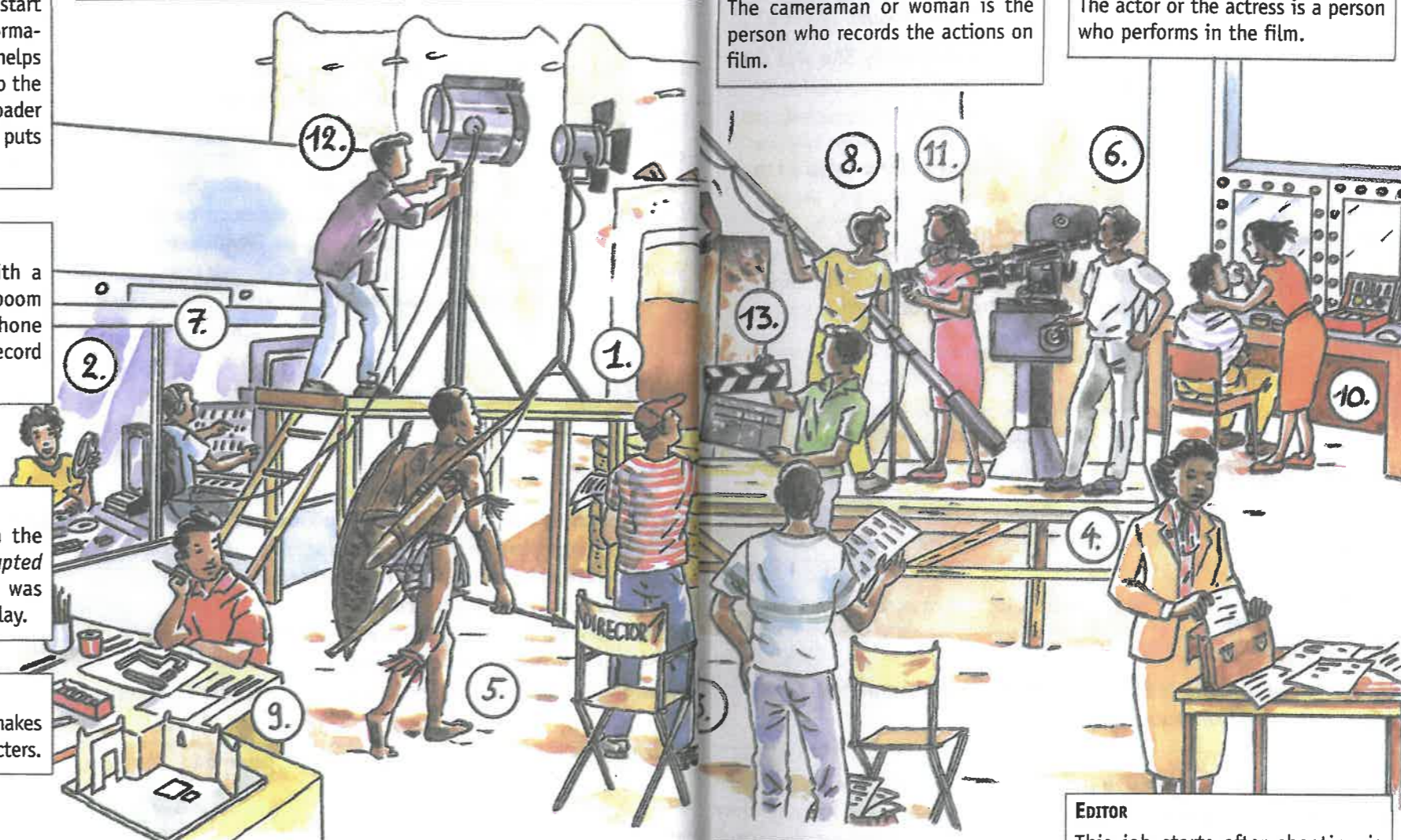
COSTUME DESIGNER
The costume designer makes, supplies, or is in charge of the various special clothes that the actors and actresses wear.

PRODUCER
Producers look after the business side of a film. First, they find the money to start a project. Then they control the budget while it's made. Finally, they're in charge of the film's publicity and release.

DIRECTOR
The director controls all the actors and technicians on a filmset. He or she decides how to shoot each scene and is generally in charge of the movie's creative development.

DUBBING EDITOR
A dubbing editor's job is to 'cut' all the film shot by the director into a final two or three-hour version.

SOUND MIXER
Sound mixer control the equipment which records sounds picked up by the microphone.



3 Reading, speaking and writing

- a. Read the 14 descriptions again. Which jobs must be done before shooting the film? Which jobs must be done after shooting the film?
- b. See Workbook, page 69.

GAFFER
This is the electrician in charge of lighting on the set.

EDITOR
This job starts after shooting is over. It involves mixing dialogue, music and sound effects to produce the film's final 'soundtrack'.

2 Speaking

With your partner ask and answer questions, like this.

What does the director do? or He tells everyone what to do.
He's the person who tells everyone what to do.

4 Writing See Workbook, page 69.

An African film-maker

1 Reading and speaking

Read the dialogue and find out:

- all you can about Ousmane Sembene;
- if Sembene's actors know and like their parts.

Info Film talked to him about film techniques.

INFO FILM Your film, we watched last time, 'Xala' was a funny and satirical film, mocking the powerlessness of the former political leaders of Senegal. What's 'Black Girl' about?

O.S. It's about the mistreatment of a young African woman by a French family. She was their maid in France.

INFO FILM Who are the actors?

O.S. The Black girl is a famous Senegalese actor called Mbissine Diop and the others are French actors.

INFO FILM Are they good at learning their lines?

O.S. Most of them are, especially the Senegalese ones. They mostly enjoy playing their parts because most of the time it's about things of their real life, things they know.

2 Writing  See Workbook, page 72.

3 Reading, speaking and writing

- a. Here is part of a newspaper report about the interview with Ousmane Sembene. There are three factual mistakes in the report. Can you find them?

The film Info Film watched is called 'Xala' which means 'La Noire'. I asked the director who his actors were and

he said that only one of them was a real one. However, he insisted that they weren't good at learning their lines

and that the Senegalese people like their parts because they knew them in real life.

- b. Check with a partner. Did you find the same mistakes?

- c.  See Workbook, page 72.

4 Reading and speaking

Ousmane Sembene from Senegal is the senior of film-makers of Africa. He is a famous film writer and film director. He has won several international prizes and his film 'Black Girl' won a prize at the 1967 Cannes film Festival.

'XALA' or the curse

Director: Ousmane Sembene

Country: Senegal

Year: 1973

The plot:

'Xala' (the curse) is about a powerful Senegalese businessman. He has two wives and marries another young beautiful one, much to the disgust of his other wives and daughters. They advise him not to marry a third one. On his wedding night which is a special night where all the members of the family wait for result, he is unable to perform. The marabouts (witch doctors)

tell him that someone has cast a spell on him; this one is a 'Xala' (wolof word meaning 'curse') which renders him 'impotent'. His friends advise him to get the help of the marabouts to be healed. He wastes his money and his time without recovering his manhood. The film is funny and satirical. It gives an image of the powerlessness of the political leaders of that time.

- a. Read the text above and answer these questions.

- What does 'Xala' mean?
- How many wives has the businessman got?
- What happened on the wedding night?
- What kind of film is it?

- b. Find the parts of the passage which report what is said.

- (wives and daughters to the father): Don't marry a third woman.
- (friends to victim of Xala): Get the help of marabouts.

- c. These are things that 'Xala' makes you think about. Give your opinion.

Does money bring happiness?

What do you think about polygamy?

Is the wedding night a private affair or must it be known by everyone?

5 Writing  See Workbook, page 73.

6 Speaking

These are things that 'Yaaba' makes you think about. Talk about your opinions.

- Do you think that some people are witches?
- Do you think that young people should always obey their elders?
- How should you decide if a person is 'good' or 'bad'?
- What kind of problems do orphans have?

- Reviewing films
- Expressing opinions

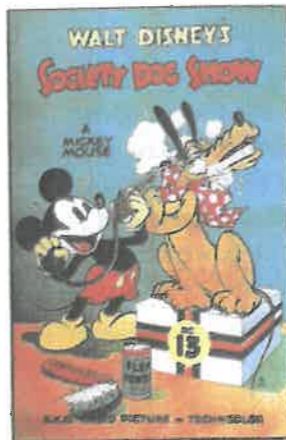
1 Speaking

Do you ever read film reviews before going to the cinema? Do you agree or disagree with them? What do you think a review should do? Should it:

- just tell you who's in the film and what the story's about?
- explain why the film is worth seeing or not worth seeing?

2 Reading and writing

a. Read these reviews:



Mickey Mouse

1928 – Director: Walt Disney
This cartoon was first produced in 1928 by the greatest cartoon maker, Walt Disney. The fantastic adventures of Mickey Mouse soon attracted both children and adults all over the world.



Star Wars

1977 – Director: George Lucas
This space adventure (starring Harrison Ford and Sir Alec Guinness) included some of the most amazing special effects ever seen. It was also the start of a three-film series – the two sequels were: *The Empire Strikes Back* (1980) and *The Return Of The Jedi* (1983).



Gone With The Wind

1939 – Director: Victor Fleming
At 220 minutes, *Gone With The Wind* held the 'longest film ever made' record for several years. Based on Margaret Mitchell's best-selling novel, it was a romance set during the American Civil War. The two main characters, Scarlett O'Hara and Rhett Butler, were played by Vivien Leigh and Clark Gable.



Ben Hur

1926 – Director: Fred Niblo
MGM's spectacular Roman saga (best known for its chariot race) starred Ramon Navarro and Francis X Bushman and was based on a novel by Lew Wallace. Originally a silent movie, it was reissued in 1931 with special sound effects. Then in 1951 another version was made. This time the stars were Charlton Heston and Stephen Boyd.



ET

1982 – Director: Steven Spielberg
A small boy's friendship with an extraterrestrial was the idea behind this fairy-tale/science-fiction classic. It starred Henry Thomas and made a record-breaking £280 million at the box office in just seven months.



Titanic

1998 – Director: James Cameron
This wonderful love story moved thousands of people all over the world. Leonardo DiCaprio and Kate Winslet make a sumptuous couple: Jack and Rose fall in love at first sight on the RMS Titanic. Unfortunately, the ship hits an iceberg while sailing in the Northern Atlantic. They must face many dangers in order to save their lives and their love. *Titanic* has been a great success and has received 11 Oscars.

b. See Workbook, page 74.

3 Speaking

What kind of films do you like? What kind don't you like? Look at these categories. Tell the class any films you know which belong in them.

Use the expressions below.

comedy science fiction mystery/detective horror
romance adventure historical documentary

exciting thrilling wonderful great interesting enjoyable
funny hilarious scary frightening moving bad
touching sad awful boring depressing

LET'S RECAP

- Understanding job descriptions.
- Talking about film making.
- Reporting what has been said.
- Describing and reviewing films and expressing opinions.

