

GO FOR ENGLISH

4^e

Workbook • Livret d'activités

par les auteurs du manuel



58, rue Jean-Bleuzen, 92178 VANVES Cedex

CONTENTS

Unit 1	Lesson 1 A family tree	4	Unit 8	Lesson 1 What's wrong with you?	56
	Lesson 2 A family photograph	6		Lesson 2 Cures – modern and traditional	57
	Lesson 3 A family fortune	8		Lesson 3 Prevention is better than cure!	59
	Evaluation 1	11		Evaluation 8	61
Unit 2	Lesson 1 Women at home	12	Unit 9	Lesson 1 Fear	62
	Lesson 2 Women at work	14		Lesson 2 What is a phobia?	64
	Lesson 3 Successful women of Africa	17		Lesson 3 Phobia: Is there a cure?	66
	Evaluation 2	19		Evaluation 9	68
Unit 3	Lesson 1 Bullies	20	Unit 10	Lesson 1 Film making	69
	Lesson 2 Who bullies and why?	22		Lesson 2 An African film maker	72
	Lesson 3 Prize-giving	24		Lesson 3 Famous films	74
	Evaluation 3	26		Evaluation 10	75
Unit 4	Lesson 1 Ambitions	27	Unit 11	Lesson 1 The Library Train	76
	Lesson 2 Progress and success	29		Lesson 2 Different types of books	79
	Lesson 3 Women around the world	31		Lesson 3 Choosing a book	81
	Evaluation 4	33		Evaluation 11	84
Unit 5	Lesson 1 The birth of Soundiata	34	Unit 12	Lesson 1 English is fun!	85
	Lesson 2 Samory, a military genius	36		Lesson 2 Youth culture	87
	Lesson 3 The Queen Sisters	38		Lesson 3 Teenage slang	89
	Evaluation 5	40		Evaluation 12	92
Unit 6	Lesson 1 Human rights	41	Unit 7	Lesson 1 Making clothes	48
	Lesson 2 Freedom fighters	43		Lesson 2 Papermaking	50
	Lesson 3 Children's rights	45		Lesson 3 Modern papermaking	52
	Evaluation 6	46		Evaluation 7	55
			Tests		93
			Phonetics and vocabulary		97
			Irregular verbs		111

Illustrations : Isabelle Calin

Mise en pages et photogravure : SG Production - Solévil

© Macmillan Education Ltd / EDICEF, 2001.

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

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

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

ISBN Macmillan : 0-333-93266-8

ISBN EDICEF : 978-2-84129-754-2

A family tree

2 Writing

Here are eight words for members of the family, but the letters are jumbled. Find the words and write them.

- | | |
|--------------------|---------------------|
| 1 SRETSI _____ | 5 CLUNE _____ |
| 2 OSN _____ | 6 EHTRORB _____ |
| 3 HANDREAFRG _____ | 7 TANU _____ |
| 4 TREADUGH _____ | 8 DOMANGHERHT _____ |

4 Writing

a. Write the English words for these people.

- Your father and mother are your _____.
- Your brother's wife is your _____.
- Your sister's daughter is your _____.
- Your uncle's son is your _____.

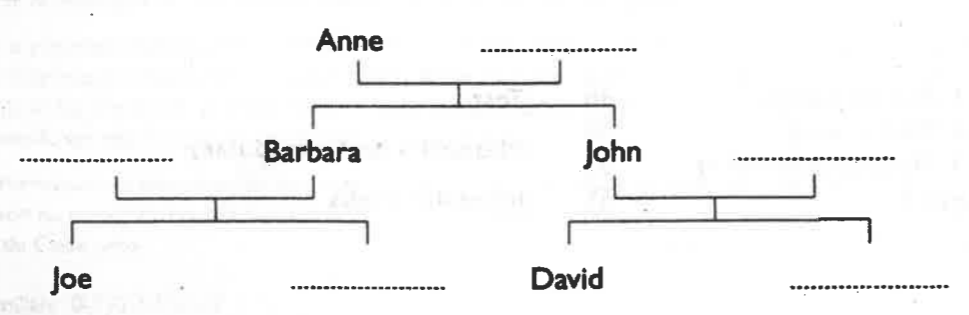
b. Complete these sentences like the example.

Ex.: Parents call their female children their daughters.

- Children call their grandmothers and grandfathers _____.
- Grandparents call their grandsons and granddaughters _____.
- Husbands call their wives' parents _____.
- Wives call their husbands' parents _____.

6 Listening and writing

Look at this family tree. Some names are missing. Listen, then write the names in the right places.



- George
- Jane
- Richard
- Sarah
- Tom

4
four



FAMILY TREE

Look at the family tree on the previous page and complete these sentences.

- Joe is Barbara's _____.
- He's also David's _____ and John's _____.

PUZZLE

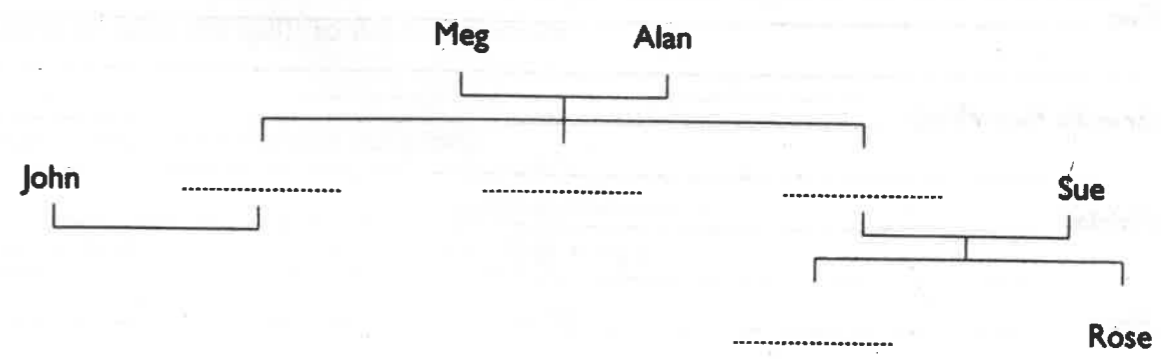
Read the following definitions and find the word which fits in the spaces.

- A person living near you: _____
- Someone's father's sister: _____
- It can make you win a big prize if you buy a ticket: _____
- Money paid to go to a private school (plural): _____
- Hair on the lower part of the face: _____
- Part of the body where arm and trunk meet: _____

SARAH'S FAMILY

Read the following text and complete the family tree below.

John's wife is Sarah. Sarah's parents, John's parents-in-law, are Meg and Alan. Sarah has two brothers, Mike and Albert. Albert is married to Sue, but Mike isn't married. Sarah's two nieces, Albert and Sue's daughters, are Pam and Rose.



5
five

A family photograph

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

3 Writing

Complete these sentences with 'who', 'which' or 'with'.

- 1 Uncle Kalidou is the man _____ a beard.
- 2 The woman _____ is wearing a headscarf is Aunt Anna.
- 3 The people _____ are in the photograph are all friends and relatives.
- 4 The presents _____ people brought were all for the baby.
- 5 Grandfather Aladji is the man _____ isn't smiling.

5 Writing

Describe the following people.

Ex.: Sokhna is the woman who is holding the baby.

Sokhna is the woman with the baby.



Eva _____

Grandfather Aladji _____

Kalidou _____

Anna _____



CLOTHES

Write a definition for each of the words below, like in the example.

- 1 (Socks/on) Socks are things which people wear on their feet.
- 2 (Shoes/on) _____
- 3 (Hats/on) _____
- 4 (Bracelets/round) _____
- 5 (Rings/on) _____
- 6 (Earrings/in) _____

PRECISION

Use the following items as you like in order to make sentences containing defining clauses.

- 1 The fisherman (to fish)/(to be called)
The fisherman who fishes in our village is called Mambo.
- 2 The bus driver (to have) an accident/(to kill)

- 3 The farmer (to work)/(to leave)

- 4 The dentist (to extract)/(to be)

- 5 The shoemaker (to repair)/(to be)

- 6 The soldier (to kill)/(to be)

- 7 The trader (to trade in)/(used to be)

- 8 The charcoal-seller (to sell)/(to be) a millionaire

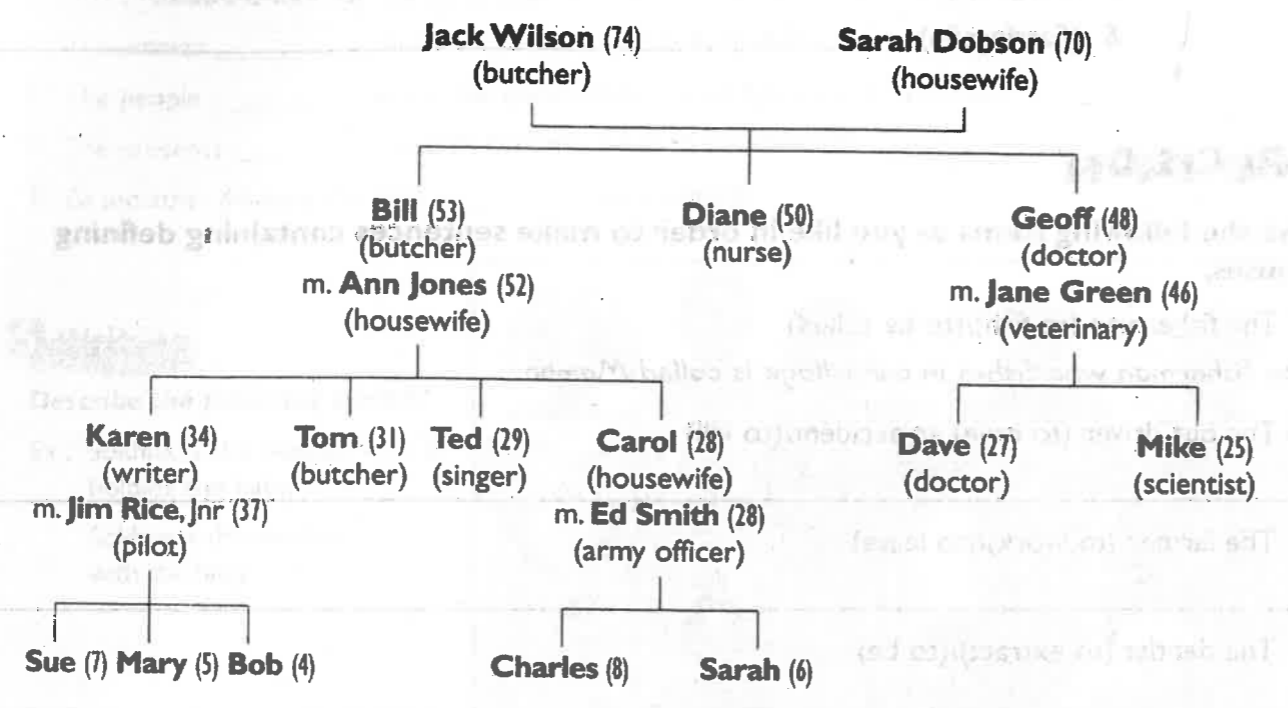
- 9 The poster artist (to make)/(to emigrate)

- 10 The barber (used to cut)/(to open) many other shops

A family fortune

4 Writing

a. Look at this family tree and complete the crossword with the relationships of these people to Karen.

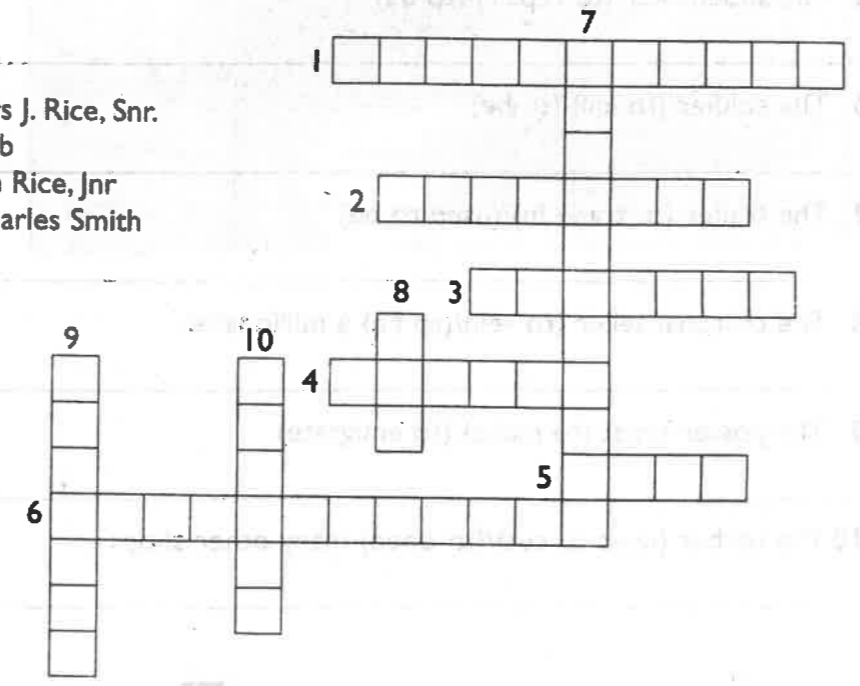


Across

- 1 Sarah Dobson
- 2 Mary
- 3 Bill and Ann
- 4 Mike
- 5 Diane
- 6 Ed Smith

Down

- 7 Mrs J. Rice, Snr.
- 8 Bob
- 9 Jim Rice, Jr
- 10 Charles Smith



8
eight

b. Look at the family tree on page 8. It shows family relationships but also gives quite a lot of extra information. Write sentences about the occupations of the following people (but also include some extra information about their ages and relationships) like the example.

Ex.: Carol, who is 28 and is Charles and Sarah's mother, is a housewife.
or Carol, who is a housewife, is 28 and Charles and Sarah's mother.
or Carol, who is 28 and a housewife, is Charles and Sarah's mother.