LESSON 1

The Library Train

- Vocabulary related to libraries
- Passive perfect

1 Reading and speaking

- a. **Read these lines and say what the difference is between a library and a bookshop.**
 If you want to buy a book you can go to a bookshop. But you need not buy all the books you want to read. You can go to a library and borrow these books. The librarian, the person in charge of the library, will help you find the books you need.
- b. **Answer the following questions.**
1. Is there a library in your school or town?
 2. How often do you borrow books from the library?
 3. Why is a library useful? Whom does it help most?

2 Listening See Workbook, page 76.

3 Reading and speaking

Read the text below and answer these questions.

1. What country is the text about?
2. How far is it from Lubumbashi to Kalemie?
3. How many people on average read each book that is borrowed?

A LIBRARY TRAIN ON THE RIGHT LINES

The region of Shaba, in the heart of Africa, is as large as France. Its people are poor but life is not bad except for one thing: The people want to read, but there aren't any books, or bookshops, or libraries. Well, there weren't any books – until François Bellogey, of the French Cultural Centre in Lubumbashi, said 'If the people can't get to the books, the books must be taken to the people.' In the Shaba region there is only one effective way that books can be taken to the people: by train. And so the idea of a Library Train was born.



The idea has worked very well. The books for the library were collected by the Cultural Centre and distributed by Zaire National Railways. So far almost all the books have been returned and no books have been completely lost.

How does the system work? The train travels from Lubumbashi in the south of Kalemie on Lake Tanganyika, a journey of 1,300 kilometres. It stops for 3 days in each of about ten towns and the return journey takes 60 days. Books may be borrowed but they must be returned when the train comes back. If not, the train may not stop in that town next time!

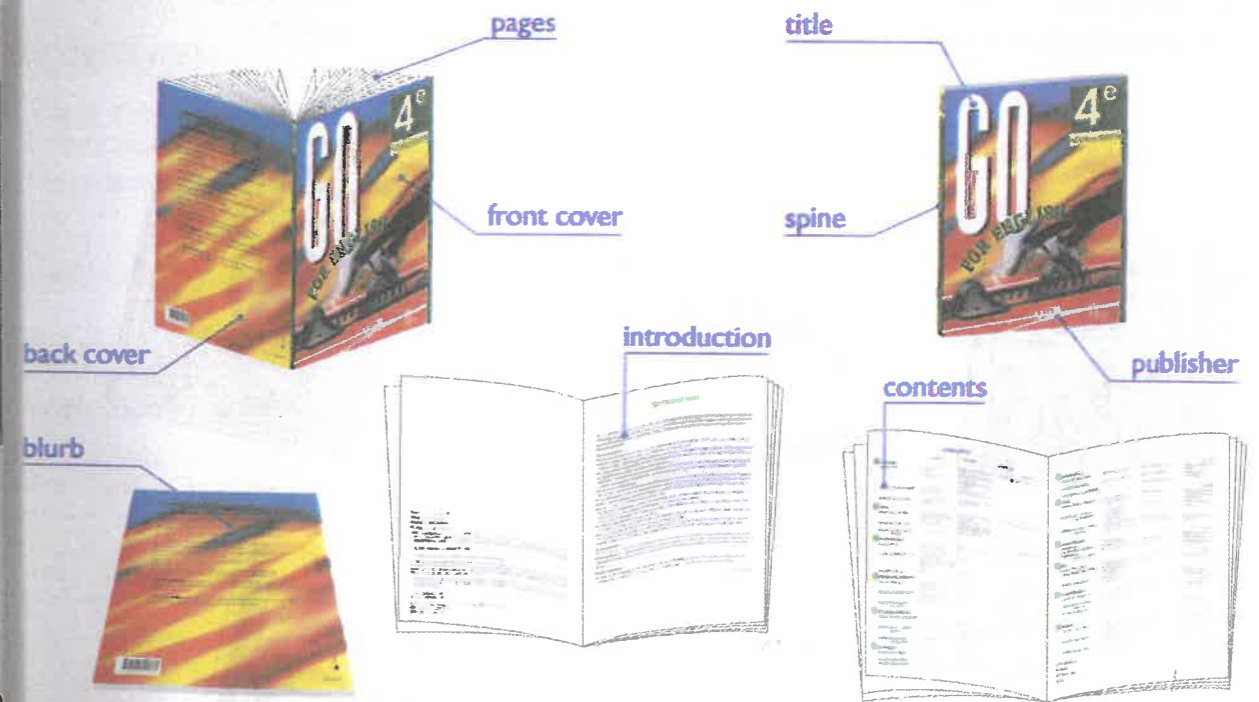
Are the people of Shaba happy with the idea? At every stop, the train has been received with celebrations by hundreds of people. And each book borrowed has been read by an average of twenty readers. This library train is on the right lines!

4 Reading and writing See Workbook, page 76.

5 Reading, speaking and writing

- a. **Read the text and name the different parts of the books in the illustration below.**

A book is made of a number of pages bound together between its front and back covers. The part between the two covers is called the spine. The front cover is generally colourful and has the essential information about the book: the title, the name of the author and the name of the publisher. You can usually find this information again on the spine of the book. On the back cover, you will find the blurb, which is a short text about the book and its author. Sometimes there are comments made by people who have read the book and liked it. Inside the book, you will find more useful information about it: details about the publishing company, the year of publication, the International Standard Book Number (ISBN). Some books have an introduction which explains what the book is about and what the author's objectives are. In many books, a contents page gives a list of the chapter headings.



- b.  See Workbook, page 77.

- c.  See Workbook, page 77.

Different types of books

1 Listening

 See Workbook, page 79.

2 Reading, speaking and writing

a. Read the text and classify each of the books illustrated here into fiction, nonfiction and reference.

LIBRARIES ARE USUALLY DIVIDED INTO THREE MAIN SECTIONS

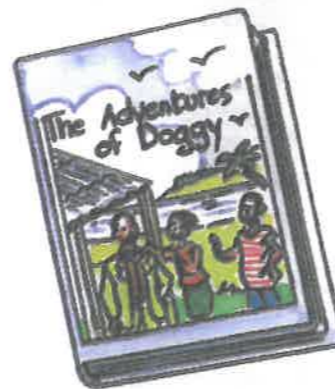
One section contains books which you may only read on the spot, that is in the library itself. You are not allowed to take these books home. These are called reference books. Books of this kind give you useful information, such as the meanings of words, maps of countries, or they describe inventions and their inventors.

Another section comprises books in which you can read stories which are not true, which have not actually taken place, although they may be inspired by real events. These are fiction books.

The last section contains books called nonfiction. Like reference books, these books talk about facts, past and present, people's thoughts and ideas, and deal with a variety of subjects.

In a library, books are generally arranged according to related subjects, and in alphabetical order according to their titles or their authors' names, which makes it easier to find them.

Libraries are not just useful. They are a real treasure of information and great fun.



b.  See Workbook, page 79.

c.  See Workbook, page 79.

• Vocabulary related to books
• Explaining likes, dislikes and preferences

3 Reading and speaking

Ibrahim, Christine, Maurice and Fallou are in the library. Read and find out which books they are reading and why.

- IBRAHIM That's a big book you are reading, Christine!
CHRISTINE It's a dictionary. I'm looking up the word 'arachnologist' to find out what it means. And what are you reading?
IBRAHIM I'm reading a novel. It's the story of a man lost in the jungle. I love this type of book. It's an exciting adventure.
CHRISTINE Your book seems exciting too, Maurice. Is it a fictional story?
MAURICE No, stories aren't my style, I prefer biographies of famous people.
IBRAHIM Aren't they boring?
MAURICE Not at all! This one is the biography of Martin Luther King and it's fascinating.
CHRISTINE Fallou, why are you laughing so much?
FALLOU I'm reading a comic. It's the story of a funny little dog who travels all around the world. I love the drawings. They're so funny.
CHRISTINE Yes, comics are great books to read. They're my favourite when I want to relax!

4 Reading

Study these expressions.

I don't like biographies.
I love fictional stories.

Biographies are not my style.
I prefer comics.

Fictional stories are my favourite.

5 Speaking

With your partner ask and answer questions, like this.

What kind of books do you like?

I like stories.

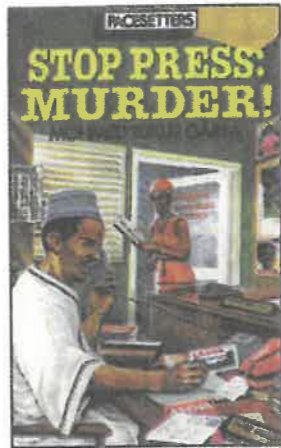
What's the best book you've ever read?

I think it's ...

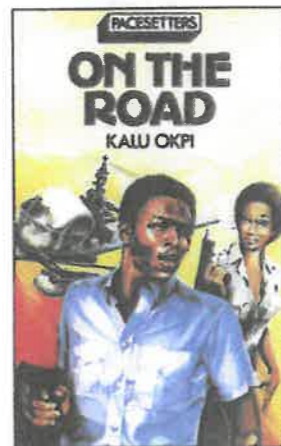
Choosing a book

1 Reading and speaking

Which book would you be tempted to borrow from the library? Why? Tell your partner.



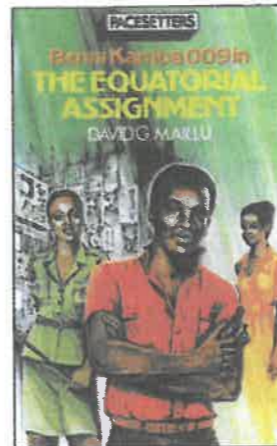
1. **STOP PRESS: MURDER!** by Mohmed Tukur Garba. A murder has been committed and here is a detective story full of suspense and surprises.



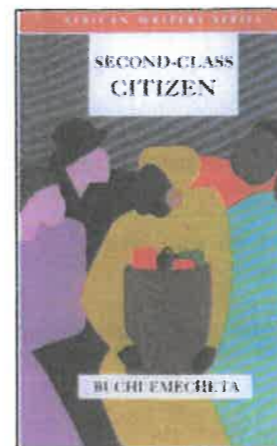
2. **ON THE ROAD** by Kalu Okpi. In Lagos a series of daring bank robberies are baffling the police. Can Jonnie Malu help?



3. **STATE SECRET** by Hope Dube. Acting on instructions from the President, John Talubva investigates reports of an imminent coup in the Republic of Malambia. He uncovers an international conspiracy.



4. **THE EQUATORIAL ASSIGNMENT** by David Maillu. Secret Agent Benni Kamba has been given a secret mission which will decide the future of the whole of Africa.



5. **SECOND-CLASS CITIZEN** by Buchi Emecheta. Adah, a Nigerian woman, moves to England to join her husband and realises that the dreamlike life becomes grim. She is rejected by British society and doesn't find any support from her husband who expects her to be submissive. She feels like a second-class citizen.

2 Reading, speaking and writing

a. To choose a book, people consider the following criteria. Classify them from the most important (1) to the least important (10). Say why.

price	author	people's opinions	prizes won (if any)
summary	what the book looks like	critical review	title
publisher	how the book is displayed		

b.  See Workbook, page 81.

3 Reading, speaking and writing

a. Read this book report about the novel *Fafa* and answer these questions.

1. What did the author of the report like in the book?
2. What didn't he/she like?
3. Would you like to read this book? Say why.