- Dave _____
- Jack _____
- Mary _____
- Jane _____
- Tom _____
- Charles _____

c. Now write five sentences about their relationships to Karen but also include some extra information about their age and their occupations.

Ex.: Dave, who is 27 and a doctor, is Karen's cousin.

- _____
- _____
- _____
- _____
- _____

d. Look at the table:

Possessor	Thing possessed
Singular	My aunt's dress My aunt's dresses
Plural	My aunts' house My aunts' houses
Irregular plural	The man's books The men's books

9
nine

e. What is it that changes the form of the possessive? Tick (✓) the correct box.

1 Whether the thing possessed is singular or plural.

2 Whether the possessor is singular or plural.

f. For each phrase, write 'one' or 'more than one':

• for the number of brothers

Oumar's brother's house _____

Oumar's brothers' house _____

My brothers' names _____

My brother's names _____

• for the number of sisters

My sister's yellow dress _____

My sister's clothes _____

My sisters' school _____

My sisters' schools _____

g. Correct these sentences, putting in an apostrophe (') where necessary.

1 I left my childrens homework at my mother-in-laws house.

2 Carols uncles names are Bill and Geoff.

3 Jack and Sarahs granddaughters are Karen and Carol.

4 Ed is Carols husband and Charles and Sarahs father.

5 Some peoples names, such as Leslie and Vivian, can be men or womens names.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____



MY FAMILY

Draw your family tree according to the example, on page 8.

Evaluation 1

MULTIPLE CHOICE

Read the texts on page 10 in your book and tick (✓) the correct answer.

1 Souleymane Kane lives in:

- a Kanel
- b Podor
- c Bignona
- d Bakel

2 Souleymane Kane was:

- a selfish
- b courageous
- c lazy
- d generous

3 'Mother-in-law' refers to:

- a your own mother
- b the mother of your father
- c the mother of your mother
- d your wife's or husband's mother

Women at home

- Vocabulary related to housework
- Revision of past simple
- Preposition + gerund

2 Writing

Match each of the verbs in Column A with the correct element in Column B.

A		B
cook	•	• the animals
read	•	• a pullover
sweep	•	• the floor
feed	•	• the clothes
knit	•	• rice for lunch
wash	•	• the newspaper

4 Writing

Read the text on page 12 in your book. Complete the following sentences with 'after', 'before' or 'while' and the right form of the verb given.

- The woman prepares breakfast **after getting up**. (get up)
- She prepares breakfast _____ for her farm. (head)
- She heads for the farm _____ water. (fetch)
- She cuts some firewood _____ back home. (go)
- She has to look after the baby _____ all this work. (do)
- And _____ all this, she must also take care of her husband. (do)
- Her husband talks to his friends _____ in the village all day. (sit)

6 Writing

Your mother was sick last week, so your aunt did all the housework for her. Describe the different things she did, mentioning when and how she did them.

Mum was sick last week so Aunt (name) _____ came to help with the housework.

First, she _____



HEAVY DAY'S WORK

a. Write the activities of a servant at several different moments of a day.

Morning	Noon	Afternoon	Evening
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

b. Use your notes to write a paragraph about the day of a servant.

Women at work

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

2 Reading and writing

Read the text on page 14 in your book and make a list of the things that make life difficult for peasant women in India.

4 Writing

a. Write answers to these questions.

- 1 Why is India a country of contrasts? _____
- 2 What do most women in the rural parts of India do? _____
- 3 Why are peasant women in India so poor? _____
- 4 Are African peasant women's lives as difficult as the lives of the Indian women? Give reasons for your answer. _____

b. Write these sentences in the correct order to make a summary of the text.

- 1 The lives of African peasant women are not as difficult.
 - 2 Indian women work very hard.
 - 3 In India there is wealth and there is poverty.
- 1 _____
- 2 _____
- 3 _____

5 Reading and writing

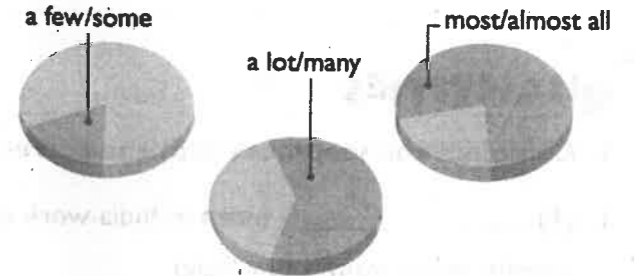
b. Make a list of all the domestic chores that Indian women have to do.

They have to _____

7 Reading, speaking and writing

c. Look at the charts and rewrite these sentences. An example is given.

Ex.: Most of them work in the fields.
 → Almost all of them work in the fields.



- 1 A few work with animals. _____
- 2 Many of them work harder than men. _____
- 3 A few work on land owned by their husbands. _____
- 4 Many of them have to walk several kilometres a day to find clean water. _____
- 5 Most women in Africa work on land that belongs to their families. _____

8 Listening and writing

Listen to your teacher and complete the following text.

India has a population of (1) _____ 800 million people, and (2) _____ of these people are very poor. (3) _____ of these very poor people live in the countryside. They try to feed themselves by working on the land. (4) _____ of them own a piece of land, but not very (5) _____. The rural poor own only a (6) _____ of India's farming land. Rich landlords own (7) _____. (8) _____ of India's rural poor work for a landlord.



WORK AT HOME

List three household chores that you *have* to do and three that you *don't* have to do.

Ex. : I have to make all the beds.

- _____
- _____
- _____
- _____
- _____

QUANTITIES

1. Complete the sentences with the correct words.

- 1 (1) _____ women in India work on the land, but (2) _____ work with animals. (much/many; a few/little)
- 2 The women do not earn (3) _____ money and they get (4) _____ rest. (much/many; few/little)
- 3 Before Mariama Ba, (5) _____ Senegalese woman was appointed cultural attachée at an embassy. Now (6) _____ African women work in embassies. (a few/no; several/much)
- 4 Alberta had (7) _____ of work in the house, but her mistress had only (8) _____ work. (a lot/many; a few/a little)

2. Rewrite those sentences using the correct quantifier.

- 1 12% of these exercises are difficult.
A few of these exercises are difficult.
- 2 Joe won 18/20 prizes in the final competition.

- 3 75% of the candidates passed the entrance test.

- 4 20/430 parents came to the meeting.

- 5 30% of the students have no books.

Successful women of Africa

- Using past simple and past continuous
- Writing short biographies

1 Reading, speaking and writing

b. Read the biography on page 16 in your book and write full answers to these questions.

1 Where was Mariama born?

2 Who brought her up?

3 When did she obtain her teaching diploma?

4 What famous book did she write?

5 Is she still living?

2 Reading and writing

b. Look at Exercise 2 on page 16 and match the sentences to the pictures.

Pictures: 1 2 3 4 5

Sentences: _____

c. Now use the sentences to write a paragraph about Mariama.

4 Writing

Use your paragraph about Mariama to write full sentence answers to these questions.

1 In what sort of newspaper did she write articles?

2 How many children did she have?

3 What was the profession of her husband?



RELATING

Write out this paragraph using the right form of the verbs.

At nine o'clock yesterday I (go out) for a walk with my younger sister. The weather (be) fine. We (walk) very slowly when we (see) two men who (fight) and (shout) at each other. One (be) very tall and the other (be) very small. Nobody (try) to separate them. The taller man (be) winning when the smaller man suddenly (take) a knife from his pocket. The taller man (run away). Everybody (laugh).

Evaluation 2

READ AND MATCH

1. Read and match each beginning of a sentence with its end.

- | | | |
|-------------------------------|---|------------------------------|
| The student learns his lesson | • | • to visit the new hospital. |
| John is very good | • | • singing. |
| The women are happy | • | • before watching TV. |
| African women enjoy | • | • at playing cards. |

2. Read and match each beginning of a question with its end.

- | | | |
|----------|---|---------------------------------------|
| How much | • | • does the film last? |
| How many | • | • is your home from the bus station? |
| How long | • | • is your youngest child? |
| How far | • | • pupils are there in your classroom? |
| How old | • | • money do you have? |

3. Read and match each word with its definition.

- | | | |
|--------------|---|--------------|
| wealthy | • | • housework |
| head (for) | • | • farm owner |
| plot of land | • | • go towards |
| fetch | • | • small farm |
| chores | • | • rich |
| landlord | • | • go and get |

4. Match the tools with the actions they perform.



hoe • • to carry



watering can • • to weed



wheelbarrow • • to cut



machete • • to water

2 Writing

Rewrite the sentences like the example.

Ex.: I had to clean the bullies' shoes for them.
→ The bullies made me clean their shoes.

1 I had to sweep the bullies' classroom for them.

The bullies _____

2 I had to clean the headmaster's car for him.

The headmaster _____

3 I had to weed the bullies' vegetable plot for them.

4 I had to peel the bullies' fruit for them.

5 I had to carry the bullies' bags for them.

6 I had to do the bullies' homework for them.

7 I had to tidy the librarian's books for her.

4 Writing

List the punishments you received when you did something wrong at primary school.

• When I was late, the master made me clear the school yards.

- _____
- _____
- _____
- _____
- _____

5 Speaking and writing

b. Ask questions to your partner to find out what he or she used to do at primary school. Take notes on what your partner says.

c. Use your notes to write a paragraph about what your partner used to do at primary school.



WHAT HAPPENED?

Write what happened to you in the following situations when you were at primary school.

1 (you came late to school)
When I came late to school, I had to stand outside the classroom.

2 (you copied from your friend)

3 (you forgot your book)

4 (you didn't do your homework on time)

5 (you talked during a lesson)

Who bullies and why?

2 Writing

Write down as many reasons as you can why some pupils bully others.

4 Reading and writing

b. From the situations described in the text on page 20 in your book, make a list of things which help and things which don't help when you are bullied.

- Things which help**
- 1 _____
 - 2 _____
 - 3 _____
 - 4 _____
 - 5 _____

- Things which don't help**
- 1 _____
 - 2 _____
 - 3 _____
 - 4 _____
 - 5 _____



MEMORIES

1. Answer the following questions. Write full sentences.

- 1 What clothes did you use to wear to primary school?

- 2 What time did you use to leave home to go to primary school?

- 3 How did you use to go to primary school?

- 4 What time did your first lesson at primary school use to start?

- 5 What lessons did you use to enjoy most at primary school?

- 6 Who used to be your best friend at primary school?

2. Write four more memories of your primary school using the phrase *used to*.

- _____
- _____
- _____
- _____

LESSON 3 Prize-giving

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

2 Speaking and writing

b. Look at the pictures and the invitation on page 22 in your book. Match the pictures to the correct times.

Time	Picture
9.45	_____
11.00	_____
9.15	_____
7.30 – 8.15	_____
9.00	_____
8.15 – 8.45	_____

4 Reading and writing

a. Read the text on page 23 in your book and write the answers to these questions.

1 Where and when did the ceremony take place?

2 Who was the president of the ceremony?

3 Was he on time for the ceremony?

4 What happened when he arrived?

5 What was the topic of the teacher's talk?


6 How many prizes did Binta Touré win?

7 How did her parents feel?

8 Why does Binta still remember the ceremony?

b. Write a description of a prize-giving ceremony you (or one of your brothers or sisters) attended. Use the following questions to guide you about the points you should cover.

- When did the ceremony take place?
- Where?
- Who attended it?
- What were the prizes?
- Who handed out the prizes?
- What time did you arrive?
- Was the hall full or empty?
- Who was receiving prizes?
- How did the prizewinners feel?
- Was it a happy and successful event?



5 Reading and writing

b. Rewrite each of the two sentences below into one sentence, following the example.

Ex.: Some people were talking in loud voices. I could hear them.

→ I could hear some people talking in loud voices.

1 Everyone was clapping. I could hear them.

2 The headmaster was giving his speech. I could hear him.

3 Some pupils were crying. I saw them.

4 The best pupils were jumping with joy. I could see them.

5 Our teachers were congratulating one another. I could see them.

6 The mayor was talking with some pupils. I could hear them.



HOW GOOD IT WAS!

Write a paragraph about the best memory you have from your primary school. Explain why.

Handwriting lines for the paragraph.

Evaluation 3

THE ODD ONE OUT

Underline the word which does not belong to the set.

- 1 a brutal b bully c cruel d savage e strong
 2 a ceremony b event c excellence day d prize-giving e invitation

MATCH

Read and match each beginning of a sentence with its end.

- | | | | |
|---------------------------------------|---|---|--------------------------------|
| Before we had electricity, we used | • | • | that's your bad luck. |
| Before she married, my mother used to | • | • | there was a long speech. |
| We could see some bees | • | • | oil lamps. |
| Before the prize-giving, | • | • | storing honey in a tree. |
| If you don't like your prize, | • | • | live in the north of Cameroon. |

Ambitions

- Revision of used to, would like to
- Descriptions of jobs

1 Speaking

b. Look at the pictures on page 24 in your book and write sentences about the students' ambitions.

Ousmane wouldn't like to be a farmer.

Mamadou _____

Yvette _____

Berthe _____

Michel _____

Abdou _____

4 Speaking and writing

b. Select an occupation from Column A, a verb from Column B and an object from Column C and write sentences about the different occupations.

A	B	C
architects •	• play •	• food •
disc jockeys •	• drive •	• buildings •
chauffeurs •	• take •	• sick people •
journalists •	• write •	• the news •
nurses •	• design •	• aeroplanes •
pilots •	• cook •	• records •
chefs •	• fly •	• cars •
photographers •	• report •	• computer programs •
computer programmers •	• take care of •	• pictures •

• Journalists are people who report the news.

Handwriting lines for writing sentences.

c. Write about two jobs you would like to do and two jobs you wouldn't like to do, giving your reasons.

Ex.: I'd like to be a nurse because I'd like to help sick people.

I wouldn't like to be a pilot because I am afraid of flying.

- _____
- _____



USED TO

Answer the following questions using the words between brackets.

Ex.: Do you want to be a teacher? (nurse)

-> No, I used to want to be a teacher, but now I'd prefer to be a nurse.

1 Does John work hard? (be lazy)

2 Does Raissa ride a bicycle? (drive a car)

3 Is there a market in this street? (near the post office)

4 Do you go to school by bus? (walk)

I WANT TO BE A ...

Abdou has thought of many different jobs. Complete this passage with each of them.

nurse pilot salesman teacher
farmers journalist carpenter

Abdou is a young man born in a region where most of the people are (1) _____: they live on what they produce and grow cash crops. Abdou used to watch his father working with wood and first he wanted to be a (2) _____ but working with children was also tempting. He planned to be a (3) _____ then changed his mind to go for a position in a hospital. But being a (4) _____ meant too much stress, so he considered being a (5) _____ in a department store. This idea soon vanished, attracted as he was by being a (6) _____. Finally he went for a position of (7) _____ for a popular newspaper.

Progress and success

4 Writing

a. Can you find the names of eight Olympic sports to complete the puzzle?

_____	O	_____
_____	L	_____
_____	Y	_____
_____	M	_____
_____	P	_____
_____	I	_____
_____	C	_____
_____	S	_____

- NOXBIG (1904)
- LOLBOFTA (1900)
- LOVELYLABL (1964)
- MIMSWING (1896)
- RAWET LOOP (1900)
- CYAMSTINGS (1896)
- HYCOKE (1908)
- BALKTABLES (1936)

b. Look at the dates in brackets in the exercise above. They indicate when each sport first became an Olympic sport. Write a sentence about each sport like the example.

Ex.: Boxing has been an Olympic sport since 1904.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

5 Reading, speaking and writing

b. Write in your own words the progress that Latin American and Caribbean countries have made. Use the information on page 27 in your book.

They have eradicated polio. _____



PRETERIT OR PRESENT PERFECT?

1. Write five things you have done for more than one year.

Ex. : I've learnt English for more than three years now.

- _____
- _____
- _____
- _____
- _____

2. Write five things you haven't done since long.

Ex. : I haven't eaten garri since last Friday.

- _____
- _____
- _____
- _____
- _____

3. Complete the following sentences using the verbs in brackets. Each verb must be used twice in the same sentence.

- 1 Tokyo _____ the Olympic Games in 1964; Los Angeles _____ the Games twice. (hold)
- 2 There _____ one Olympic Games in the nineteenth century; in this century there _____ more than 20. (be)
- 3 All Olympics _____ athletics since the first in 1896, but only the 1908 London Olympics _____ the sport of cricket. (include)
- 4 Many years ago Mohammed Ali _____ an Olympic boxing title and African boxers also _____ several medals at this event. (win)
- 5 African women _____ an Olympic medal until 1960 and they _____ many medals since then. (not gain)
- 6 My family _____ the last Olympic Games on television and my grandfather _____ every Olympic Games since 1984. (watch)

Date : _____

4

LESSON 3

Women around the world

- Present perfect + since and for
- Deducing meaning from context

1 Reading and writing

b. Look at the map on page 28 in your book. It shows the route of the round-the-world race. Read the newspaper report and the diary and write down the names of the numbered cities.

- 1 _____ 2 _____ 3 _____
4 _____ 5 _____

c. Match the diary entries with the corresponding paragraphs in the newspaper report.

- A _____ B _____ C _____ D _____ E _____

2 Writing

You can find these words in the newspaper report and in the diary on pages 28 and 29 in your book. Use the contexts and write their meaning.

- wave (n. and v.): _____
 storm (n. and v.): _____
 wind (n. and v.): _____
 leg (n.): _____
 sponsor (n. and v.): _____
 crew (n.): _____

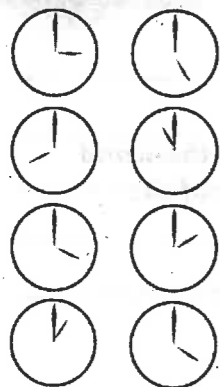
3 Writing

Listen to this telephone conversation and circle the best answer for each question.

- 1 Who was Christine calling?
 A an American restaurant B her mother C some friends
- 2 Where was she phoning from?
 A Punta del Este B Southampton C Fort Lauderdale
- 3 What kind of food did she want to eat?
 A American food B English food C cheap food

5 Writing

Look at the clocks and write sentences like the example.



Ex.: I came here at three o'clock, it's five o'clock now, so I've been here for two hours already.

- 1 _____
- 2 _____
- 3 _____



FOR OR SINCE?

Complete the following sentences using 'for' or 'since'.

Ex.: I haven't seen Peter for years.

He's been drinking since the death of his wife.

- 1 I haven't been to a football match _____ ages.
- 2 Abdou has lived in this village _____ almost a year now.
- 3 What have you been doing _____ I last saw you?
- 4 I've been working on my farm _____ I left school.
- 5 And that's why my house has been empty _____ such a long time.
- 6 My wife and I have been married _____ last April.

MY PERSONAL DIARY

Write down everything you have done today.

Evaluation 4

DEFINITION

1. In each of these sentences, taken from the text, one word has been underlined. Match the correct number in the dictionary entry to the word as it is used in the text.

- 1 'They faced (...) huge waves around Cape Horn.' _____
- 2 'They had no wind and lost a lot of time.' _____
- 3 'The final two legs took them up the coast of South America.' _____

leg /leg/ n. (pl. legs) 1 a limb on which an animal walks and which supports its body. 2 the part of a garment that covers the leg. 3 one of the long thin supports on which a piece of furniture stands. 4 one part or stage, esp. of a journey or competition.

wave /weɪv/ v. 1 to move in the air, backwards and forwards, up and down without moving from one place: The grass waved in the wind. 2 to move a hand as a signal, esp. in greeting. 3 to signal to (a person) to move with a wave of the hand: The policeman waved the traffic on.

wave /weɪv/ n. 1 a raised curving line of water on the surface, esp. of the sea, which is one of a number at even distances from each other: The waves rose and fell on the shore. 2 the movement of the hand in waving: A wave of the hand. 3 an evenly curved part of the hair: Natural/permanent wave.

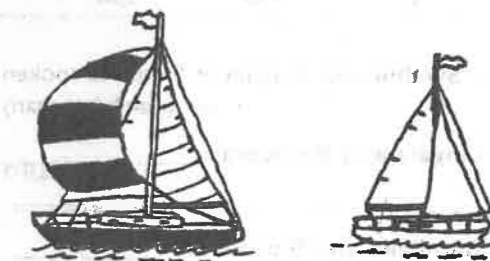
wind /waɪnd/ n. 1 strongly moving air: High/strong/heavy winds. 2 breath or breathing: He couldn't get his wind (= could not breathe properly, regularly) after his run. 3 (the condition of having) air or gas in the stomach, as when swallowed with food: You get wind when you eat too quickly. 4 the group of wind instrument players in a band: The wind is/are playing too loud.

wind /waɪnd/ v. wound/waʊnd/ 1 to make into a ball or twisted round shape: To wind wool. 2 to follow a direction in a twisting shape: The path winds through the woods. 3 to tighten the working parts by turning: To wind a clock. 4 to move by turning a handle: To wind down the car window.

Choose a different meaning for each of the three words (leg, wave, wind) and write a sentence to illustrate its meaning.

- 1 _____
- 2 _____
- 3 _____

2. The pictures show two different kinds of sailing ship. Write three sentences describing some of the main differences between these ships.



- _____
- _____
- _____



LANGUAGES

1. Name five countries in which we speak these languages.

Phoenician

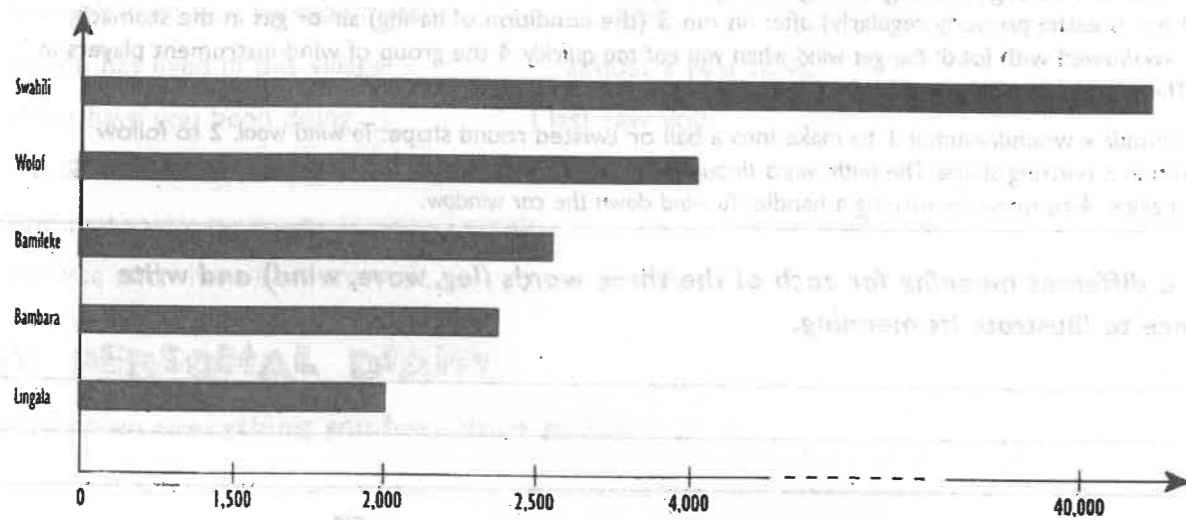
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

English

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

2. The graph below shows the number of people who speak certain African languages. Study it and compare the information using the following expressions:

as many ... as ... nearly twice as many ... as ... slightly fewer / more ... than
 many more / far fewer ... than nearly as many ... as etc.



Ex.: Swahili and Lingala → Swahili is spoken by many more people than Lingala.
or Swahili has many more speakers than Lingala.

- 1 Lingala and Bambara: _____
- 2 Bamileke and Bambara: _____
- 3 Wolof and Swahili: _____

6 Writing

Rewrite these active sentences as passive sentences, like the example.

Ex.: The whole kingdom welcomes the two brothers. (active)

→ The two brothers are welcomed by the whole kingdom. (passive)

- 1 Many young men admire the beautiful princesses.

- 2 Everyone ignores the ugly Princess Sogolon.

- 3 Someone helps Oulamba and Oulanding to trick the monster.

- 4 An old lady advises the hunters to choose Sogolon as their prize.



CONNECTORS

Use the words in the box to link the sentences.

although in addition therefore however

- 1 Sogolon was not beautiful. No prince threw even a glance at her.

- 2 Sogolon's face was ugly. She had a humped back.

- 3 The people expected the hunters to choose a beautiful princess. They chose Sogolon.

- 4 Sogolon wanted to talk to young men. They ignored her.

VOCABULARY

Match each word from column A to its meaning in column B.

- A**
- congratulations! •
 - birth •
 - deserve •
 - Emperor •
 - powerful •

- B**
- be worthy of
 - the ruler of an empire
 - the time one is born
 - very strong
 - you have done well

Samory, a military genius

- Narrating historical events
- Vocabulary related to the army
- Use of apposition

2 Writing

Read the text on page 32 in your book and decide whether these statements about Samory are true (T) or false (F).

- 1 Samory Touré came from a Muslim family.
- 2 He trained a well-armed force to invade other countries.
- 3 His family were gold and cattle traders.
- 4 He did not want to give modern firearms to his army.
- 5 It took him ten years to build up a powerful kingdom.
- 6 He fought against Islamic rules and religion all his life.
- 7 His empire was the biggest in Africa.
- 8 Thanks to him all the people who spoke Mande were reunited.

Rewrite the false statements so that they are true.

- _____
- _____
- _____
- _____
- _____

3 Reading and writing

b. Read 'Samory, a military genius' on page 33 in your book again. Then list the strategies he used by completing each of these sentences.

- 1 He made sure he had plenty of _____
- 2 So that his soldiers could fire quickly, he bought _____
- 3 If any of his guns broke, it was repaired _____
- 4 So that some of his troops could move swiftly, he gave them _____
- 5 He did not want the enemy army to outnumber him, so _____
- 6 If he was ever outnumbered, he _____
- 7 He did not want the enemy to surprise him, so _____

5 Writing

a. Put the words in the box under the right column in the table.

satellite	prince	bullet	spy network	spear	rifle	president
emperor	radio	king	telephone	bomb	shell	carrier pigeon
gun	pistol	landmine	dictator	revolver	secret agent	

ammunition	communication and intelligence system	heads of state	weaponry
			gun



WRITING

In a few lines, tell the story of a battle you know; the Samory one, for example. Use the following questions.

- When did the battle happen?
- Where did it take place?
- What was the reason for it?
- Who fought whom?
- What happened during the battle?
- Who won the battle in the end?
- What did the victors gain?
- What were the consequences of the battle?

The Queen Sisters

2 Listening and writing

a. Listen and write out what happened to Pokou.

b. Listen again and circle the correct answer.

- 1 According to the priests, the gods required... **A** gold. **B** jewels. **C** a human sacrifice.
- 2 Pokou sacrificed... **A** herself. **B** her son. **C** the people.
- 3 Pokou and her followers used the hippos as... **A** a bridge. **B** a sacrifice. **C** a boat.
- 4 After she became Queen, Pokou was very... **A** happy. **B** sad. **C** poor.
- 5 The story is told by... **A** one of the priests. **B** Pokou. **C** a historian.

4 Writing

a. Read this description. Choose and circle the most appropriate connector in each case.

- 1 The two Queen sisters helped their Kingdom prosper and / although they were very well appreciated.
- 2 No one wanted to die however / moreover / consequently the women of Nder died alive in the fire.
- 3 They were just women and / nevertheless / as a result / in addition the two Queen sisters could impose their will to the settlers.
- 4 Their Kingdoms were rivals and / someone / but Queen Ndieumbeut and the King of Trarza married to bring peace to their people.

b. You are Queen Fatim Yamar. Retell the story of 'the Tuesday of Nder'.