Fafa is a night watchman who wants to marry Kombeh, a beautiful shopkeeper. Sidi Masood, his boss, wants to avoid a marriage arranged by his aunt. There are lots of problems, but in the end, both Fafa and Sidi get what they want.

I thought the characters were very interesting and they are all unusual people. I enjoyed the story of the trick played by Sidi's aunt.

I was surprised that Kombeh wanted to marry Fafa, so I didn't really believe that part of the story. In my opinion, the language was occasionally very complicated.

b.  See Workbook, page 81.

LET'S RECAP

- Using the passive voice in the present, past and past perfect.
- Describing a library.
- Describing and choosing a book.
- Explaining a choice.

• Having fun in English
• Talking about teenage life

1 Reading and speaking

Read the letters and discuss them with your teacher. Match each letter with its answer.



ASK AUNT SALLY

If you have a problem, why not write to Aunt Sally? Every letter will be answered. Don't forget to give your age and your address.

1 I don't want to choose!

Please help me, Aunt Sally. I have two really good friends, but they hate each other. One is the daughter of my mother's best friend. I have known her all my life. The other is a girl I met only two years ago at primary school. I want to be friends with both of them. The problem is that they want me to choose between them, but I can't. What should I do?

CLAIRE BA, age 13

2 I'm worried about my face.

I have lots of pimples on my face. My friends often point to them and laugh. This is making me very unhappy. Is there anything I can do about my pimples?

ROGER GOMIS, age 15

3 She's started smoking.

We are two girls who have a problem with one of our friends. She's only 12 and she has started smoking. We are afraid she will never be able to stop. We know that she smokes because we saw her put some cigarettes in her school bag. And the other day we saw her smoking outside her house. What is the best way for us to help her stop?

AMY NAM, age 13
YOLANDE BOISSY, age 14

4 I can't go on like this.

I live with my aunt and uncle. Last year their son, my 17-year-old cousin, drowned at sea. My aunt and uncle are still very unhappy and their small daughter cries all the time. I miss my cousin too, but I feel I can't talk to my aunt and uncle about it because they are so unhappy. So I spend most of my time in my bedroom. What can I do to make the house a happier place to live in?

IBRAHIM KONE, age 16

a

Tell your friend that you know she smokes. Tell her how bad smoking is for her health. Talk to her about lung cancer. Keep talking until she sees the problem. Smoking is very dangerous. You must help her try to stop NOW.

b

Yes, there are lots of things you can do. First buy a good pimple ointment from the chemist. Keep your skin clean by washing your face as often as possible. Then rub in the ointment after washing. The pimples should disappear after a few days, and your friends will stop laughing. But remember! The most important thing is a good diet. Eat plenty of fruit and vegetables and cut down on oily foods. If you do this, your pimples will not come back again.

c

I am very sorry to hear about your cousin's death. Losing someone you love is not easy. But I think talking does help. You must try to spend more time with your aunt and uncle. And you must try to get them to talk about their son. Remind them of the good times they had when he was alive. The more you talk, the easier it will be for you all to live with his death.

d

You shouldn't have to choose. Don't even try. Your friends are probably jealous. They are worried that you like one of them more than the other. So you will have to show them that you like them equally. Tell them that you do not want to choose between them. You want to remain friends with them both. If your friends do not understand this, then they are not very good friends at all!

3 Reading and speaking

Read the texts below. With a partner ask and answer questions, like this.

How old is Katie?

She is 14 years old.

Where does she live?

She lives in England.

What are her hobbies?

Reading and ballet.

PICK A PENFRIEND



Name: Katie McLeod

Age: 14
Country: England
Hobbies: reading and ballet
Ambition: to be a ballet dancer



Name: Mary Porter

Age: 14
Country: New Zealand
Hobbies: winter sports
Ambition: to travel to Europe



Name: Annie Dumas

Age: 15
Country: Canada
Hobbies: dressmaking
Ambition: to be a language teacher



Name: Edouard Diatta

Age: 15
Country: Senegal
Hobbies: writing stories
Ambition: to be a famous author



Name: Bahari Jameh

Age: 16
Country: Gambia
Hobbies: listening to pop music
Ambition: to play the guitar in a band



Name: Robert Stevens

Age: 15
Country: Australia
Hobbies: fishing and football
Ambition: to be a carpenter



Name: Rita King

Age: 15
Country: USA
Hobbies: swimming and running
Ambition: to compete in Olympic Games

POETRY CORNER

Who has seen the wind?

Who has seen the wind?
Neither I nor you.
But when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I.
But when the trees bow down their heads,
The wind is passing by.

Christina Rossetti

2 Writing See Workbook, page 85.

4 Speaking and writing See Workbook, page 85.

Youth culture

1 Reading and speaking

a. Read the dialogues below on this page and on page 75. Then, match them with the correct statement.

- A When you are young, you don't want to worry about the future.
- B Only young people can produce an interesting youth culture.
- C Being young means having fun and being serious too.
- D Adults control youth culture because young people are a big commercial market.
- E There are all sorts of young people and you cannot define them all in one simple way.
- F Nowadays, young people are freer than they used to be.
- G Too much choice can be a bad thing for young people.
- H Youth culture may actually be appealing to people of all ages.

1. Danielle

Q What's your definition of youth culture?

A I don't really know. I suppose it's a lot of things. I mean, some people love fashion, others like pop music or sport... it's different for everyone. In fact, perhaps youth culture doesn't even exist. After all, my Dad's still interested in pop and he's 47! OK – let's put it this way. There is such a thing as youth culture, but you don't have to be young to enjoy it.

2. Werner

Q Do you think Danielle's right? Is youth culture different for everyone?

A Yes and no. In my opinion there are two kinds of youth culture – boring and interesting. The boring culture is international – you know – Coca Cola adverts, Adidas shoes, Madonna... all of that. But real youth culture is different. That's the ideas and opinions and styles of young people. The 'boring' culture is controlled by people over 30. Real youth culture is controlled by people under thirty.

3. Amara

Q Do you agree? Is youth culture really controlled by older people?

A Of course! And do you know why? Money – that's why. The international youth market is worth billions. It's all one big business. Well, OK, not all of it, but most of it.

4. Roxanne

Q All right, but youth culture's fun too. Isn't that part of it?

A I agree. Nobody makes kids buy records or clothes. We do it because we want to. I don't know what Amara's complaining about. I think young people today are lucky. We've got more choice and freedom than kids have ever had before.

5. Seiji

Q How about you, Seiji? Do you think youth culture offers you a lot of choice?

A Yeah. Too much choice, in fact. Sometimes it's a real problem. Youth culture puts a lot of pressure on kids. Read this! Do that! Go here! See that! Sometimes I just want to say, 'Shut up and leave me alone!'

6. Sue

Q Do you feel like that, too?

A Sometimes, but I want to talk about something else. Is that OK? All right – what I really hate is how everybody tries to define young people. Look at advertising. In adverts, kids are always healthy, happy and rich. That's not true. Then you watch the TV or news or open a newspaper. There, kids are always a problem. Either kids are happy little consumers or they're drug addicts and hooligans. We can't win.

7. Giovanni

Q What about the future? Do you think youth culture will change very much in the next ten years? Will it stop 'defining' people so much?

A Who cares how it's going to change?! I don't understand why everybody's taking this so seriously, I mean, we're young – let's just have a good time. We can start worrying about life when we're a bit older.

8. Yelena

Q Is that your attitude, too?

A No. It was two or three years ago, but not now. These days I'm interested in talking seriously and having fun. That's why I think youth culture is so great – it gives you the chance to do both.

b. Now in groups of five, discuss these young people's opinions.

- Who do you agree with?
- Who do you strongly disagree with?
- Is there youth culture in your country?
- Is it different from adult culture? In what way?

2 Writing  See Workbook, page 87.

3 Reading and writing

The eight young people above are now talking about television. Read their comments. Then say, for each of the sentences, if it's True or False. Write your answers in your Workbook, page 87.

Werner

Most TV programmes for teenagers and young adults are really bad. They want to be cool but they're not – it's a joke.

Yelena

I hardly ever watch TV. I'd rather read a good book.

Giovanni

What do I watch on telly? Oooh – let me think. Well, I like cartoons, old films, comedy series, soap operas – things like that. It's rubbish, I know – but who cares? I enjoy it.

Roxanne

The best thing on TV is the adverts. Some of them are wonderful – really funny. To be honest, I like them more than the programmes.

Seiji

I'm a telly addict. I watch 4 or 5 hours a day. It doesn't really matter what the programmes are. I just use them to relax.

Amara

Who makes the programmes for teenagers, that's what I want to know. I mean, who do they think we are – idiots?!

Danielle

There are some brilliant programmes these days. Some of the pop shows, for example. I like wildlife programmes, too. There are lots of good things – you just have to look for them, that's all.

Sue

I'm 16 and I'm disabled. What I want to know is... why aren't there more programmes for disabled people? It makes me really angry.

Teenage slang

Teenagers have always had their own words and expressions, their own ways of saying things. This teenage 'slang' is important in youth culture. It is a special language that says, 'This is us. This is how we talk'.

1 Reading and speaking

Read the teenage expressions and the sentences that accompany them. Match them to the correct meaning.

teenage expression	example
1 cool	She dresses like a teenager. She thinks it's cool, but she looks silly.
2 crucial	Have you heard the new Omar Pène album? It's totally crucial.
3 dodgy	I felt ill last night. I think I must have eaten something dodgy.
4 dosh	I'd like to go out tonight, but I can't. I haven't got any dosh.
5 freebie	I've got two freebies for the concert next week. Do you want to come?
6 to hang out with somebody	Chris and I have been friends for years. We hang out together a lot.
7 horrendous	We went to see a film last night. It was horrendous.
8 hype	You should never believe what you read about these new bands. It's all hype.
9 naff	My parents have bought a red and green carpet for the living room. It's really naff.
10 OTT (over the top)	OK, I know you like chocolates, but it was a bit OTT to eat the whole box.
11 to rip off	I can't believe you paid so much money for that awful watch. The shop ripped you off.
12 whizz kid	You're joking! He's 17 and he's a millionaire! What a whizz kid!
13 to wind somebody up	My dad and I don't talk about politics very much. We just wind each other up.
14 a wimp	I don't know why she goes out with him. He's such a wimp.

meaning
a to make somebody angry
b to spend time with somebody
c to charge too much money for something
d bad
e fashionable and relaxed
f terrible
g excessive
h money
i somebody who is very young and very successful
j excellent
k a weak person
l in bad taste
m false publicity
n something free

2 Writing  See Workbook, page 89.

3 Reading and writing

a. Have fun in English!

Jokes and Riddles

Q Why did the boy throw his alarm clock out of the window?
A Because he wanted to see time fly.

BINTOU SIDIBÉ, age 15

Q How do Eskimos get dressed?
A Very quickly!

MOUSTAPHA DIALLO, age 16

Customer: Waiter! There's a fly in my soup.

Waiter: Don't worry, sir. It won't eat much.

GEORGE KOSSA, age 14

Q Which country has a good appetite?
A Hungary.

CLARISSE BADIANE, age 14



b.  See Workbook, page 89.

Tongue Twister

Careful Kathy cooked a crisp and crinkly cabbage.
Did careful Kathy cook a crisp and crinkly cabbage?
If careful Kathy cooked a crisp and crinkly cabbage,
Where's the crisp and crinkly cabbage careful Kathy cooked?
MICHEL DIOUF, age 15

She sells sea shells on the sea shore
The shells that she sells are sea shells, I'm sure
So if she sells sea shells on the sea shore,
I'm sure that the sea shells she sells are sea shore shells.
YOUSOUF TRAORÉ, age 13



4 Listening  See Workbook, page 89.

LET'S RECAP

- Talking about teenage life and youth culture.
- Expressing opinions.
- Having fun in English.
- Discovering youth language.

1 Family

A NAMING CEREMONY

In traditional Africa, when a baby is born, there is always a naming ceremony. This generally takes place seven days after the baby's birth.

It is the duty of the baby's parents to inform and invite all the members of the extended family and the villagers. To do this, parents send messengers who give cola nuts to the villagers early in the morning, seven days before the day of the ceremony. To choose the baby's name, the head of the extended family consults the spirits of the family's ancestors. The baby then can receive the name of an ancestor who has 'come back', or simply bear the name corresponding to the day of its birth. When the day arrives, the head of the extended family makes the appropriate sacrifices and shouts the given name to the crowd. After that, there is much eating, drinking and dancing in the village and everybody is happy.

3 School memories

WORKING CHILDREN

Throughout the world, children do some work at home to help their parents. Work is not always bad for children. The right kind of work, at the right age, can be interesting, challenging and good fun. It teaches children to be independent and reliable. They can enjoy earning a bit of money and doing a good job.

What is wrong is too much work or work which is too hard, too long, too dangerous or when the children are too young as it is in poorer countries. They do the cooking, collect firewood, fetch water and look after their younger brothers or sisters. They work in their parents' gardens and fields and look after the animals. They go and sell things at the market. They work all day long.

Many children work in factories, sometimes on huge production lines, doing very repetitive and boring tasks. They sometimes work in hot and stuffy places and for long hours. They earn very little money for all their hard work.

In some countries children as young as nine work in coalmines. It is very dangerous work and many get injured or even killed. In hot countries, little children help pick cotton all day in the sun, and the work is very boring. Some employers often treat the children unfairly, being cruel and brutal. They make them work for long hours, without a break, without proper food and drink and without paying them properly.

Because they have to work to earn money for their families, these children don't have time to play or to go to school. Many of them cannot read or write. Some children have to work as soon as they can walk. In some countries, parents who are not able to feed their children sell them to work for other people. Often the new 'owners' exploit these children who live as slaves. They have no freedom and nobody to protect and look after them.

Reflection

In your opinion,

- what kind of work is right for children?
- what needs do children have? (play? rest? food? fresh air? education? love?...)
- why do you think some adults exploit children?

5 African legend and history

THE BUILDING OF THE MALI EMPIRE

In the thirteenth century, a Malinke leader, called Sundjata, took control of most of the Soninke peoples and organised an alliance with a number of Malinke chiefdoms. In a few years, he built up a vast empire, known to us as Mali. He established his capital at Niani. His kingdom under his rule and the rule of its successors grew bigger and bigger. At its height, in the fourteenth century, the whole Mali Empire stretched from the Atlantic in the west to Gao in the east and from the gold fields of Boure and Bambuk in the south to the southern Sahara towns of Walata and Tadmekka in the north.

The Malinke people had a traditional West African religion. They believed in 'spirits of the land' who ensured the success of their crops. They believed that their ancestors had made a deal with the spirits to make sure that their crops were successful. Through spiritual contact with their ancestors, they were able to keep in touch with the original settlers on the land, and therefore with the spirits of the land. The village head or chief, the mansa in Malinke, was the person most directly descended from the original ancestors. Therefore the mansa, as guardian of the ancestors, was both a religious and a secular leader of his people.

When Sundjata formed his alliance, he persuaded the other Malinke mansas to surrender their titles to him. In this way, he became the mansa of all the Malinke people and, eventually, of the whole of the Empire of Mali. The mansa's power was very great and he lived apart from his subjects, who approached him on their knees. He had great wealth and imposing ceremonial regalia. He had the full respect and obedience of his people. He kept a large army and his commanders were among the most important officials at the royal court. The main source of the mansa's wealth was a tax on all goods passing in and out of the empire.

The main economic basis of the empire was agriculture. Different areas specialised in different crops, such as sorghum, millet and rice, and livestock such as camels, sheep and goats. But the main economic activity was the gold trade. The Empire of Mali reached the height of its power and fame in the fourteenth century. Afterwards, a series of weak monarchs, dynastic struggles and independence movements in the outer provinces of the kingdom led to its decline. In spite of this decline, the idea that the Mali Empire might one day be revived remained within the Malinke people. This happened in the nineteenth century with Samory Touré.

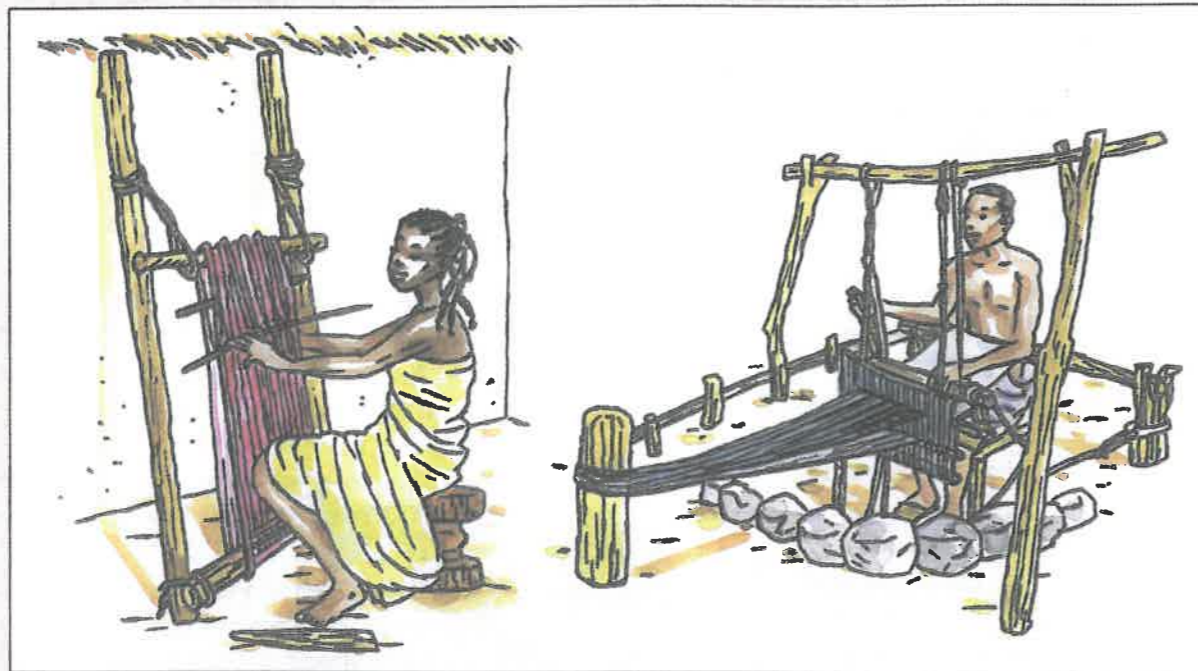


7 Manufacturing

WEAVING IN AFRICA

In many countries of Africa, weaving is a man's job. Women harvest, comb and spin the cotton, but don't run the loom. However, in some countries, such as Nigeria, women weave using a vertical loom. Their loom is a rectangular frame which they keep upright. The finished piece of cloth is twice the height of the loom and is no wider than the crossbeams. Often they make geometric designs and mix silk yarn with the cotton yarn to create motifs.

The men, on the other hand, use a horizontal loom. It produces strips of cloth which the women then sew together to make a narrow band of cloth. Usually the men work outside under the shade of a tree, or in the family compound. In northern a whole village is a 'weavers' village'. In the drawing below, you can see the long warp threads stretched out in front of the loom. The other threads, called the weft, are the threads which the weaver weaves between the warp threads.



When the piece of cloth is finished, it is cut to the required length and the women sew the bands together to make women's wrappers, men's trousers, tableclothes etc. Often the weaver mixes threads of different colours and decorates the narrow band with silk or Lurex.

A few interesting traditional facts

- Usually a weaving job is not begun or finished on a Friday.
- When a loom is burned or accidentally destroyed, a rooster is sacrificed before it is repaired.
- In the past, all the bands of *Kenté* were of cotton, and the popular colours were white, black, blue and brown. Imported silk replaced cotton in popularity and today the popular colours are red, green, blue, yellow and black. The weaving of *Kenté* silk pagnes only takes place in Ghana. In Côte d'Ivoire, the Baoulé continue in their traditional ways and weave only cotton.

8 Health

LITTLE DOCTORS

In a poor area of Bombay in India, children 'doctors' help their community. Children, who are aged 10-12, look after families in their neighbourhood after school and during holidays. Each child doctor looks after two families. They weigh babies and check that they are vaccinated. They look out for signs of illness and can treat diarrhoea and anaemia. An important part of their job is to educate people about good nutrition and cleanliness. They learn at school some simple but vital health rules and principles which they can teach to their 'families'.

Reflection

What do you think of this idea?
Would you like to be a 'doctor'?

VACCINATION

Vaccinations are injections of a special medicine (vaccine) that stop people from getting certain diseases. They help the body to protect itself against these diseases so that if any of the germs enter the body, they will be recognised and killed before they can cause sickness and death. There are vaccines for many different diseases. The **World Health Organisation** estimates that at least 1 million children die each year from these diseases:

- *Measles* affects nearly all unvaccinated children and kills over 2 million children each year.
- *Whooping cough* kills about 600,000 children each year and affects many more.
- *Tetanus* is a disease which kills over 800,000 new born babies each year.
- *Polio* causes lameness and kills about 300,000 people.

Vaccinations save lives.

Treatment of diarrhoea: Making Oral Rehydration Solution

Mix 12 level teaspoons of sugar and 1 level teaspoon of salt in 1 litre of water. Taste the solution before giving it to the child. If the solution tastes more salty than tears, do not give it to the child. Make a new solution and make sure that you use only 1 level teaspoon of salt.

An infant should drink about 1 litre of ORS per day.
A child should drink between 1 and 3 litres per day.
An adult should drink as much as he or she wants.

Grammaire

Les pronoms personnels et les adjectifs possessifs

Pronoms personnels			Adjectifs possessifs
sujets	objets	possessifs	
I	me	mine	my (+ name)
you	you	yours	your (+ name)
he	him	his	his (+ name)
she	her	hers	her (+ name)
it	it	its	its (+ name)
we	us	ours	our (+ names)
they	them	theirs	their (+ names)

• On utilise un **pronom personnel** pour remplacer un nom lorsqu'il a été mentionné juste avant et que l'on peut comprendre clairement de qui ou de quoi il s'agit.

Where is your father? **He** is there. Can you see **him**?

(sujet) (objet)

This is my book. Where is **yours** (yours = your book)?