6 Reading and writing

Read the texts on page 34 and 35 in your book and complete the following sentences, using the passive or the active form of the verbs in brackets.

- 1 Sidya Leon Diop _____ (name) after Leon Faidherbe.
- 2 Leon Faidherbe _____ (name) him after himself.
- 3 Sidya Leon Diop _____ (teach) by the French.
- 4 Queen Ndieumbeut _____ (have) only one child.
- 5 One day, the Moors _____ (attack) Nder.
- 6 The women _____ (kill) in the fire.
- 7 Sidya _____ (send) to a concentration camp.
- 8 Talatay Nder _____ (relate) in history books.
- 9 The women _____ (disguise) into men to deceive the enemies.
- 10 A woman _____ (surprise) without a hat, thus the enemies understood their strategy.



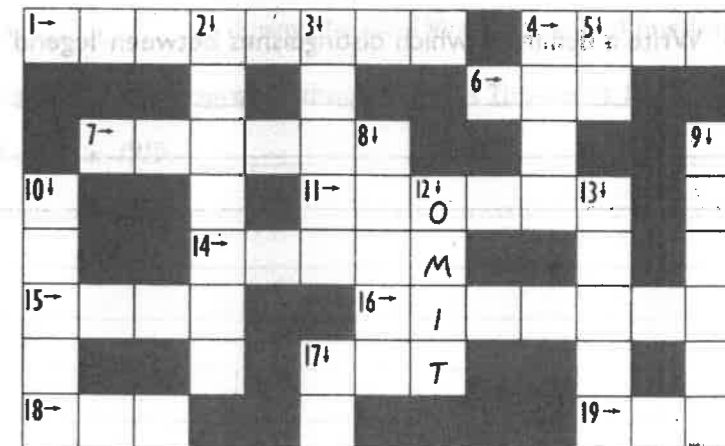
CROSSWORD

Across

- 1 Bour Trarza was Prince Yeli's ... (8 letters)
- 4 A shark is a kind of ... (4 letters)
- 6 It has wheels, an engine and can carry many people. (3 letters)
- 7 Sidi Leon Diop was a military ... (6 letters)
- 11 My legs are tired, I could only walk ... (6 letters)
- 14 I thought I was rich, but when I woke up, it was a ... (5 letters)
- 15 Not out of. (4 letters)
- 16 It's smaller than a town. (7 letters)
- 17 The opposite of dry. (3 letters)
- 18 '... ready! The battle is about to start!' (3 letters)
- 19 The Princesses were ... when they knew how their mother died. (3 letters)

Down

- 2 A king rules over a ... (7 letters)
- 3 The children are so bored. How can we ... them? (5 letters)
- 4 The opposite of empty. (4 letters)
- 5 This game ... going to end in defeat. (2 letters)
- 8 A ... is someone who is owned by someone else. (5 letters)
- 9 Is 'The Tuesday of Nder' history or just a ... ? (6 letters)
- 10 'Did you ... a ball?' 'Yes, I brought one.' (5 letters)
- 12 Leave out. (4 letters)
- 13 A century is a hundred ... (5 letters)
- 17 The plural of I. (2 letters)



Evaluation 5

OPEN-ENDED QUESTIONS

Answer these questions as fully as you can, using up to three lines for each answer.

1 In this Unit you read four texts: 'The birth of Soundiata', 'Samory, a military genius', 'The Queen Sisters', and 'The legend of Koumassi'.

Which of these do you consider most useful for a young African like yourself to read? Why?

2 Which of the four texts do you consider least relevant to you? Why?

3 Some of the characters in these four texts are: the Traoré brothers, Samory, The Queen Sisters, General Baratier, and the high priest, Konfouo Anotchi.

Which of them do you find the most appealing? Why?

4 Are there any events described in the four texts which you find difficult to believe? If so, give reasons.

5 Write a definition which distinguishes between 'legend' and 'history'.

Human rights

3 Reading and writing

Read the story on page 36 in your book and write short answers to these questions.

1 What did Harriet dream of while she worked in the cotton fields?

2 Where did she escape to?

3 What sort of work did Harriet do in the north?

4 What did she do during the Civil War?

5 What kind of person was Harriet Tubman? Use two adjectives to describe her.

4 Writing

a. Read the sentences. Fill in the gaps with 'and', 'but' or 'although'.

Ex.: The work was hard **and** the hours were long.

Many slaves tried to escape **but** were captured or killed on the way.

Although she was free, she thought of her family and friends in the south who were not free.

1 There she was free, _____ she wasn't happy.

2 Harriet Tubman was born in 1820, _____ died in 1913.

3 _____ the Civil War ended slavery, black people still didn't have equal rights.

4 So Harriet continued the fight, _____ she worked until the day she died.

5 She escaped from the south, _____ went to the north.

6 She helped over 300 slaves escape, _____ during the Civil War she helped hundreds.

b. Now put the sentences in order and write a paragraph about Harriet Tubman's life.

Harriet Tubman was born in 1820, and died in 1913. _____

5 Reading, speaking and writing

b. Read the following text, then find and underline five examples of the passive form.

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.



THE ANTI-SLAVERY MOVEMENT

The three texts (1, 2 and 3) below are the descriptions of three important figures of the emancipation of Black people in the USA. Match them to their ends (a, b and c).

- 1 In 1849, Harriet Tubman ran away to the north to escape slavery.
- 2 'I would like people to remember me as a person who is concerned about freedom,' she added.
- 3 In his newspaper, he demanded 'emancipation for our enslaved brothers and the vote for free blacks.'

- a Rosa Parks said that she was concerned about equality, justice and prosperity for all people.
- b She returned to the south fifteen times to help hundreds of other slaves.
- c She started a bus boycott on Dec-1, 1955. That boycott was important in the Civil Rights struggle because it inspired Dr Martin Luther King Junior.

Write the descriptions entirely.

Description 1 _____

Description 2 _____

Description 3 _____

6 LESSON 2 Freedom fighters

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

2 Writing

Read the text on page 38 in your book, then make notes of the differences or similarities between the lives and activities of the three freedom fighters.

	Similarities	Differences
Place of birth		
Education		
Profession		
Main period of political activity		
Strategies used in their campaigns of protest		
Success of their efforts		
Manner of death		

6 Writing

Look at these sentences from Exercise 5 on page 39 in your book. Rewrite them as reported speech.

1 'My four little children will live in a nation where they will not be judged by the colour of their skin.'
 He said that his four little children _____

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'.

7 Listening and writing

The teacher will read another section of Martin Luther King's famous speech. Take notes on the left. Afterwards, when your teacher has finished, report what you heard in full sentences, like the example.

Notes	Reported statements
'I'll continue.'	King said he would continue.
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



SAME OR DIFFERENT?

a. Read the two declarations and complete the sentences below using 'different people' or 'the same person'.

Declaration 1

I'm Mr Konaté. As an English teacher, I buy British and American publications.

Declaration 2

My name's Mrs Diarra; and like the teacher, I buy British and American publications.

- Mr Konaté and the English teacher are _____.
- Mrs Diarra and the English teacher are _____.

b. Choose the correct word to complete the following sentences.

- You really look _____ your brother.
- Fanta is a rural woman. _____ a rural person, she is good at trading.
- Some urban women are also good at trading _____ their rural 'sisters'; but because they have more opportunities, they make more money.
- _____ the initiator of the 'Négritude' movement, Aimé Césaire is very wellknown. Léopold Sédar Senghor, _____ Aimé Césaire, is a famous writer in this literary genre.
- Cameroon, _____ Ghana and Liberia, is a West African country. _____ an African country, its economy is based on agriculture.

Children's rights

3 Writing

Think about children's rights that are not mentioned on page 40 in your book. Make a list of your ideas below.

Children have the right to _____

Children have the right not to _____

5 Writing

Match the two halves of these sentences.

- | | | |
|--|---|--|
| If your parents go out, | • | • the other students won't like you. |
| If teachers have favourites, | • | • no one will be able to hear the teacher. |
| If you try to be the teacher's pet, | • | • it is unfair to the other students. |
| If you eat more than your share of a meal, | • | • you will be responsible for looking after your brothers and sisters. |
| If everyone talks in class, | • | • you will deprive other people of their food. |



MY DUTIES

Write the responsibilities that go together with the children's rights you've been given.

Children's rights

Responsibilities

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Evaluation 6

1. Look at the texts on page 38 in your book again. Are the statements below true (T) or false (F)?

- 1 Martin Luther King always wanted to be a Civil Rights leader.
- 2 The boycott of the buses was organised by Rosa Parks.
- 3 Martin Luther King did not use violence in his fight for equal rights.
- 4 Mahatma Gandhi worked as a lawyer in South Africa for one year.
- 5 His first experience of political protest was in South Africa.
- 6 He was popular with all Hindus.
- 7 Nelson Mandela organised a three-day national strike to protest against the African National Council.
- 8 Mandela spent 26 years in prison.
- 9 President FW de Klerk banned the ANC in 1990.
- 10 President FW de Klerk refused to reform the electoral system.

Rewrite the false statements so that they are correct.

- _____
- _____

2. Combine each pair of sentences below, like the example.

Ex.: The capital of our country is situated near the coast. It is called Dakar.
→ The capital of our country, called Dakar, is situated near the coast.

- 1 A French general had great admiration for Samory. He was General Baratier.

- 2 Two brothers came to Do. They were called Oulamba and Oulanding.

- 3 The king of Do's daughter was chosen by the brothers. Her name was Sogolon.

- 4 Sogolon's nickname meant 'she has a humpback'. It was 'Tchedjougon'.

- 5 The bull was cruel and merciless. It was called Sigui.

3. A journalist has collected remarks from different seminars. Turn them into reported speech.

- 1 The nonsmoking association: 'If the authorities and the tobacco companies sponsor sports events, the number of smokers will increase!'
This group's representative put it clearly that _____

- 2 The Teacher Association: 'In the very near future, there will be a reduction in the number of violent programmes on TV.'
This group's representative announced that _____

- 3 One parent: 'If they do not increase access to medical care, there will not be a solution to health problems.'
This parent remarked that if access to medical care _____

- 4 The Teacher Association: 'Education will improve the health and hygiene situation, because children will understand the various messages.'
The teacher suggested that _____

- 5 The Minister of Education: 'In the near future, all the children of this nation will be educated.'
The Minister of Education announced that _____

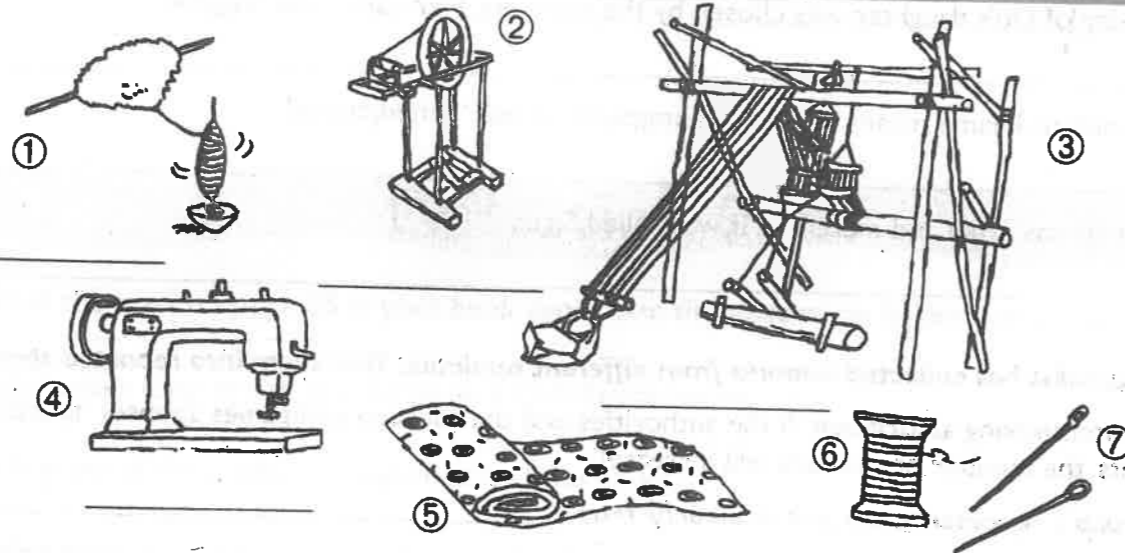
Making clothes

• Describing a process with modals
• Vocabulary related to clothes making

3 Writing

Write down the name of each item under its picture.

loom spindle sewing machine
fabric thread needles spinning wheel



6 Writing

a. What are the following tools used for?

A spindle is used to twist and wind the thread during spinning.

A loom _____

A sewing machine _____

Needles _____

Scissors _____

b. Choose a garment (a dress, a shirt, etc.), and describe how it is made.

You can use language such as: before ...ing, after ...ing, first, then, after that, finally, etc.



MAKING CLOTHES

Read the text *Weaving in Africa* on page 80 in your book and answer the questions.

1 How many different types of loom are used by traditional weavers in Africa today?

2 Which types of loom do men generally use?

3 What about women?

4 What is the horizontal loom used for?

5 What are the different types of thread called? How do they differ?

6 What part of the clothes making process are women in charge of?

7 How do they create motifs on the pieces of cloth?

8 Where do men usually weave?

9 What were the popular colours for cloth in the past?

10 What are they today?

Papermaking

process
• Vocabulary related to papermaking
• Revision of the passive voice

2 Writing

a. Look at the text on page 44 in your book. Complete the paragraph about how papyrus was made by putting the sentences in the correct order.

order: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

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

b. What do these words mean? Do not use a dictionary, but find definitions in the text you have written out.

Cyperus papyrus: _____

pith: _____

sap: _____

papyrus: _____

4 Writing

Read the text below about Ts'ai Lun's papermaking process. Rewrite it in the passive form.

Ts'ai Lun collected bark from trees and pieces of old cloth. He cut the tree bark into small pieces and tore the cloth into shreds. In this way he made a large quantity of different fibres. He mixed the fibres with water and beat them to a pulp. Then he spread the mixture on a flat surface and left it to dry. In this way he made the first sheets of Chinese paper. But he and the Chinese kept the art of papermaking secret.

Bark from trees and pieces of old cloth were collected by Ts'ai Lun _____

5 Reading, speaking and writing

Read the following words and underline the odd one out. Give reasons for your choices.

1 a stamp b shirt c dictionary d newspaper

2 a bag b drawer c envelope d machete

3 a plane b kite c tree d balloon



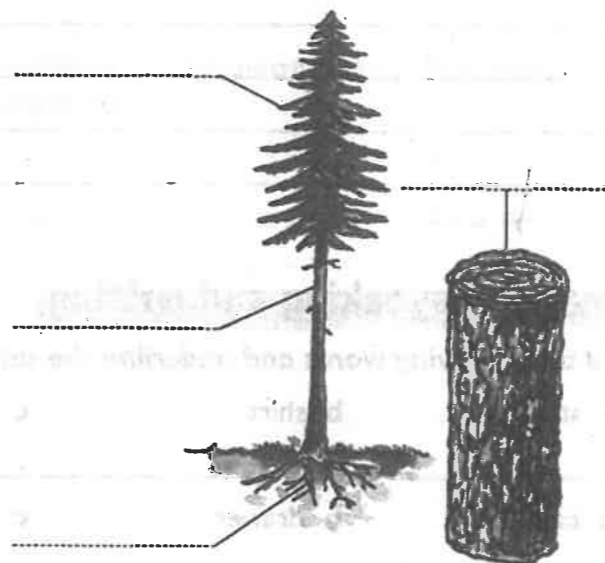
USEFUL INVENTIONS

Write a paragraph based on your own investigations about an invention of your choice (electronic games, telephone, computer, etc.). Don't forget to mention the name of the inventor, the date of the invention and the public use of that invention.

Modern papermaking

1 Reading, speaking and writing

b. Read the text on page 46 in your book and label the different parts of the tree.



4 Writing

Complete the paragraphs with expressions from this box.

- is mixed
- are cut down
- is called
- are transported
- is squeezed
- are taken
- are turned
- is cut
- is added
- is cut off

MAKING PAPER FOR A MAGAZINE

When they are about twenty years old, fir trees: (1) _____ . The trunks (2) _____ by lorry to the paper mill and the bark (3) _____ . The wood (4) _____ into very small pieces and then it (5) _____ with water and chemicals. This mixture (6) _____ 'pulp'. More water (7) _____ to the pulp and the new mixture (8) _____ by rollers into long sheets. These sheets (9) _____ into enormous rolls of paper, which (10) _____ to the printer.

At the printers, words and pictures are printed onto the rolls of paper; the paper is cut and folded and the pages of the magazine are stapled together.

5-Listening and writing

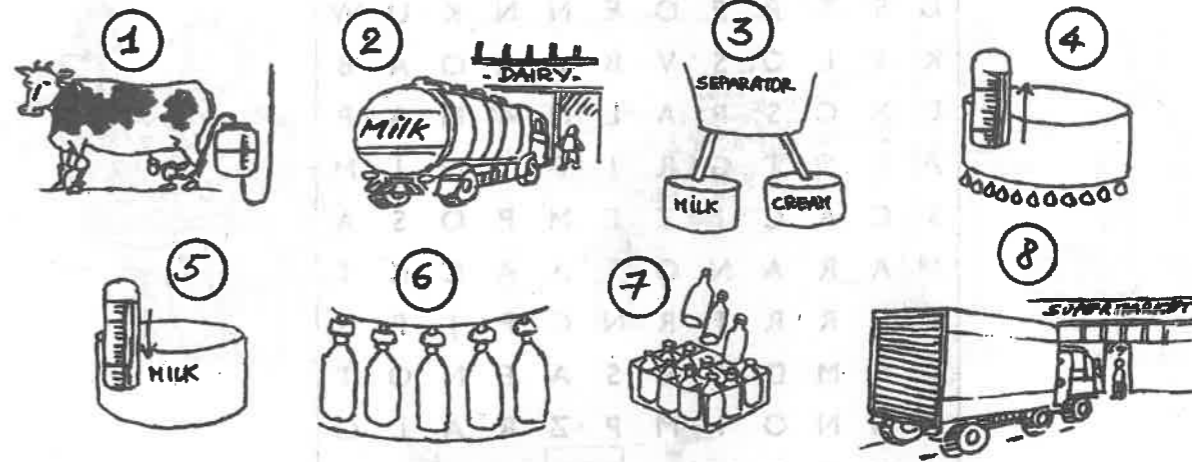
Listen to your teacher and complete the following sentences.

Nearly (1) _____ sheets of A4 paper can be made from an average tree. It takes nearly (2) _____ litres of water to make one tonne of paper. Paper on a paper machine travels at up to (3) _____ per hour. At the start of the papermaking process the paper is (4) _____ water. At the end it is only (5) _____ water. Banknotes are still made using (6) _____ because they are very strong. The lowest grade of paper is used for (7) _____ .



HOW DO THEY DO IT?

1. Match the pictures to the activities they illustrate.



- A cows/milk
- B milk/put into tanker/take to factory
- C it/heat
- D it/separate
- E bottles/put into crates
- F milk/take to shops
- G it/cool
- H put into bottles

1 A 2 _____ 3 _____ 4 _____
5 _____ 6 _____ 7 _____ 8 _____

2. Using the passive voice, describe each stage of milk production.

• The cows are milked.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

FUN WITH WORDS

1. Ten words are hidden in this puzzle. They are words of objects made of paper and can be read in any direction.

D	S	T	P	P	O	E	N	N	K	U	W
K	I	L	O	S	V	B	C	E	O	A	B
L	X	C	S	P	A	L	N	W	M	A	P
A	E	S	T	G	R	I	F	S	N	I	M
S	C	A	C	I	Z	E	M	P	O	S	A
M	A	R	A	N	O	T	A	A	C	K	T
E	L	R	R	T	R	N	G	P	J	P	S
T	E	M	D	C	E	S	A	E	N	O	T
R	N	N	O	I	M	P	Z	R	A	L	O
D	D	C	D	N	U	Q	I	S	Y	A	B
P	A	R	M	S	E	D	N	O	N	L	T
A	R	B	O	O	K	Y	E	T	P	E	R

2. In this table you can form the word 'dictionary'. How many other words can you make from its letters? Can you find twenty-five words? List them.

- | | | | |
|----|-------|----|-------|
| 1 | _____ | 6 | _____ |
| 2 | _____ | 7 | _____ |
| 3 | _____ | 8 | _____ |
| 4 | _____ | 9 | _____ |
| 5 | _____ | 10 | _____ |
| | | 11 | _____ |
| | | 12 | _____ |
| | | 13 | _____ |
| | | 14 | _____ |
| | | 15 | _____ |
| 16 | _____ | 21 | _____ |
| 17 | _____ | 22 | _____ |
| 18 | _____ | 23 | _____ |
| 19 | _____ | 24 | _____ |
| 20 | _____ | 25 | _____ |

Evaluation 7

Look at the pictures and tell the story.



What's wrong with you?

• Vocabulary related to health and diseases
• Adverbs of frequency

1 Reading, speaking and writing

b. Look at the pictures on page 48 in your book and write what's wrong with each character.

Binta has a headache.

Oumar _____

Abi _____

Yatma _____

Awa _____

Moussa _____

Zeina _____

Adama _____

5 Reading, speaking and writing

b. Look at the table on page 49 in your book. Write what the cause of each condition or illness may be. (Some problems may have many causes or share some causes with other problems.)

Pimples are often caused by dirt and oil in the pores.

Stomach aches _____

Food poisoning _____

Breathlessness _____

Dizziness _____

Wrinkles _____

Depression _____

Backaches _____



HOW OFTEN?

These ten adverbs indicate the frequency of an event. Write them out from the more frequent to the less frequent. There is no absolute order.

sometimes frequently invariably often usually generally occasionally always never ('ever' after negative) rarely

Cures - modern and traditional

• Giving advice with should
• Vocabulary related to cures

2 Listening

Listen to your teacher, and circle the correct answers.

- 1 Quinine is... A a modern medicine. B a traditional medicine.
- 2 Quinine comes from... A the leaves of a tree. B the bark of a tree.
- 3 What mosquitoes put into the human body is... A dirty water. B malaria larvae.

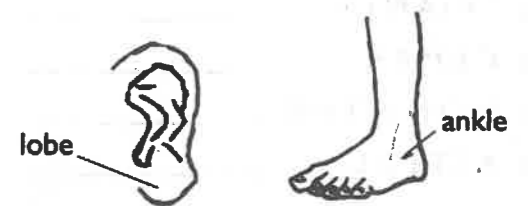
4 Reading, speaking and writing

b. Put the exchanges in the correct order to make a dialogue between two friends.

- A And you should eat only soft food.
- B That's a good idea. The pain is bad.
- A You look terrible. What's wrong with you?
- B Yes, you're right.
- A And you must see a dentist straight away.
- B I've got a toothache.
- A You should take some aspirin for the pain.
- B I'll make an appointment today.

5 Reading, speaking and writing

b. Use the words and expressions below to describe how an acupuncturist cures headaches.



eight needles above the ankle the side of the head
between the eyes and the ears ten minutes ear lobes



CURING

1. Describe any traditional method you know to treat any disease of your choice.

2. Unscramble the letters to find the following names of medicine.

- a SPIANIR _____
- b CEMAR _____
- c NONITTEM _____
- d AETTBL _____

- e TASL _____
- f KABR _____
- g SLEEVA _____
- h STOOR _____

Prevention is better than cure!

- Giving advice with should
- Reading and interpreting tables

2 Writing

Read the text on page 52 in your book. Then listen to your teacher and decide whether the sentences are true (T) or false (F). Justify your answers.

Sentence 1: _____

Sentence 2: _____

Sentence 3: _____

Sentence 4: _____

Sentence 5: _____

Sentence 6: _____

3 Reading and speaking

b. Read the text Prevention of Guinea worms on page 53 in your book and write down three things people should do to prevent infection by Guinea worms.

- _____
- _____
- _____



TAKE MY ADVICE

In each of the following dialogues, give the appropriate advice.

1

YOU *What's the matter?*

FRIEND *Well, I have a terrible headache.*

YOU *I think you should* _____

2

YOU *What's wrong with you?*

FRIEND *I have a temperature.*

YOU *You should* _____

3

YOU *Are you all right?*

FRIEND *No, I have a toothache.*

YOU *Oh, I'm sorry about that. You should* _____

4

YOU *Are you OK?*

FRIEND *Not really! My stomach hurts!*

YOU *I know how you feel. I guess you should* _____

PREVENTION

Following the pattern of the text *Prevention of Guinea* on page 53 of your book, write a paragraph about the prevention of malaria or any other disease.

Evaluation 8

DIALOGUE COMPLETION

Complete the following dialogue between you and a doctor.

DOCTOR *Hello my dear! What brings you here today?*

YOU _____

DOCTOR *When did it all start?*

YOU _____

DOCTOR *Right. Have you felt like this before?*

YOU _____

DOCTOR *I'm going to examine you now. Could you take off your clothes and lie down here? How does it feel when I press here?*

YOU _____

DOCTOR *Well. It's nothing serious. Here are some tablets. Take three a day for a week and you'll be fine. All right, dear! Come and see me after that.*

YOU _____

DOCTOR *Bye!*

2 Reading and writing

Read the dictionary entry on page 54 in your book and complete these sentences with the appropriate word(s).

- In the past, teachers were so strict that pupils were _____ of them. Pupils who broke any school rule were severely punished.
- We were running to the farm when we saw a huge viper on the path. We were _____ and stood there, trembling, until it crawled away.
- When the little boy heard the sound of thunder, he was so _____ that he ran into the house to hide under his bed.
- Aunt Anna can't stand worms. She is really _____ about them. If she sees a worm on the path, she will instantly walk back and take another road.
- As soon as the bomb exploded, people were so _____ that they ran in all directions, yelling, not knowing what to do.
- I was _____ when I saw a live crocodile, opening its large mouth to swallow a whole chicken.

3 Reading, speaking and writing

b. Look at the chart on page 55 in your book. Write down two things under each heading that you fear most.

Disasters: _____

Animals: _____

Social violence: _____

Diseases: _____

Places: _____

The supernatural world: _____

4 Listening

Listen to your teacher and tick (✓) what the children are afraid of.

	fire	darkness	being on a plane	being in a crowd	snakes	illness
Bouba						
Christine						
Maurice						
Paul						
Kané						
Amy						

**THESAURUS**

Use a dictionary to help you to complete this table.
An example is given.

Noun	Verb	Adjective
fear	to fear	fearful fearless
(1) _____	to frighten	(2) _____
panic	(3) _____	panicky
scare	(4) _____	(5) _____
(6) _____	to terrify	(7) _____ (8) _____

THE ODD ONE OUT

Underline the odd one in each list of words and justify your choice.

- 1 a alarm b bravery c fright d panic e terror

- 2 a horrible b amusing c frightening d terrifying e scary

What is a phobia?

- Explaining symptoms
- Vocabulary related to phobias

4 Writing

Read the definitions on page 57 in your book. Then write down the phobia that each character on the next page suffers from.

Mambo is afraid of heights. He has *acrophobia*.