(possessif)

• On utilise un **adjectif possessif** devant un nom pour en indiquer le possesseur.

These are **my** books.

Le génitif

À l'inverse du français, la marque du possessif ('s ou ') varie en fonction du nombre de possesseurs et non du nombre d'objets possédés.

	Possesseur singulier	Possesseur au pluriel	
		régulier	irrégulier
un objet possédé	Elena's dress	The pupils' class	The men's room
plusieurs objets possédés	Elena's bracelets	The pupils' tables	The men's rooms

Les pronoms et les adjectifs démonstratifs

On utilise **this** (singulier) et **these** (pluriel) pour désigner des personnes ou des objets proches, **that** (singulier) et **those** (pluriel) pour des personnes ou des objets plus éloignés.

en adjectifs démonstratifs : Look at **these** pictures.

Look at **that** plane.

en pronoms démonstratifs : **This** is the book I want.

Those are the cars he likes.

Les pronoms indéfinis

Ils se forment en ajoutant **-thing, -body, -one** ou **-where** à **some, any, no** ou **every**.

Some	Any	No	Every	
something	anything	nothing	everything	-thing
somebody	anybody	nobody	everybody	-body
someone	anyone	no one	everyone	-one
somewhere	anywhere	nowhere	everywhere	-where

On utilise les pronoms indéfinis avec **some** dans les phrases affirmatives et avec **any** dans les phrases négatives ou interrogatives.

I have **something** to tell you.

I don't want to eat **anything** now.

Did **anybody** ask for me?

There is **somebody** in the garden.

Tous ces pronoms sont suivis d'un verbe au singulier : **Everyone is** happy.

Les quantificateurs

Certains quantificateurs s'utilisent seulement avec des dénombrables (*count nouns*), d'autres seulement avec des indénombrables (*non-count nouns*). D'autres enfin, s'emploient avec les deux.

avec dénombrables	avec dénombrables et indénombrables	avec indénombrables
few books fewer animals several people (not) many times	no women/ no money some children/ some bread more women/ more bread most men/ most rice (quite) a lot of men/ a lot of rice	little money less money (not) much time

Les propositions relatives déterminantes et non déterminantes

• La **proposition relative déterminante** identifie le mot qui la précède : elle sert à préciser de quelle personne ou de quelle chose il s'agit.

The woman **who is in the centre** is Aunt Khady.

La proposition indique que la femme dont on parle est celle qui se trouve au centre.

Sans la proposition relative la phrase n'a pas de sens.

• La **proposition relative non déterminante** donne des renseignements supplémentaires.

Aunt Khady, **who was very pretty**, studied in London.

La proposition signale que la femme dont on parle était très jolie.

Elle n'est pas indispensable pour le sens général de la phrase.

Remarque : la ponctuation est différente dans les deux relatives :

- la relative déterminante suit directement le mot qu'elle identifie ;

- la relative non déterminante est située entre deux virgules.

Les ordinaux + to

On peut traduire « Indira Gandhi a été la femme nommée premier ministre en Inde. » par :

Indira Gandhi was **the woman who** became Prime Minister of India.

Cependant, quand la phrase comporte un adjectif numéral ordinal (*first, second, third, etc.*), on dit généralement : **She was the first woman to** become Prime Minister of India.

L'expression de l'obligation

Dans les phrases affirmatives

- **Au présent**, on emploie **must** lorsque l'obligation vient de la personne qui parle.

A mother talking to her daughter: **You must be home by 9 o'clock.**

on emploie **have to** lorsque l'obligation est extérieure.

A daughter talking to a group of friends: **'I have to be home by 9 o'clock.'**

- **Au passé et au futur**, on emploie toujours **to have to**.

She had to work hard. **You'll have to learn to drive.**

Dans les phrases négatives

Il faut bien distinguer :

- l'interdiction exprimée avec **must not** ou **mustn't**.

You mustn't go out at night on your own. (= don't go out at night on your own.)

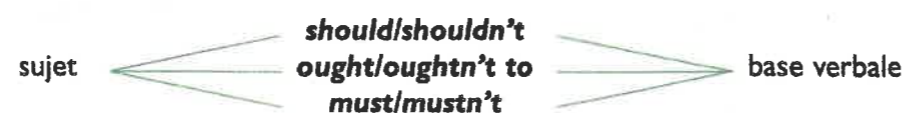
- l'absence de nécessité exprimée avec **do not have to/have not to** ou avec **do not need (to)/need not (to)** ou leurs formes contractées.

I don't have to / don't need to water the plants; they have enough water.

Need au négatif est surtout employé pour donner l'autorisation de ne pas faire quelque chose.

Donner des ordres ou des conseils

Pour donner des ordres ou des conseils, on utilise des auxiliaires modaux.



Should et **ought to** ont presque le même sens et expriment un conseil, alors que **must** exprime un ordre et **mustn't** une interdiction.

L'expression du futur avec will

Pour exprimer le futur, on utilise **will** suivi de la base verbale du verbe.

	Affirmation	Négation
déclaration	I will go We will go	I will not go We will not go
question	Will he go?	Won't he go?
réponse	Yes, he will .	No, he won't .

Dans la langue parlée on utilise surtout les formes contractées **'ll** et **won't**.

Le futur dans le discours indirect

Au style indirect, le futur **will** + base verbale devient **would** + base verbale.

She said, 'I **will** go to the market.' → She said that she **would** go to the market.

She said, 'I **won't** go to the market.' → She said that she **wouldn't** go to the market.

Le prétérit progressif

Il se forme avec le verbe **to be** au prétérit (**was/were**) suivi du gérondif du verbe.

She was reading all night.

On emploie le prétérit progressif pour parler d'un événement qui était en train de se dérouler à un moment donné du passé, mais n'était pas terminé.

What were you doing at 10 o'clock in the morning? **I was doing** my homework.

Le prétérit simple et le prétérit progressif sont deux temps différents du passé. Ils sont souvent utilisés ensemble.

It was a fine day. **I was going** to school when I **saw** the accident
(état → prétérit simple) (action qui dure → prétérit progressif) (action soudaine → prétérit simple)

Le prétérit simple décrit un événement qui interrompt (ou s'inscrit dans) une action en cours racontée au prétérit progressif.

Le 'present perfect' et le prétérit simple

Le *present perfect* établit un lien entre le passé et le présent, alors que le prétérit simple parle d'un moment déterminé du passé. Il se construit avec l'auxiliaire **have** + participe passé.

prétérit	'present perfect'
<ul style="list-style-type: none"> • Le moment est précisé : <i>I met Mr Jones in 1991.</i> • La période de temps est terminée : <i>I worked hard yesterday.</i> • L'action est terminée : <i>She won in 1960.</i> 	<ul style="list-style-type: none"> • Le moment n'est pas précisé : Have you met Mr Jones? • La période de temps n'est pas terminée : I've worked hard today. • L'action n'est pas terminée : He has lived here for 10 years.

L'emploi de ago, since et for

• **Ago** s'emploie toujours avec le passé. Il indique le temps écoulé depuis la fin de l'action. Ago suit toujours une expression temporelle.

It is 10 o'clock now. The train left half an hour ago. (→ It left at 9.30.)

• **Since** s'emploie généralement avec le present perfect. Il indique le point de départ d'une action passée qui se prolonge dans le présent.

They have lived in England since 1980.

• **For** s'emploie avec différents temps. Il indique la durée écoulée depuis le début jusqu'à la fin de l'action, que celle-ci soit présente, passée ou future.

Usually, we stay with my grandparents for 10 days.

I was in England for 3 weeks, last year.

(je n'y suis plus. → prétérit)

I have been in England for 3 weeks.

(j'y suis encore. → present perfect)

He will be in Abidjan for 3 days, next week.

La répétition dans le passé

L'emploi de **used to** indique qu'il y a un changement, que ces habitudes passées sont maintenant finies.

When I was young I used to play all day. I used to be very slim. (I am not any more).

Used to ne s'utilise que pour des situations passées.

ATTENTION, **used to** exprime la répétition fréquente d'événements et non des moments précis dans le passé.

La voix passive

La voix passive se forme avec le participe passé du verbe précédé de l'auxiliaire **to be** conjugué à la forme et au temps qui conviennent.

présent	prétérit	'Present perfect'
I am taught music. He/she is taught music. We/you/they are taught music.	I/he/she was taught music. We/you/they were taught music.	The boy has been taught music.

La voix passive est souvent utilisée quand on ne sait pas qui est l'auteur de l'action.

Paper was invented in China.

Quand un verbe est employé avec un auxiliaire modal, on construit la voix passive ainsi : auxiliaire modal + **be** + participe passé du verbe.

More libraries should be opened.

Another library may be opened soon.

Le conditionnel

Le conditionnel exprime une action ou un état qui dépend de la réalisation d'une condition.

La condition est exprimée dans une proposition subordonnée (construite avec **if** + prétérit) ; l'action ou l'état qui dépend de cette condition est exprimée dans la proposition principale (construite avec **would/wouldn't** + base verbale).

If she had money, she would buy a big car.

(prétérit)

(conditionnel)

I wouldn't be happy if you didn't come.

(conditionnel)

(prétérit)

Remarque : on met une virgule après la proposition subordonnée de condition lorsqu'elle est placée avant la proposition principale.

La place des adjectifs dans une phrase

Lorsqu'un nom est accompagné de plusieurs adjectifs, ceux-ci sont placés dans un ordre bien précis, qui dépend de ce qu'ils qualifient et de la question à laquelle ils répondent.

	size	age	shape	colour	origin	material	purpose	
	How big?	How old?	What shape?	What colour?	Where from?	What is it made of?	What is it for?	
a	large	old			French	glass		door
our				white		plastic	shopping	bag
this	tall		thin					man

Les adjectifs qui indiquent une opinion se placent avant les adjectifs qui décrivent des faits ou des qualités concrètes.

What a beautiful new green cotton dress!

Les adjectifs et les adverbes de manière

Le sens de la plupart des verbes peut être modifié par un adverbe.

En règle générale, les adverbes de manière sont formés à partir des adjectifs auxquels on ajoute le suffixe **-ly**, **-lly**, **-ally** ou **-illy**.

adjectifs	slow	→	slowly	adverbes
	careful	→	carefully	
	healthy	→	healthily	
	fantastic	→	fantastically	

ATTENTION, les verbes d'état : **to be**, **to become**, **to seem**, **to appear** ainsi que les verbes qui correspondent aux cinq sens : **to look**, **to sound**, **to feel**, **to taste**, **to smell** sont modifiés par des adjectifs, et non par des adverbes.

This soup smells good.

It sounds healthy.

It feels cold.

It tastes sweet.

It looks beautiful.

La place des adverbes et locutions adverbiales

On les utilise pour préciser quand, où et comment un événement se produit. Ils ne doivent jamais séparer le verbe du complément direct et sont dans la plupart des cas placés en fin de proposition.

I read the book **carefully**.

- S'il y a plusieurs adverbes, ils se mettent dans l'ordre suivant : manière + lieu + temps

I live **here now**.
(lieu + temps)

We worked **hard there yesterday**.
(manière + lieu + temps)

Les adverbes de fréquence

Ces adverbes expriment la fréquence d'une action ou d'un événement.

sometimes	invariably	usually	occasionally	never (ever après une négation)
frequently	often	generally	always	rarely

La place des adverbes de fréquence dans une phrase est différente de celle des autres types d'adverbes. Elle est déterminée par :

• la forme verbale

Ils se placent directement avant le verbe quand il a une forme simple.