Ida is afraid of the dark: she has _____

_____ is afraid of confined spaces: she/he has _____

_____ is afraid of spiders: she/he has _____

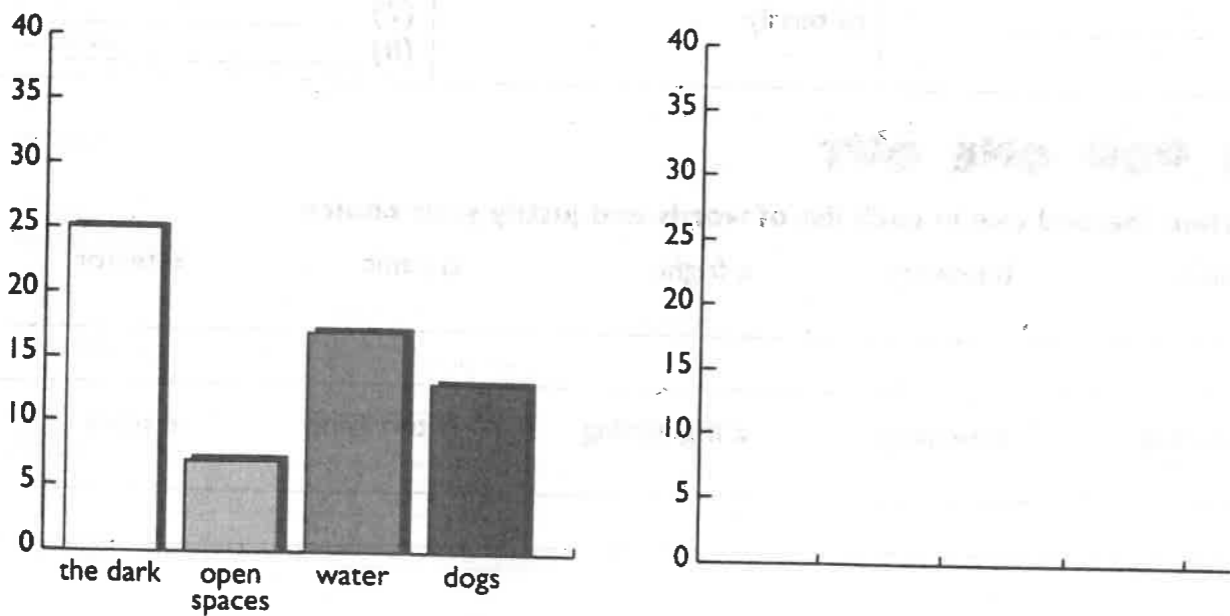
_____ is afraid of dead bodies: she/he has _____

_____ is afraid of open spaces: she/he has _____

5 Speaking and writing

a. Write a list of other things that people can be afraid of.

c. Record your group's answers. Make a graph like this to show the results from the whole class.



STRANGE FEELINGS

What is happening when you feel that way?

Ex.: I feel dizzy when I climb a tree.

or I must be a lucky person, I never feel dizzy at all.

1 I feel sick when _____



2 I start to shake when _____



3 My hands get sweaty when _____



4 I hear a ringing sound when _____



5 I have a lump in my throat when _____



6 I can't breathe when _____



7 My heart beats quickly when _____



Phobia: Is there a cure?

4 Writing

Write a letter to Aïcha and suggest what she should do about her fear of moths.

Dear Aïcha,

I'm sorry that you are afraid of moths. Maybe you could try this: First _____

Yours sincerely,

6 Listening

Listen to the advice the counsellor gave Muriel and circle the correct letter.

1 Muriel is afraid of...

A cities.

B birds.

C doctors.

2 The counsellor says that city birds...

A won't hurt people.

B will attack people.

C can't fly.

3 The counsellor suggests that Muriel should...

A read more books.

B take photographs of birds.

C read about birds.



DICTIONARY

1. Write a dictionary definition for the word 'contented', including the phonetical transcription. Follow the pattern of the example given on page 54 of your book. Try not to look at a dictionary.

contented / _____ / _____

contented

1 words meaning 'contented'

contented

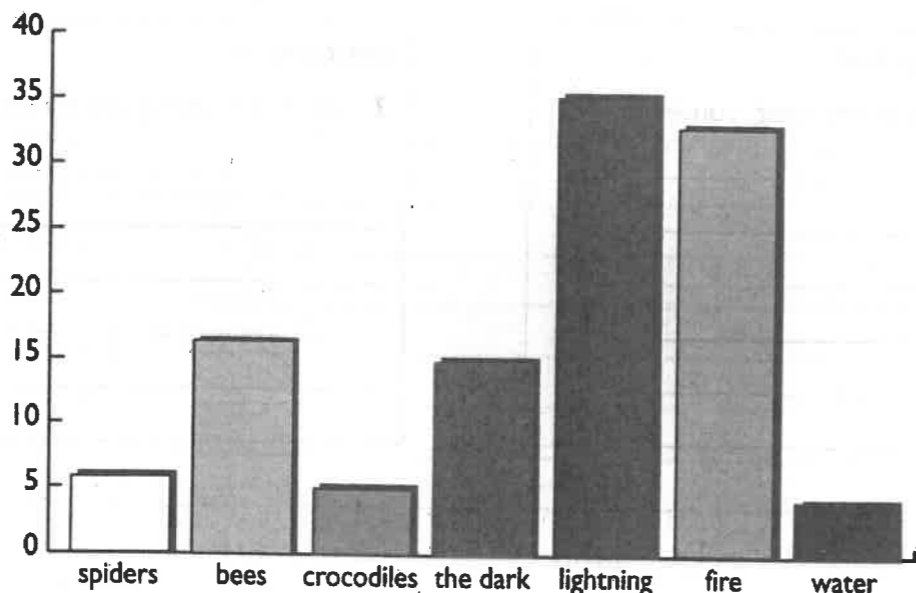
2 phrases meaning 'be contented'

2. Write four sentences, each containing one word you have found.

- _____
- _____
- _____
- _____

USING DATA TO WRITE A PARAGRAPH

The students of 4^e at St. Bruno's School did a survey on the things they were afraid of. The results are shown in this chart.



Write an account based on the chart, using comparisons (more ... than, less ... than, what they feared most / least, etc.)

According to a chart prepared by students in Man. _____

Film-making

• job descriptions
• Vocabulary related to film making

3 Reading, speaking and writing

b. Read all the job descriptions on page 60 and classify them according to the table below:

Before the film	During the shooting of the film	After the film

4 Writing

a. Look at the following sentences about making a film and decide on the correct order.

- 1 Scriptwriters then work on the idea to make a script.
- 2 The production stage is actually shooting the film. The director may shoot some scenes many times and he does not usually shoot it in exactly the same order as the final film.
- 3 The first step is the original idea, which may come from a book or from the film director.
- 4 When he has the script, the film producer looks for money. Films are very expensive!
- 5 After the shooting, the director edits the film by choosing the parts he wants and putting them together.
- 6 Finally, the film appears in cinemas and usually on video as well.
- 7 Before he can make the film, the director decides which actors will play the parts and where he will make the film. He also thinks about the costumes the actors will wear.

Now write out the complete paragraph.



BREAK THE CODE

Look at the tables below: every number corresponds to one letter of the alphabet. Three letters are given to get you started. Find the other ones to decode the six words related to the industry of film making.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

20	21	22	23	24	25	26

1	5	7	24	22	9	23	23
	C			E	S	S	

2	23	7	22	9	9	18	20	16	5	3

3	23	7	22	13	20	24	1	22	13	24	9	22

4	11	5	10	10	9	22

5	9	8	13	24	19	22

6	7	5	17	9	22	5	17	5	18

1. Among the jobs listed in your book, which one would you choose? Justify your choice, comparing it to the other ones.

2. Write five sentences containing the words in the boxes. Each of them can be used several times.

act	make	write	shoot
direct	play	edit	

film	scenes	lines
actors	script	

- ---

- ---

- ---

- ---

- ---

An African film-maker

2 Writing

Read about 'Black girl' on page 63 in your book and answer the following questions.

1 What does the title of the second film mean?

2 Where do the actors come from?

3 What is special about the way Sembene chooses his subjects?

4 What do you think these words mean?

'lines': _____

'parts': _____

3 Reading, speaking and writing

c. Imagine a dialogue between the businessman, his family and the marabouts.

BILA: _____

5 Writing

Find the parts of the passage that report what is said.

Speakers

Direct Speech

Report

1 (wives and daughters): Don't marry a third woman. _____

2 (friends): Get the help of marabouts. _____



IN YOUR OPINION

Give your opinion about this sentence. Justify it.

A book is always better than the film adapted from it.

Famous films

- Reviewing films
- Expressing opinions

2 Reading and writing

b. Read the film reviews on page 64 in your book and fill in this table.

Title of film	Type of film	Name of director	Year of release	Main character
Ben Hur				
Gone with the Wind				
Titanic				
Star Wars				
E.T.				
Mickey Mouse				

**FILM REVIEW**

You have seen a film at the cinema or on the television. Give the necessary factual information and your opinion of that film.

I saw a film last _____

WRITING A LETTER

You have just seen the film *Xala* by Ousmane Sembene. Write to your English pen-friend about it. In your letter, include information about the making of the film, a brief summary and your own opinion about it.

The Library Train

• Vocabulary related to libraries
• Passive perfect

2 Listening

Listen to this radio announcement and choose the correct information. (You will hear the announcement twice).

- 1 The train will arrive at... **A** 7 o'clock. **B** 9 o'clock. **C** 2 o'clock.
 2 The train will arrive on... **A** Monday. **B** Tuesday. **C** Wednesday.
 3 Today is... **A** Monday. **B** Tuesday. **C** Wednesday.
 4 You can borrow books on...
 A Tuesday morning. **B** Wednesday morning. **C** Friday morning.

4 Reading and writing

a. Read the text A Library Train on page 66 in your book and answer these questions:

- 1 What was Francois Bellogey's idea?

- 2 Why couldn't people of Shaba read books before the library train was invented?

- 3 How long is the library train's return journey?

- 4 Are the people of Shaba enthusiastic readers? How do you know?

- 5 How is the loss of books prevented?

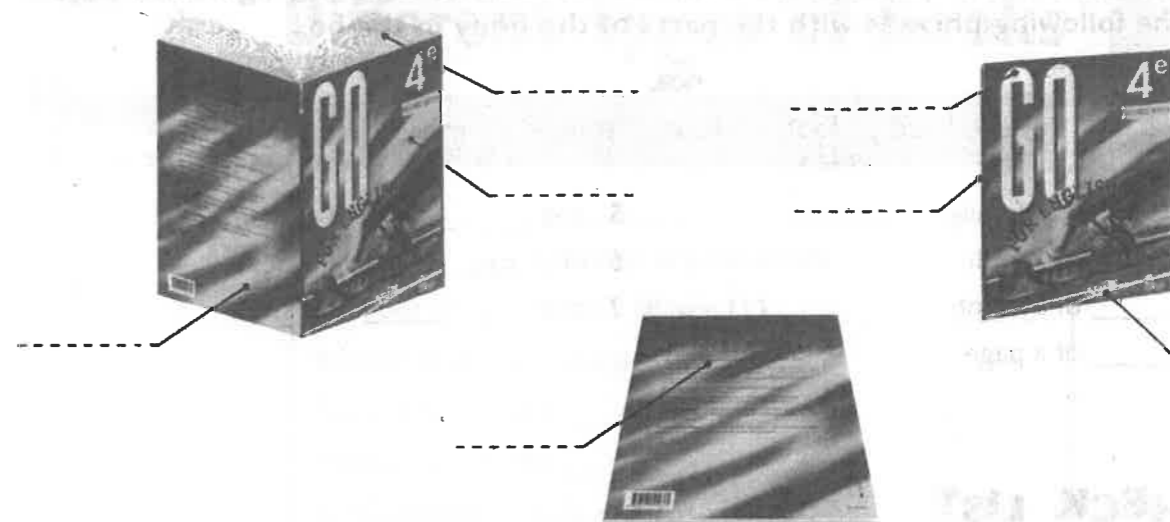
b. Match items from each column to write the complete library rules.

- | | |
|--|------------------------------|
| 1 The library can be visited only | a when the train comes back. |
| 2 Books may be borrowed | b in any library. |
| 3 Borrowed books must be returned | c with care. |
| 4 All borrowed books should be treated | d during opening hours. |
- 1 *d* The library can be visited only during opening hours.

- 2 _____
 3 _____
 4 _____

5 Reading, speaking and writing

b. Read the text on page 67 and label the different parts of the books in the illustration below.



c. Now look at one of your books and fill in the form below.

Title: _____
 Author: _____
 Publisher: _____
 Year of publication: _____
 Number of pages: _____



WE LOVE BOOKS!

Complete the following passage about the Library service, using the verbs in the box in the correct form.

borrow continue tell expand
 need treat write

So far the books have (1) _____ by an average of twenty people each, but they (2) _____ them well and no words (3) _____ been _____ in them by the readers.

The library service is very successful. It should (4) _____ and if possible (5) _____. For this, more books (6) _____, and readers should (7) _____ what kinds of books they prefer.

FUN WITH WORDS

In the text *The Library Train* on page 66, you have: 'The region of Shaba, in the heart of Africa...'. The names of the different parts of the body are sometimes used in a figurative way. Complete the following phrases with the parts of the body in the box.

eye head foot teeth tongue arm leg

- | | |
|-------------------------------|------------------------------|
| 1 the <u>head</u> of a family | 5 the _____ of a chair |
| 2 the _____ of a table | 6 the <u>eye</u> of a needle |
| 3 the _____ of a comb | 7 the _____ of a shoe |
| 4 the _____ of a page | |

THE CHECK LIST

A headmaster checks whether the different tasks have been done (+) or not done (-).

The library	+/-	The classrooms	+/-	End-of-term tasks	+/-
1 repair the roof	-	1 sweep the floor	+	1 test the pupils	+
2 paint the walls	+	2 replace broken benches	-	2 write the reports	+
3 clean the shelves	-	3 line up the tables	+	3 hold staff meetings	+
4 change the bulbs	+	4 repaint the blackboard	+	4 send reports to parents	-

Complete the observations.

The library: 1 The roof hasn't been repaired. _____

2 The walls _____

3 The shelves _____

4 The bulbs _____

The classrooms: 1 The floor _____

2 The benches _____

3 The tables _____

4 The blackboard _____

End-of-term tasks: 1 The pupils _____

2 The reports _____

3 The staff meetings _____

4 Reports _____

Different types of books

Vocabulary related to books
Explaining likes, dislikes and preferences

1 Listening

Listen to the talk about libraries and fill in the card below.

Library organisation	
Number of sections in a library: (1)	_____
Section One: Reference books	
Section Two: (2)	_____ books
Section Three: (3)	_____ books
Arrangement of books: In (4)	_____ order
By (5)	_____

2 Reading, speaking and writing

b. Read the text on page 68 in your book and write the six titles under the correct headings.

Fiction

Non-fiction

Reference

_____	_____	_____
_____	_____	_____

c. Read the text on page 68 in your book again and match column A words with their meanings in column B.

A	
on the spot	•
actually	•
deal with	•
according to	•

B	
• talk about	
• depending on	
• in reality	
• in the same place	



WHICH KIND OF BOOK IS IT?

Look at these covers and match them to a description below.



- 1 A crime has been committed; the detective and the reader try to solve it.
- 2 A famous person's life story.
- 3 Cowboys and Indians riding horses, shooting guns and bows and arrows in 19th-century America.
- 4 Two people fall in love and have problems, but things usually end happily.
- 5 The spy has been given important missions: He/she must find a secret formula, stop a coup, prevent a war.
- 6 Creatures from another planet have come to Earth; or, people have moved several centuries into the future.

a: _____ b: _____ c: _____ d: _____ e: _____ f: _____

THE GOOD READER

From the terms defining the contents of books, find their categories.

- 1 flowers, love, happiness, marriage, children _____
- 2 robbery, victims, jewellery, policemen, inquiry _____
- 3 reports, secrets, information, investigation, murder _____
- 4 Texas, horses, Indians, guns, cowboys _____
- 5 famous person, accomplishments, life, personality, education _____
- 6 year 2535, war for survival, strange creatures, unrealistic _____

Choosing a book

2 Reading, speaking and writing

b. Classify the 10 criteria from the box on page 70 in your book, from the most important (1) to the least important (10).

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____

Write your reasons here:

3 Reading, speaking and writing

b. Write a book report about a book you have read. Begin with information such as the title, the author and the genre.

Then follow this plan:

1 Summary of the story.

2 Things I liked about the book.

3 Things I did not like about the book.



WHAT ARE YOU READING?

Match the kinds of books (on the right) to their definitions (on the left).

- | | |
|--|----------------|
| 1 book used to study at school | a an article |
| 2 comes out every week or month | b an atlas |
| 3 contains maps of the world | c a biography |
| 4 tells a lot about a real and famous person | d a novel |
| 5 a piece of writing in a newspaper | e a textbook |
| 6 contains words and their definitions | f a poem |
| 7 short: expresses emotions, thoughts and feelings | g a dictionary |
| 8 about unreal characters | h a magazine |

1: _____ 2: _____ 3: _____ 4: _____
 5: _____ 6: _____ 7: _____ 8: _____

Write full sentences from the previous exercise.

1 An article is a piece of writing in a newspaper.

2 _____
 3 _____
 4 _____
 5 _____
 6 _____
 7 _____
 8 _____

THE LIBRARIAN

Circle the names of ten elements which enable the reader to define a book.

W	P	R	C	S	E	O	H	W	O	S	A	L	C	I
E	I	O	E	X	B	F	L	A	H	C	M	O	N	M
H	N	L	L	A	L	E	U	B	A	E	Y	S	O	S
T	E	E	T	P	U	B	L	I	S	H	E	R	M	G
A	B	S	Z	A	E	C	E	X	Y	S	H	O	W	N
E	E	R	U	G	P	L	O	A	F	N	A	U	R	I
N	S	R	D	E	Q	B	O	N	O	O	T	G	E	T
F	R	U	A	S	I	O	D	I	T	N	A	H	U	N
L	B	A	T	D	N	X	R	O	Q	E	U	S	O	I
F	O	L	E	S	V	A	U	K	U	T	N	H	C	A
L	I	N	U	W	C	U	R	E	I	B	R	T	A	N
N	T	O	X	R	O	T	H	E	A	D	T	G	S	O
B	S	I	L	G	B	H	Z	P	R	T	I	I	U	I
S	E	Q	I	H	C	O	P	Y	R	I	G	H	T	S
I	U	T	O	T	A	R	U	E	N	T	R	S	O	S
P	S	O	N	I	R	Z	B	T	A	L	E	S	R	E
A	T	O	N	P	A	P	E	R	P	E	R	U	M	R
C	O	R	N	E	R	E	B	M	U	N	I	L	O	P
O	R	A	C	M	I	T	P	A	C	I	F	U	O	M
F	R	O	N	T	C	O	V	E	R	Z	B	I	L	I
B	S	T	A	R	M	A	G	S	W	O	L	B	U	P

CLOZE

Read the following text and complete it with words that make it meaningful. Use the box below (each word can be used several times).

title	desk	date	alphabetical
chosen	sitting	card	kept
shelf	fill in	give	librarian
home	name	return	care
			subject

To join a library, go to the (1) _____ where the librarian is (2) _____. You will probably have to (3) _____ a form, promising to take (4) _____ of the books. Then the librarian will (5) _____ you two or three tickets which have your (6) _____ and address on them. When you have (7) _____ the books you wish to take (8) _____, you take them to the (9) _____ with the tickets. The librarian will keep the tickets until you (10) _____ the books. He will stamp the books with a (11) _____. The books must be (12) _____ to the library by this date.

Books are usually given a number according to their (13) _____. The books on this subject are then (14) _____ in alphabetical order according to the author's (15) _____.

Each book has a card with the author's name, another with the (16) _____ of the book, and usually another with the subject of the book. These (17) _____ are kept in drawers and are arranged in (18) _____ order. If we know either the title, or the author, or the subject, we can find the (19) _____. This tells us the (20) _____ of the book. Then we know the (21) _____ where we can find it.

English is fun!

• Having fun in English
• Talking about teenage life

2 Writing

Make a list of problems you and your friends have.

Now choose one of the problems and write a letter to Aunt Sally about it.

4 Speaking and writing

With your partner, ask each other questions about your favourite things, your hobbies and your ambitions. Then complete the tables below.

My favourite things

Sport: _____
Pop star: _____
Food: _____
Clothes: _____
Books: _____
Subject at school: _____
My hobbies: _____
My ambition: _____

My friend's favourite things

Sport: _____
Pop star: _____
Food: _____
Clothes: _____
Books: _____
Subject at school: _____
My friend's hobbies: _____
My friend's ambition: _____

Write a letter describing your best friend.

Lined writing area for the letter.



PEN-FRIEND

Write a letter to Jean Doumba saying what you like and comparing your tastes with his. For example, he likes the singer Billie; what about you?

My favourite things

Jean Doumba, age 14

SPORT: football

POP STAR: Didier

FOOD: thiébou dieune

CLOTHES: jeans and T-shirts

BOOKS: anything about foreign countries

SUBJECT: English

HOBBY: reading

Lined writing area for the letter.

Date : _____

Youth culture

- Having fun in English
- Youth culture
- Expressing opinions

2 Writing

Read again the statements on pages 74 and 75 in your book. Then make a list of six ways of asking for someone's opinion.

- 1 Do you think that _____ ?
- 2 _____ ?
- 3 _____ ?
- 4 _____ ?
- 5 _____ ?
- 6 _____ ?

Read and match the two halves of the sentences.

- | | | |
|--|---|---------------------------------------|
| 1 I am interested | • | • to enjoy pop music. |
| 2 The boring youth culture is controlled | • | • than kids have ever had. |
| 3 We get more choice | • | • how everybody defines young people. |
| 4 What I really hate is | • | • in talking about pop music. |
| 5 You don't have to be young | • | • by people who are over thirty. |

3 Reading and writing

Read the eight statements about TV on page 75 in your book. Then answer true (T) or false (F).

- 1 Werner does not like most TV programmes.
- 2 Yelena prefers reading to watching TV.
- 3 Giovanni enjoys watching cartoons and old films.
- 4 Roxanne does not like the adverts on TV.
- 5 Amara loves most TV programmes for teenagers.
- 6 Seiji watches a lot of TV.
- 7 Danielle thinks that there are a lot of good TV programmes.



SING

What is your favourite song in English at the present time? Write the words of that song and use the bottom of the page to draw a poster.

Lined writing area for the song lyrics.

Large empty box for drawing a poster.

Teenage slang

• Discovering youth language
• Having fun in English

2 Writing

Choose ten slang words from the list on page 76 in your book. For each word, write one sentence.

Numbered list from 1 to 10 with horizontal lines for writing sentences.

3 Reading and writing

b. Work with your partner to write a question and answer joke. Choose one of them and write it down.

Horizontal lines for writing a question and answer joke.

4 Listening

Listen to your teacher and write down the tongue-twister.

Horizontal lines for writing down the tongue-twister.



GUESS

Look at these pairs of words and complete appropriately. The first one is done for you.

Ex.:

new	old
black	

 →

new	old
black	white

strong	weak
clever	

go	come
leave	

long	short
heavy	

give	take
lend	

day	night
dark	

vertical	horizontal
bent	

open	close
slow	

encourage	discourage
punish	

table	chair
fork	

cheap	expensive
easy	

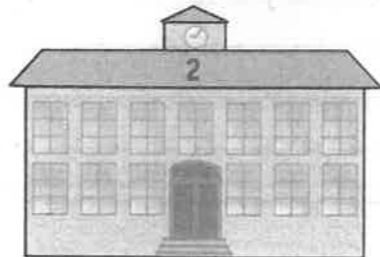
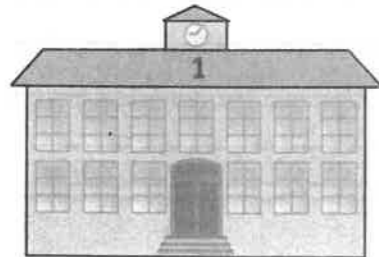
short	tall
handsome	

clean	dirty
early	

RIDDLES AND GIGGLES

Resolve the following riddles.

1 Who's the English Teacher?



Break is over. The maths, science and English teachers each have a lesson in one of the three classrooms.

Look at the information below and find out the English teacher's name.

- Mr Diarra teaches next to Mr Diallo.
- Mr Diallo is not a maths teacher.
- Mr Camara is not a science teacher.
- Mr Diarra teaches next to the maths teacher.
- The English teacher's classroom is between the maths teacher's and the science teacher's.

2 Where does Thursday come before Wednesday?

3 What's the difference between here and there?

4 How many birds can you put in an empty cage?

5 How many letters are there in alphabet?

6 What was the largest island in Africa before Madagascar was discovered?

WISE WORDS

Find the French version of the following proverbs. The words printed in bold will help you.

- 1 Better **late** than never.
- 2 **Charity** begins at home.
- 3 **God helps** those who help themselves.
- 4 **He who laughs last**, laughs longest.
- 5 **All is well** that ends well.

1 _____

2 _____

3 _____

4 _____

5 _____

Evaluation 12

Using the information given in the table, write a paragraph about Nelson Mandela.

Name	Year of birth	Nationality	Studied	Main activity
Nelson Mandela	1918	South Africa	Law	Protest against apartheid – 3 day national strike
Imprisoned	Freed	Main achievements	Award	Retired
In 1964	In 1990	Right to vote to all South African citizens; First President of the new South Africa	Nobel Prize in 1993, shared with de Klerk	In 1999

1 Reading

Read this text and then answer the questions which follow it.

PAPER

Everywhere in the world, from where the sun rises to where the sun sets, you come across mountains of paper. What would our lives be like without so much paper?

But few people who depend so much on paper in their daily lives have any idea who first made it, or where.

Like the sun, it started in the East and spread westwards from there. It was invented in China more than 2,000 years ago, some say by accident. After the Chinese had been using it for 800 years or so, in about 750 A.D., they fought a battle with the Muslims. During this battle the Muslims took some Chinese captives, who taught the Muslims the art of making paper. However, a further 400 years passed before Europeans began to use paper, after the Muslims had set up the first paper mills in Spain in the 11th and 12th centuries. Even then, it was not until the late 14th century that this revolutionary product crossed that barrier of mountains, the Alps, and arrived in Germany, to be made for the first time in Northern Europe.

Within the next century the German Gutenberg invented the printing press – a development which would have been impossible without large supplies of paper. Now books, containing information that had once been available to only a very few people, began to be shared by many. Our demand for paper has never been satisfied since. Even today, when computer manufacturers promise us a 'paperless office', the world uses more paper than ever. It is devoured not only by books and newspapers (and exam papers!) but also goes into materials we use for packaging, building, decorating and even clothing.

2 Writing

1. Describe the history of papermaking by filling in lengths of time in this chart.

- 1 Paper invented by the Chinese : → more than _____ years ago
- 2 The secret of papermaking learnt by Muslims : → about _____ years ago
- 3 Muslims set up paper mills in Spain : → about _____ years ago
- 4 Paper first manufactured in Northern Europe : → about _____ years ago
- 5 German invention of the printing press : → about _____ years ago

2. True or false?

- a Gutenberg brought the art of papermaking from Spain to Germany.
- b The Chinese kept the art of papermaking secret until they fought the Muslims.
- c The invention of the first printing press took place later than the invention of paper.

- d The need for paper has decreased since the invention of computers.
- e Knowledge of how to make paper always spread in the path of the sun around the Earth.

3. Explain each of these phrases in your own words.

- a this revolutionary product _____
- b a 'paperless office' _____
- c mountains of paper _____
- d large supplies of paper _____
- e Chinese captives _____

3 Language in use

Choose the correct answer, a, b, c or d, to fill the gap in each sentence. Only one of the four is correct in each case.