We **sometimes** use roots or herbs.

Ils se placent après le premier élément du verbe quand il a une forme composée (temps composé, voix passive, verbe conjugué avec un auxiliaire modal).

They have **often** used ointments. Leaves are **frequently** used there.

We may **never** find a cure.

• le type d'adverbe

Les adverbes *sometimes*, *usually*, *normally*, *frequently*, *often* et *occasionally* peuvent se mettre au début ou en fin de proposition.

Sometimes, I walk to work.

Do you come here **often**?

Les expressions adverbiales de fréquence telles que *every evening*, *once a week*, *monthly*, etc. se placent toujours en fin de proposition.

I listen to the radio **every morning**.

Les comparatifs et les superlatifs d'adverbes

Comme pour les adjectifs, on forme le comparatif des adverbes avec *more* et le superlatif avec *most*.

beautifully → **more** beautifully → **most** beautifully

Mais pour les adverbes d'une seule syllabe tels que *fast*, *hard*, *late*, *long*, on forme le comparatif en y ajoutant *-er*, et le superlatif en y ajoutant *-st* ou *-est*.

late → later → latest

Exception : early (deux syllabes) → earlier → earliest.

Les emplois de *like* et *as*

- Emploi de *like* :

Dans les comparaisons, *like* est utilisé comme une préposition. On l'emploie devant un nom, un pronom, ou une forme en *-ing*.

The slaves were treated **like** dogs.

You look just **like** me!

The sand is very hot. It's **like** walking on a fire.

- Emploi de *as* :

Dans les comparaisons, *as* est utilisé comme conjonction. On l'emploie avec une proposition comportant un sujet et un verbe :

Nobody can sing **as** she does.

You look very nice **as** you are now.

Il peut aussi être employé comme préposition devant un nom, lorsque l'on parle de la fonction de quelqu'un (comme, en tant que, en qualité de).

Harriet worked **as** a nurse.

L'emploi de *by* + gérondif pour répondre à la question 'How?'

On emploie le gérondif précédé de la préposition *by* pour indiquer le moyen d'une action.

How did Harriet escape to the north?

By travelling at night.

La préposition dans des phrases interrogatives

Elle se place à la fin d'une phrase interrogative, tandis que le pronom relatif qui lui est associé se met en début de phrase.

I'm afraid **of** spiders.

→ What are you afraid **of**?

I'm **from** Dakar.

→ Where are you **from**?

I'm here **with** Paul.

→ Who are you **with**?

Verbes irréguliers

Forme de base	Prétérit simple	Participe passé	
beat	beat	beaten	battre
become	became	become	devenir
begin	began	begun	commencer
bind	bound	bound	attacher
bite	bit	bitten	mordre
blow	blew	blown	souffler
break	broke	broken	casser
bring	brought	brought	apporter
build	built	built	construire
burn	burnt	burnt	brûler
buy	bought	bought	acheter
catch	caught	caught	attraper
choose	chose	chosen	choisir
come	came	come	venir
cost	cost	cost	coûter
cut	cut	cut	couper
dig	dug	dug	creuser
do	did	done	faire
draw	drew	drawn	dessiner
dream	dreamt	dreamt	rêver
drink	drank	drunk	boire
drive	drove	driven	conduire
eat	ate	eaten	manger
fall	fell	fallen	tomber
feel	felt	felt	sentir
fight	fought	fought	(se) battre
find	found	found	trouver
fly	flew	flown	voler
forget	forgot	forgotten	oublier
get	got	got	obtenir
give	gave	given	donner
go	went	gone	aller
grow	grew	grown	grandir
hang	hung	hung	suspendre
hear	heard	heard	entendre
hide	hid	hidden	cacher
hit	hit	hit	frapper
hold	held	held	tenir
hurt	hurt	hurt	blesser
keep	kept	kept	garder

Forme de base	Prétérit simple	Participe passé	
know	knew	known	savoir, connaître
lay	laid	laid	poser à plat
leave	left	left	laisser, partir
lend	lent	lent	prêter
lose	lost	lost	perdre
make	made	made	faire
meet	met	met	rencontrer
pay	paid	paid	payer
put	put	put	mettre
read	read	read	lire
ride	rode	ridden	aller à cheval, à bicyclette
rise	rose	risen	s'élever
run	ran	run	courir
say	said	said	dire
see	saw	seen	voir
sell	sold	sold	vendre
send	sent	sent	envoyer
shake	shook	shaken	secouer
shine	shone	shone	briller
shut	shut	shut	fermer
sing	sang	sung	chanter
sit	sat	sat	être assis
sleep	slept	slept	dormir
smell	smelt	smelt	sentir
speak	spoke	spoken	parler
spend	spent	spent	dépenser
spit	spat	spat	cracher
stand	stood	stood	être debout
swim	swam	swum	nager
take	took	taken	prendre
teach	taught	taught	enseigner
tear	tore	torn	déchirer
tell	told	told	dire, raconter
think	thought	thought	penser
throw	threw	thrown	jeter
understand	understood	understood	comprendre
wear	wore	worn	porter
win	won	won	gagner
write	wrote	written	écrire

Lexique

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

A	
about	2 environ
able	4 capable
abscess	8 abcès
academic	2 universitaire
access	4 accès
accident	4 accident
according to	1 selon
accustomed to (to be)	4 (avoir) l'habitude de
achieve (to)	4 atteindre, réaliser
acrophobia	9 acrophobie
act on (to)	11 tenir compte de, suivre (un conseil)
activity	6 activité
actor	10 acteur
acupuncture	8 acupuncture
adapt (to)	5 s'adapter à
address	3 discours
admire (to)	3 admirer
adventure	10 aventure
advice	3 conseil
afterwards	3 ensuite
agoraphobia	9 agoraphobie
agree (to)	10 être d'accord avec
agriculture	5 agriculture
alliance	5 alliance
allow (to)	6 permettre à
always	3 toujours
amazingly	4 incroyablement
ambitions	4 ambitions
ammunition	5 munitions
anaemia	8 anémie
ancestor	FR1 ancêtre
anthem (national)	3 hymne (national)
appetite	8 appétit
appreciate (to)	2 apprécier
appropriate	FR1 qui convient
arachnid	9 arachnide
arachnophobia	9 arachnophobie
architect	4 architecte
area	2 région, zone
argument	5 discussion, argument
army	5 armée
arrest (to)	6 arrêter, appréhender
arrest	6 arrestation
arrival	3 arrivée
as well as	2 ainsi que
assassinate (to)	6 assassiner
assignment	11 poste, affectation
attend (to)	2 aller à
audacity	5 audace
audience	3 public
author	2 auteur
automatic	7 automatique
average	11 moyen

avoid (to)	11 éviter
awful	4 affreux
B	
back cover	11 dos de couverture
bad luck	8 mauvaise chance
badly paid	4 mal payé
baffle (to)	11 rendre perplexe, confondre
ballet	12 ballet
balm	8 baume
ban	6 interdiction
baptist	6 baptiste
bark	7 écorce
based on	10 fondé sur
basic education	4 enseignement élémentaire
battle	6 bataille
bear (to)	FR1 supporter, porter
beard	1 barbe
beat (to)	3 battre, frapper
best-selling	10 le plus vendu
bind (to)	11 lier, unir
biography	2 biographie
birth	5 naissance
blister	8 ampoule
block	7 bloc
blood	9 sang
blurb	11 texte de présentation
bold	6 audacieux
bondage	6 esclavage, servitude
bone	8 os
bookshop	11 librairie
boom operator	10 perchiste
boom	10 perche
boring	10 ennuyeux
borrow (to)	11 emprunter
box office	10 box office
boycott	6 boycott
branch	5 branche
break out (to)	5 éclater
breathe (to)	9 respirer
breathlessness	8 essoufflement
breed (to)	8 engendrer
briefly	2 rapidement
brotherhood	6 fraternité
brother-in-law	1 beau-frère
bubble	8 boursoufflure
Buddhist	7 bouddhiste
budget	10 budget
build up(to)	FR5 constituer, créer
builder	4 entrepreneur en bâtiment
bull	5 taureau

bully (to)	3 maltraiter, forcer quelqu'un à faire quelque chose
bully	3 petite brute
burn down (to)	10 réduire en cendres
business	5 affaires
businessman	2 homme d'affaires
C	
calendar	7 calendrier
call out (to)	3 appeler
cameraman	10 cameraman
campaign	6 campagne
cancer	12 cancer
captive	5 captif(ve)
capture (to)	5 capturer, prendre
Caribbean	4 habitant des Antilles
carry on (to)	3 continuer
cartoon	10 dessin animé
cause (to)	5 occasionner, causer
cavalry	5 cavalerie
ceremony	1 cérémonie
challenging	FR3 stimulant
chapter	11 chapitre
character	5 personnage
characteristic	5 caractéristique
charge (to be in)	10 être responsable
chariot	10 char
charm	9 amulette
chemical	7 produit chimique
chew (to)	7 mâcher
chicken pox	8 varicelle
chief	5 chef
chin	8 menton
chronic cough	8 toux chronique
cigarette	12 cigarette
citizen	6 citoyen
clapperboard	10 clap, claquette
clapper-loader	10 responsable du clap
classic	10 classique
claustrophobia	9 claustrophobie
cleaner	1 agent de nettoyage
clear (to)	3 débarrasser, déblayer
climax	6 apogée
coalmine	FR1 mine de charbon
coast	4 côte
cockroach	9 cafard
collect (to)	2 ramasser
colourful	3 aux couleurs vives
comb (to)	FR7 carder
comic	11 bande dessinée
commander	FR5 commandant
commit (to)	11 commettre
company	4 société, entreprise
compare (to)	2 comparer

complain (to)	4	se plaindre
complicated	11	compliqué
compound	2	enceinte
computer programmer	4	programmeur
concentrate (to)	7	se concentrer
confined space	9	espace restreint
congratulate (to)	5	féliciter
connection	5	rapport
conspiracy	11	conspiration
consult (to)	5	consulter
consultant	2	conseiller
consumer	12	consommateur
contaminated	8	contaminé
contents	11	contenu
contrast	2	contraste
control (to)	10	contrôler
conveyor belt	7	transporteur à bandes
convince (to)	11	convaincre
cook	6	cuisinier
corps	5	corps
corresponding	1	correspondant
costume	10	costume
cotton	6	coton
cough	8	toux
coughing fit	8	accès de toux
coup	11	coup
course	6	cours
court	7	cour
coverage	8	couverture
crash (to)	9	s'écraser
crazy	5	fou
cream	8	crème
crew	4	équipe, équipage
critical review	11	critique
crop	FR5	culture
cross (to)	5	traverser
crossbeam	FR7	traverse
crowd	1	foule
crowded	4	bondé, plein à craquer
crucial (slang)	12	super
crucial	5	crucial, capital
cruelty	3	cruauté
cure (to)	8	guérir
cure	8	guérison
current	8	actuel
cut down (to)	7	abattre ou réduire
D		
dad	3	papa
dare (to)	3	oser
daring	11	audacieux
deal with (to)	11	s'occuper de
deal	FR5	pacte, accord
decline	FR5	déclin
decorate (to)	2	décorer
decorative	7	décoratif
defiance	6	défi

demonstration	6	manifestation
depressing	10	déprimant
depression	8	dépression
deprive (to)	6	priver
desensitisation	9	désensibilisation
deserve (to)	5	mériter
design (to)	4	concevoir, dessiner
designer	10	designer
despite	5	malgré, en dépit de
destined	11	destiné
destroy (to)	FR7	détruire
detailed	7	détaillé
detective	10	inspecteur
diamond	5	diamant
diarrhoea	8	diarrhée
dictionary	1	dictionnaire
diet	12	régime alimentaire
diphtheria	8	diphthérie
direct (to)	6	diriger
director (cinema)	10	réalisateur
disabled	12	handicapé
disagree (to)	10	ne pas être d'accord
disappointment	8	déception
disease	8	maladie
display (to)	11	afficher, présenter
dizziness	8	vertiges
doctorate	2	doctorat
documentary	10	documentaire
dodgy (slang)	12	louche, douteux
domestic chores	2	travaux ménagers
dominate (to)	4	dominer
dosh (slang)	12	fric, argent
draw (to)	6	tirer, attirer
drought	9	sécheresse
drown (to)	12	se noyer
drug addict	12	toxicomane
dubbing editor	10	responsable du mixage
dye (to)	7	teindre

E		
earthquake	9	tremblement de terre
easy	3	facile
editor	10	monteur (film)
elder	10	ancien
electoral system	6	système électoral
electrician	10	électricien
elite	5	d'élite
emerge (to)	8	ressortir, apparaître
emperor	5	empereur
encouraging	4	encourageant
end up (to)	3	finir par devenir
enemy	5	ennemi
energy	5	énergie
engage (to)	6	engager le combat
enjoyable	10	agréable
ensure (to)	6	garantir
enter (to)	8	entrer dans

entire	5	tout entier
equally	12	également
equatorial	11	équatorial
eradicate (to)	8	éradiquer
escape (to)	6	s'échapper
estimate (to)	FR8	estimer
ethnic	1	ethnique
evil spirit	9	esprit maléfique
execution	6	exécution
exile	5	exil
expert	7	expert
extended family	FR1	famille étendue
externally	8	externe ou en apparence
extra-terrestrial	10	extraterrestre
extremely	2	extrêmement

F		
fabric	7	tissu
face (to)	4	faire face à
factor	5	facteur
factory	7	usine
faint (to)	9	s'évanouir
fairy-tale	10	conte de fée
fame	FR5	renommée
family name	1	nom de famille
family tree	1	arbre généalogique
fascinating	11	passionnant
fashion	12	mode
feared	9	peur
fee (school)	1	frais de scolarité
female	1	femelle, féminin
fetch (to)	2	aller chercher
feverish	8	fiévreux
fibres	7	fibres
fictional	11	imaginaire
fiery	8	enflammé
figth (to)	3	se battre
film making	10	cinéma
filmmaker	10	cinéaste
filmset	10	plateau de tournage
filter	8	filtre
fir tree	7	sapin
fire	9	feu
firearm	5	arme à feu
fireman	9	pompier
firewood	2	bois à brûler
first-born	6	premier-né
flee (to)	5	fuir
flooding	9	inondation
flu	8	grippe
follow (to)	4	suivre
follower	5	disciple, partisan
foot soldier	5	fantassin
footsteps	4	pas
force	5	forces (armées)
forehead	8	front
foreigner	8	étranger
forked stake	5	pieu fourchu

former	6	ancien
fortune	1	fortune, chance
founder	5	fondateur
frame	FR7	cadre
freebie (slang)	12	cadeau
freedom	6	liberté
frightened	9	qui a peur
frightening	10	terrifiant
front cover	11	couverture
fun (to make fun of)	10	se moquer de
function	1	fonction, rôle
furnish (to)	2	meubler

G		
gaffer	10	chef électricien, éclairagiste
gain (to)	2	obtenir
garment	7	vêtement
generation	1	génération
generous	1	généreux
genius	5	génie
germ	FR8	germe
get rid of (to)	8	se débarrasser de
ghost	9	fantôme
given name	1	prénom
go hand in hand (to)	6	aller de pair
go up (to)	3	monter
government	6	gouvernement
great	3	important
greedy	1	gourmand, avide
grind (to)	8	écraser, moudre
griot	1	griot
Guinea worm	8	ver de Guinée
gun	5	arme à feu, fusil

H		
hall	3	grande salle
hamlet	6	hameau
handful	8	poignée
hand-made	7	fait à la main
handsome	1	beau
hang out (to) (slang)	12	traîner
happiness	5	bonheur
hate (to)	4	détester
head for (to)	2	se diriger vers
heading	9	titre
headline	4	gros titre
healed	10	guéri
health care	4	services médicaux
herd	3	troupeau
high up	4	tout en haut
hold a post (to)	2	occuper un poste
hooligan	12	vandale, voyou
horrendous (slang)	12	terrible
horror	10	horreur
however	5	cependant, toutefois
huge	4	énorme
humped	5	avec une bosse

hunger strike	6	grève de la faim
hunter	1	chasseur
hurdle	4	haie
hurt (to)	9	blesser
hype (slang)	12	battage

I		
idea	7	idée
ignore (to)	3	ne pas faire attention à
illegal	6	illégal
illness	8	maladie
imagine (to)	1	imaginer
imminent	11	imminent
immunisation	8	immunisation
import (to)	5	importer
imprison (to)	6	emprisonner, mettre en prison
imprisonment	6	emprisonnement
improve (to)	4	améliorer
improvement	4	amélioration
in addition	2	en plus
incident	6	incident
include (to)	2	inclure
incorporate (to)	5	incorporer
increase (to)	5	accroître, augmenter
incredible	5	incroyable
indeed	5	en effet
indifferent to	11	indifférent à
infected	8	contaminé
information	8	renseignements, informations
ingredients	8	éléments, ingrédients
inhale (to)	8	inhaler, aspirer
inherit	2	hériter
injured	FR1	blesé
inspection	7	examen, inspection
instrument	9	instrument
intelligence system	5	service de renseignements
intend (to)	6	avoir l'intention de
interesting	1	intéressant
internal	8	interne
invention	7	invention
inventor	11	inventeur
investigate (to)	11	enquêter sur
iron (to)	2	repasser
ironsmith	5	maréchal-ferrant

J		
jealous	3	jaloux
join (to)	6	rejoindre
joke	12	plaisanterie
judge (to)	6	juger

K		
kid	12	enfant
kind	1	bon, gentil

kingdom	5	royaume
kite	7	chèque
knit (to)	7	tricoter

L		
landlord	2	propriétaire, patron
larvae	8	larve
law	5	droit, loi
lawyer	6	avocat, juriste
layer	7	épaisseur, couche
leader	5	chef
leadership	5	direction, qualités de leader
leg	4	étape (d'un voyage) ou jambe
legend	5	légende
librarian	11	bibliothécaire
library	11	bibliothèque
lift (to)	8	lever, soulever
lightning	1	foudre, éclair
line	10	réplique ou ligne
line	11	ligne
livestock	FR5	bétail
load	2	charge
load (to)	7	charger
look after (to)	2	s'occuper de
loom	7	métier à tisser
lorry	7	camion
lose contact (to)	4	perdre contact
loud	3	bruyant
love (fall in)	11	tomber amoureux
loyalty	5	loyauté
lump	9	boule, bosse
lung	12	pourmon

M		
machinist	7	opérateur
maiden	4	jeune fille
major	5	important
make matters worse (to)	6	aggraver les choses
make-up	10	maquillage
malaria	8	paludisme
male	1	mâle, masculin
manufacture (to)	5	fabriquer
map	4	carte
marking	4	correction
mask	9	masque
material	7	tissu
maternal care	4	soins maternels
meaning	1	signification
meaningful	1	significatif
measles	8	rougeole
measure	8	mesure
medal winner	4	médaille
medicine	8	médecine
member	1	membre
memory	3	mémoire, souvenir

mention (to)	4	citer
merciless	5	impitoyable
midmorning	2	au milieu de la matinée
military	5	militaire
mineral	8	minéral
mining	5	exploitation minière
miserable	5	malheureux
mix (to) with	6	fréquenter ou se mélanger
modernise (to)	5	moderniser
monarch	FR5	monarque
monster	5	monstre
mosquito	8	moustique
moth	9	papillon de nuit
motif	FR7	motif
moustache	1	moustache
movie	10	film
moving	10	émouvant
mulberry tree	7	mûrier
mum	3	maman
murder	11	meurtre
murmur	5	murmure
muscle	8	muscle
Muslim	5	musulman
mystery	10	mystère

N

naff (slang)	12	ringard
narrow	FR7	étroit
nationality	4	nationalité
necrophobia	9	nécrophobie
neighbourhood	FR8	voisinage
nest	7	nid
never	3	jamais
nickname	5	surmom
niece	1	nièce
non-violent	6	non violent
notice (to)	3	remarquer
novel	10	roman
nurse	4	infirmier, infirmière
nyctophobia	9	nyctophobie

O

obedience	FR5	obéissance
obey (to)	3	obéir
occasion	2	occasion
occasionally	2	de temps à autre
occupy (to)	2	prendre (du temps), occuper
official	3	fonctionnaire, officiel
oily	8	gras, huileux
ointment	8	pommade
once	2	une fois, une fois que
opening	3	ouverture
orphan	10	orphelin

ORS	8	Solution de Réhydratation Orale
OTT (slang)	12	outrancier
outer	FR5	extérieur
over (to be)	10	être fini
overexertion	8	surmenage
own (to)	2	posséder
owner	6	propriétaire

P

painful	8	douloureux
panic-stricken	9	pris de panique
papermaking	7	fabrication de papier
papermill	7	fabrique de papier
papyrus	7	papyrus
paralysed	8	paralysé
parasite	8	parasite
parent	1	parent
part	10	rôle (dans une pièce ou un film)
patient	8	malade, patient
pattern	7	patron
patternmaker	7	modeleur
peasant	2	paysan(ne)
perform (to)	10	jouer (en public)
perhaps	4	peut-être
persuade (to)	6	persuader, convaincre
petrified	9	pétrifié
Ph. D.	6	doctorat
phobia	9	phobie
pick on (to)	3	harceler
pimple	8	bouton
pith	7	moelle
place (from place to place)	2	d'un endroit à l'autre
planner	5	planificateur
plant	7	plante
plantation	6	plantation
playing card	7	carte à jouer
plot of land	2	parcelle de terre
poisoning	8	empoisonnement
pole	10	perche
policy	6	politique
politician	5	homme (femme) politique
pore	8	pore
possess (to)	5	posséder
post	6	poste, emploi
poverty	2	pauvreté
powder	8	poudre
powerful	5	puissant
practise (law) (to)	6	exercer (la profession de juriste)
preacher	6	pasteur
prepare (to)	2	préparer
press (to)	7	repasser
pressure	12	pression

prevent (to)	4	prévenir, éviter
prevention	8	prévention
primary	2	primaire
prince	5	prince
princess	5	princesse
principle	1	principe
print (to)	6	imprimer
prize-giving	3	remise de prix
prizewinner	3	lauréat
process	7	procédé
producer	10	producteur
production line	FR1	chaîne de fabrication
professor	2	professeur
progress	4	progrès
project	10	projet
promise (to)	5	promettre
promote (to)	5	promouvoir
proof	5	preuve
protect (to)	5	protéger
protest (to)	6	protester
proud	3	fier
provide (to)	4	fournir
publicity	10	publicité
publisher	11	éditeur, maison d'édition
pulp	7	pulpe
punishment	3	punition
pus	8	pus
quality controller	7	inspecteur chargé du contrôle de la qualité
quick-loading	5	à chargement rapide
quinine	8	quinine
racist	6	raciste
rank	1	rang
rarely	2	rarement
rat	9	rat
reader	11	lecteur
realise (to)	5	se rendre compte de
reason	8	raison
rebel	6	rebelle
recently	8	récemment
reception	3	réception
record (to)	10	enregistrer
record time	4	temps record
record	12	disque
record-breaking	10	record
recurrence	4	récurrence
reduce (to)	4	réduire
reference book	11	ouvrage de référence
regalia	FR5	insignes de la royauté

Q

quality controller	7	inspecteur chargé du contrôle de la qualité
quick-loading	5	à chargement rapide
quinine	8	quinine

R

racist	6	raciste
rank	1	rang
rarely	2	rarement
rat	9	rat
reader	11	lecteur
realise (to)	5	se rendre compte de
reason	8	raison
rebel	6	rebelle
recently	8	récemment
reception	3	réception
record (to)	10	enregistrer
record time	4	temps record
record	12	disque
record-breaking	10	record
recurrence	4	récurrence
reduce (to)	4	réduire
reference book	11	ouvrage de référence
regalia	FR5	insignes de la royauté

reissued	10	réédité
relative	3	parent (membre de la famille)
relax (to)	11	se détendre
release (to)	6	libérer
release (film)	10	sortie
reliable	FR1	digne de confiance, fiable
religiously	5	religieusement
remarkable	5	remarquable
remember (to)	3	se souvenir
remind (to)	12	rappeler
remove (to)	6	enlever, ôter
repetitive	FR3	répétitif
report	4	rapport
reptile	9	reptile
required	8	requis
reserved	6	réservé
responsibility	6	responsabilité
return (to)	2	retourner, revenir
reward	5	récompense
ridiculous	4	ridicule
rifle	5	fusil
rights	6	droits
ring (to)	6	résonner
rip off (to) (slang)	12	arnaquer
risky	4	risqué
rodent	9	rongeur
roll	7	rouleau
roller	7	rouleau
romance	10	histoire d'amour
roof (top)	4	toit (from the roof-tops) sur tous les toits
rooster	FR7	coq
root	5	racine
round-the-world	4	autour du monde
row	7	rang
rub (to)	7	frotter
rubbish (slang)	12	camelote nulle
rule (to)	6	décider par une loi
rule	5	règle, règlement
runny nose	8	nez qui coule
rural	2	rural

S

sacred	9	sacré
sacrifice	FR1	sacrifier
saga	10	histoire
sailor	6	marin
salty	FR8	salé
sanitation services	4	services sanitaires
sap	7	sève
scared	9	effrayé
scary	10	effrayant
scenery	10	décors
science fiction	10	science-fiction
scorpion	9	scorpion

scream (to)	9	hurler
screenplay	10	scénario
scriptwriter	10	scénariste
seating	3	places assises, placement des gens
secret agent	11	agent secret
secretly	6	en secret
section	11	section
secular	FR5	laïque, profane
segregation	6	ségrégation
Senegalese	2	Sénégalais
sentence	6	peine, condamnation
sequel	10	suite
series	10	série
set designer	10	décorateur
set up (to)	6	s'établir
set	10	décor plateau
settler	FR5	colon
several	2	plusieurs
sew (to)	7	coudre
shade	FR7	ombre
shake (to)	9	secouer
shake hands (to)	3	serrer la main
share (to)	1	partager
sheet of paper	7	feuille de papier
shell	12	coquille
shiver (to)	8	frissonner
shoot a scene (to)	10	tourner
shore	12	rivage, côte
shut up (to)	12	se taire
siege	5	siège (au sens militaire)
significant	4	considérable
silent movie	10	film muet
silly	9	bête, stupide
similar	2	semblable
sister-in-law	1	belle-soeur
sketch	7	croquis
slang	12	argot
slave	5	esclave
slavery	6	esclavage
smite (to)	6	frapper, châtier
smoke (to)	12	fumer
snail	9	escargot
soak (to)	7	laisser tremper
soap opera	12	feuilleton à l'eau de rose
society	1	société
sole of the feet	8	plante des pieds
sometimes	3	quelquefois
sorcery	9	sortcellerie
sort out (to)	3	régler (un problème)
sound effect	10	effet sonore, bruitage
soundtrack	10	bande sonore
space adventure	10	aventure interplanétaire
special effect	10	effet spécial

speech	3	discours
speed up (to)	6	accélérer
spider	9	araignée
spin (to)	7	filer
spindle	7	fuseau
spine	11	dos d'un livre
spinner	7	fileur
spinning wheel	7	rouet
spoil	6	butin
sponsor (to)	4	parrainer, sponsoriser
spoonful	8	cuillerée
spot (on the)	11	sur place
spray (to)	8	vaporiser, asperger
spread out (to)	7	étendre
spy	6	espion
squeeze (to)	7	presser
stage	3	estrade, scène ou étape
stagnant water	8	eau stagnante
stake	5	pieu
stand up for oneself (to)	3	se défendre
star (to)	10	avoir pour vedette
stay + adj (to)	3	rester
steal (to)	10	voler
stick	3	bâton
stick (to)	7	coller
sticky	7	collant
stiff	8	raide
stitch	7	point
store	1	magasin
storm	4	tempête
story	5	histoire
strategically	5	de manière stratégique
strategist	5	stratège
strategy	5	stratégie
strengthen (to)	5	renforcer
stress	8	stress
stretch (to)	FR5	tendre, étirer
striking	5	frappant
strip	7	bande (de tissu)
struggle	FR5	lutte
stuffy	FR1	étouffant
stuntman	10	cascadeur
subject	4	sujet, discipline
success	4	succès
suffering	6	souffrances
suggest (to)	5	suggérer
suggestions	2	suggestions
summary	11	résumé
supper	2	souper
supplement	4	complément
supply (to)	10	fournir
suppose (to)	6	penser ou croire que
Supreme Court	6	Cour suprême
surprised	2	surpris(e)
surrender (to)	5	se rendre

survive (to)	1	survivre	trade (to)	5	faire du commerce	W			
suspend (to)	6	suspendre, interrompre	trade, trading	5	commerce	war	6	guerre	
suspense	11	suspense	traditional	6	traditionnel	warp thread	FR7	fil de chaîne	
sweat (to)	9	transpirer	tragic	4	tragique	warrior	1	guerrier	
sweaty	9	en sueur, moite	train (to)	5	former, entraîner	wasp	7	guêpe	
sweep (to)	2	balayer	travel (to)	6	voyager	wave	4	vague	
sympathetic	9	compatissant	treasure	11	trésor	weak	12	faible, fragile	
syrup	8	sirop	treat (to)	8	traiter	wealthy	2	riche	
			treatment	9	traitement	weapon	5	arme	
T			tribe	1	tribu	weave (to)	7	tisser	
tablet	8	comprimé	trick	11	combine, truc, tour	weaver	7	tisserand	
take (film)	10	prise (de vue)	trick (to)	11	duper, rouler	weed (to)	2	arracher les mauvaises herbes	
take away (to)	6	enlever, retirer	troop	5	troupe	weft	FR7	trame	
take care (to)	2	prendre soin	trouble-free	6	sans problème	weight loss	8	perte de poids	
take it out on someone (to)	3	s'en prendre à quelqu'un	true	11	vrai	well-armed	5	bien armé	
take orders (to)	6	recevoir des ordres	trunk	7	tronc	well-organized	5	bien organisé	
take place (to)	3	avoir lieu	try (to)	1	essayer	westward	7	vers l'ouest	
take up a challenge (to)	5	relever un défi	tube	8	tube	whip (to)	6	fouetter	
tank	7	cuve	tuberculosis	8	tuberculose	whisper (to)	3	murmurer	
task	2	tâche	turbulence	9	turbulence, perturbation	whizz kid (slang)	12	jeune prodige	
taste	12	goût	twist (to)	8	tourner, tordre	WHO	8	OMS (organisation mondiale de la santé)	
taste (to)	FR8	goûter	U			whooping cough	8	coqueluche	
tax	FR5	taxe	ugly	5	laid	wild	5	sauvage	
teaspoon	FR8	cuillère à café	unable	6	incapable	wildlife	12	faune	
technician	7	technicien	uncover (to)	11	dévoiler, découvrir	wimp (slang)	12	lavette, poule mouillée	
telegram	1	télégramme	uneasy	4	inquiet, mal à l'aise	wind somebody up (to) (slang)	12	énervé quelqu'un	
telly	12	télé	unifying	5	de cohésion	witch	10	sorcière	
temperature	8	température	uninterrupted	6	ininterrompu	withdraw (to)	5	retirer	
tenacity	5	ténacité	unite (to)	5	unifier	wonder (to)	4	se demander	
tender	11	tendre, fragile	unkind	1	pas très gentil	wonderful	4	merveilleux	
terrible	4	terrible	unreasonable	9	irréaliste, qui n'est pas raisonnable	workman	1	ouvrier	
terrified	9	terrifié	unsafe	8	malsain, dangereux	world-wide	8	mondial	
terror	5	terreur	unusual	10	peu commun	worm	8	ver	
tetanus	8	tétanos	Upper Niger	5	le Haut Niger	worried	12	inquiet	
thank (to)	5	remercier	upright	6	droit, vertical	worth (to be)	10	valoir	
theology	6	théologie	upset	3	contrarié	wound	8	blessure	
though	2	bien que	use (to)	7	utiliser	wrinkle	8	ride	
thriller	10	thriller, roman d'espionnage	usually	2	d'habitude	wrong (what's wrong with you?)	8	qu'est-ce qui ne va pas ?	
thrilling	10	palpitant, exaltant	V			wrong	3	mal	
throat	9	gorge	vaccine	8	vaccin	Y			
tidy (to)	2	ranger	vampire	9	vampire	yacht	4	yacht	
till (to)	2	labourer	variety	11	variété	yard	3	cour.	
tiredness	8	fatigue	veterinary medicine	2	médecine vétérinaire	yarn	7	fil	
tiring	4	fatigant	vitamin deficiency	4	manque de vitamines	youth	5	jeunesse	
title	11	titre	volcanic eruption	9	éruption volcanique				
toe	8	orteil	vomit (to)	8	vomir				
toil	6	labeur							
touching	10	touchant, émouvant							
towel	8	serviette							
track event	4	compétition d'athlétisme: épreuve sur piste							