- 1 My mother's brother's daughter is my _____.
a aunt b cousin c niece d nephew
- 2 In some tribes, people keep the same family name from one _____ to the next.
a generation b relative c family tree d relationship
- 3 People who want to take care of their teeth brush them well _____ getting up.
a while b after c before d soon
- 4 We don't like digging the school garden, but we _____ it.
a have to do b won't do c must d done
- 5 Poor people usually have to work _____ those with plenty of money.
a as hard as b harder than c harder d hardly
- 6 Before my mother married my father she _____ live a long way from Dakar.
a use to b used to c use d was using
- 7 Commercial photographers are people _____ take pictures at weddings and so on.
a who b which c while d (no word is needed)
- 8 Abdou hasn't been to school _____ he broke his leg.
a ago b for c when d since
- 9 The King was _____ he had to sell his horse.
a so poor that b poor because c poor that d so poor, however
- 10 _____ I like Aimé, he isn't really my friend.
a But b However c Although d Therefore

1 Reading

Read the text and then answer the questions which follow it.

BRIDGES

In a continent like Africa, bridges make a great difference to the lives of people living in communities which are otherwise separated by water. They shorten the travelling distance between places; they may also make travel a lot safer, lifting the traveller above dangers and discomforts that lurk in the waters beneath.

The simplest kind of bridge, on which many rural parts of Africa still rely, is the ferryboat, which if you think about it, is a sort of floating bridge. Another simple bridge is the tree cut down so that it falls across a stream, from bank to bank. Rope bridges are another simple way of making a crossing. But primitive bridges like this have very restricted uses. Heavy wheeled traffic is unable to pass over them.

So, as African countries develop a more urban life style and their needs to trade and communicate with each other increase, we more and more witness the construction of bridges made of stone, concrete and steel. Such bridges may even link one country with another, like the Mano River Bridge between Sierra Leone and Liberia, opened in 1976.

The need for bridges of this kind is now almost unlimited.

Perhaps the most striking difference between a primitive rope bridge and a modern one made of concrete and steel, is that where the one sags in the middle, the other is either perfectly flat or may even rise into a graceful arch at its midway point. This is because, over thousands of years, engineers have learnt to build arches – the Romans were the first to invent them – or, even more dramatically, lever the middle section of the bridge up by weighting down the two ends. This is called a cantilever bridge.

The greatest distances are spanned by suspension bridges – anything up to several thousand metres. Bridges of this kind have two or more towers evenly spaced along their length, from which cables stretch down and hold up the main deck of the bridge beneath, over which the traffic passes.

2 Writing

- 1 Name four kinds of bridges mentioned in the text.

- 2 What did the Romans contribute to the art of bridge building?

- 3 What is the main disadvantage of bridges that have no support in the middle?

- 4 What is unusual about the Mano River Bridge?

3 Language in use

1. For each item choose the correct completion, a, b, c or d. Only one answer is correct in each case.

- A spindle _____ twist and wind the thread during spinning.
a in use for b use to c used to d is used to
- There are many _____ loom in Africa.
a traditions of b kindly c types of d sorting
- 'What's _____ you? Are you feeling ill or something?'
a bad with b sick at c wrong with d unhappy for
- You can _____ malaria by removing stagnant water and spraying to kill mosquitoes.
a protect b prevent c stop at d cure
- Silly child, to be _____ of a tiny little spider like that!
a afraid b fear c frighten d scare
- The first film Sembene made was called 'Xala', _____ means 'curse'.
a can b that c which d (no word is needed)
- Blood is _____ pumped out from the heart through arteries and returns to the heart through veins.
a always b usually c never d sometimes
- A book _____ a number of pages bound together in a cover.
a makes b are made of c is made by d is made of
- All borrowed books should be treated _____ care.
a as b for c with d by
- You want a book about African birds? You'll possibly find one in the _____ section.
a reference b organisation c reality d fiction

2. Rewrite the following dialogue, using indirect speech.

AÏCHA Don't touch the bee, Awa, because if you make it angry it will sting you!

AYA I'm not going to touch it. I just want to look at it and then I'm going to brush it off my sleeve.

AÏCHA You should spit out the piece of sugar cane you're chewing because the bee may be trying to find it.

Aïcha warned her little sister Awa _____

Awa said _____

Then Aïcha told Awa _____

Phonetics and vocabulary

The sign (') indicates that the main accent must be on the following syllable.

The sign (,) indicates that the secondary accent must be on the following syllable.

The sign (*) indicates that the sound /r/ must be pronounced at the end of the word if the following one starts with a vowel sound. For instance, 'better' (/betə*/) must be pronounced /betər/ when preceding 'answer': a better answer (/ə betər ɑnsə/), while it must be pronounced /betə/ when preceding 'student': a better student (/ə betə stju:dənt/).

Consonnes				Voyelles			
/p/	pen	/s/	see	/i:/	see	/ə/	banana
/b/	book	/z/	boys	/ɪ/	it	/eɪ/	grey
/t/	table	/ʃ/	fish	/e/	bed	/əʊ/	go
/d/	desk	/ʒ/	usually	/æ/	at	/aɪ/	eye
/k/	desk	/h/	her	/ɑ:/	arm	/aʊ/	house
/g/	girl	/m/	man	/ɒ/	shop	/ɔɪ/	boy
/tʃ/	chair	/n/	no	/ɔ:/	draw	/ɪə/	ear
/dʒ/	jeans	/ŋ/	morning	/ʊ/	pull	/eə/	chair
/f/	fish	/l/	leg	/u:/	spoon	/ʊə/	flower
/v/	have	/r/	red	/ɜ:/	girl	/ʌ/	son
/θ/	thin	/j/	yes				
/ð/	this	/w/	we				

A	Unit		
about	2	/ə'baʊt/	environ
able	4	/eɪbl/	capable
abscess	8	/æbses/	abcès
academic	2	/ækə'demɪk/	universitaire
access	4	/ækses/	accès
accident	4	/æksɪdənt/	accident
according to	1	/ə'kɔ:dɪŋtə/	selon
accustomed to (to be)	4	/ə'kʌstəmdətə/	(avoir) l'habitude de
achieve (to)	4	/ə'tʃi:v/	atteindre, réaliser
acrophobia	9	/æk'rəʊ'fəbjə/	acrophobie
act on (to)	11	/æktən/	tenir compte de, suivre (un conseil)
activity	6	/æk'trɪvəti/	activité

actor	10	/æktə*/	acteur
acupuncture	8	/æk'ju:pʌŋktʃə*/	accident
adapt (to)	5	/ə'dæpt/	s'adapter à
address	3	/ə'dres/	discours
admire (to)	3	/əd'maɪə*/	admirer
adventure	10	/əd'ventʃə*/	aventure
advise	3	/əd'vaɪz/	conseil
afterwards	3	/ɑ:ftəwədz/	ensuite
agoraphobia	9	/ægərə'fəubjə/	agoraphobie
agree (to)	10	/ə'grɪ/	être d'accord avec
agriculture	5	/æg'rɪkʌltʃə*/	agriculture
alliance	5	/ə'laɪəns/	alliance
allow (to)	6	/ə'laʊ/	permettre à
always	3	/ɔ:lweɪz/	toujours

amazingly	4 /ə'meɪzɪŋli/	incroyablement
ambitions	4 /æm'bɪʃnz/	ambitions
ammunition	5 /,æmjʊ'nɪʃn/	munitions
anaemia	8 /ə'ni:mjə/	anémie
ancestor	FR1 /'ænsɛstə*/	ancêtre
anthem (national)	3 /'ænθəm/	hymne (national)
appetite	8 /'æpɪtaɪt/	appétit
appreciate (to)	2 /ə'pri:ʃeɪt/	apprécier
appropriate	FR1 /ə'prəʊpɪət/	qui convient
arachnid	9 /'æræknɪd/	araignée
arachnophobia	9 /'æræknə'fəʊbjə/	arachnophobie
architect	4 /'ɑ:kɪtɛkt/	architecte
area	2 /'eəriə/	région, zone
argument	5 /'ɑ:gjʊmənt/	discussion, argument
army	5 /'ɑ:mɪ/	armée
arrest (to)	6 /'ərest/	arrêter, appréhender
arrest	6 /'ərest/	arrestation
arrival	3 /'əraɪvl/	arrivée
as well as	2 /æz'wel əz/	ainsi que
assassinate (to)	6 /ə'sæsɪneɪt/	assassiner
assignment	11 /ə'saɪnmənt/	poste, affectation
attend (to)	2 /ə'tend tə/	aller à
audacity	5 /'ɔ:dæsəti/	audace
audience	3 /'ɔ:djəns/	public
author	2 /'ɔ:θə*/	auteur
automatic	7 /'ɔ:tə'mætɪk/	automatique
average	11 /'ævərɪdʒ/	moyen
avoid (to)	11 /ə'vɔɪd/	éviter
awful	4 /'ɔ:fl/	affreux

B Unit

back cover	11 /,bæk'kʌvə*/	dos de couverture
bad luck	8 /bəd,lʌk/	mauvaise chance
badly paid	4 /'bædli'peɪd/	mal payé
baffle (to)	11 /'bæfl/	rendre perplexe, confondre
ballet	12 /'bæleɪ/	ballet
balm	8 /bɑ:m/	baume
ban	6 /bæn/	interdiction

baptist	6 /'bæptɪst/	baptiste
bark	7 /bɑ:k/	écorce
based on	10 /beɪsd ən/	fondé sur
basic education	4 /'beɪsɪk 'edju:k'eɪʃn/	enseignement élémentaire
battle	6 /'bætl/	bataille
bear (to)	FR1 /beə*/	soutenir, porter
beard	1 /'biəd/	barbe
beat (to)	3 /bi:t/	battre, frapper
best-selling	10 /best selɪŋ/	le plus vendu
bind (to)	11 /baɪnd/	lier, unir
biography	2 /baɪ'ɒgrəfi/	biographie
birth	5 /bɜ:θ/	naissance
blister	8 /'blɪstə*/	ampoule
block	7 /blɒk/	bloc
blood	9 /blʌd/	sang
blurb	11 /'blɜ:b/	texte de présentation
bold	6 /bəʊld/	audacieux
bondage	6 /'bɒndɪdʒ/	esclavage, servitude
bone	8 /bəʊn/	os
bookshop	11 /'bʊkʃɒp/	librairie
boom operator	10 /'bu:m ə'pɔ:reɪtə*/	perchiste
boom	10 /bu:m/	perche
boring	10 /'bɔ:ɪŋ/	ennuyeux
borrow (to)	11 /'bɒrəʊ/	emprunter
box office	10 /'bɒks,ɒfɪs/	box office
boycott	6 /'bɔɪkɒt/	boycott
branch	5 /brɑ:ntʃ/	branche
break out (to)	5 /breɪk aʊt/	éclater
breathe (to)	9 /bri:ð/	respirer
breathlessness	8 /'breθlɪsnɪs/	essoufflement
breed (to)	8 /bri:d/	engendrer
briefly	2 /bri:flɪ/	rapidement
brotherhood	6 /'brʌðəhʊd/	fraternité
brother-in-law	1 /'brʌðəɪnlɔ:/	beau-frère
bubble	8 /'bʌbl/	boursoufflure
Buddhist	7 /'bʊdɪst/	bouddhiste
budget	10 /'bʌdʒɪt/	budget
build up (to)	FR5 /bɪld'ʌp/	constituer, créer

builder	4 /'bɪldə*/	entrepreneur en bâtiment
bull	5 /bul/	taureau
bully (to)	3 /'bulɪ/	maltraiter, forcer quelq'un à faire quelque chose
bully	3 /'bulɪ/	petite brute
burn down (to)	10 /'bɜ:n'daʊn/	réduire en cendres
business	5 /'bɪznɪs/	affaires
businessman	3 /'bɪznɪsmæn/	homme d'affaires

C Unit

calendar	7 /'kælɪndə*/	calendrier
call out (to)	3 /kɔ:l'aʊt/	appeler
cameraman	10 /'kæmə'reɪmən/cameraman	
campaign	6 /kæm'peɪn/	campagne
cancer	12 /'kænsə*/	cancer
captive	5 /'kæptɪv/	captif (ve)
capture (to)	5 /'kæptʃə*/	capturer, prendre
Caribbean	4 /,kærɪ'bi:ən/	habitant des Antilles
carry on (to)	3 /'kærɪ'ɒn/	continuer
cartoon	10 /kɑ:'tu:n/	dessin animé
cause (to)	5 /kɔ:z/	occasionner, causer
cavalry	5 /'kævəlɪ/	cavalerie
ceremony	1 /'serɪməni/	cérémonie
challenging	FR3 /'tʃælɪndʒɪŋ/	stimulant
chapter	11 /'tʃæptə*/	chapitre
character	5 /'kærəktə*/	personnage
characteristic	5 /'kærəktə'rɪstɪk/	caractéristique
charge (to be in)	10 /tʃɑ:dʒ/	être responsable
chariot	10 /'tʃæriət/	char
charm	9 /tʃɑ:m/	amulette
chemical	7 /'kemɪkl/	produit chimique
chew (to)	7 /tʃu:/	mâcher
chicken pox	8 /'tʃɪkɪnpɒks/	varicelle
chief	5 /tʃi:f/	chef
chin	8 /tʃɪn/	menton
chronic cough	8 /'krɒnɪ'kɒf/	toux chronique
cigarette	12 /,sɪgə'ret/	cigarette

citizen	6 /'sɪtɪzn/	citoyen
clapperboard	10 /'klæpəbɔ:d/	clap, clapette
clapper-loader	10 /'klæpəbɔ:də*/	responsable du clap
classic	10 /'klæsɪk/	classique
claustrophobia	9 /,klɔ:stɹə'fəʊbjə/	claustrophobie
cleaner	1 /'kli:nə/	agent de nettoyage
clear (to)	3 /kliə*/	débarrasser, débayer
climax	6 /'klaɪmæks/	apogée
coalmine	FR1 /'kəʊlməɪn/	mine de charbon
coast	4 /kəʊst/	côte
cockroach	9 /'kɒkrəʊtʃ/	cafard
collect (to)	2 /kə'lekt/	ramasser
colourful	3 /'kɒləfʊl/	aux couleurs vives
comb (to)	FR7 /kəʊm/	carder
comic	11 /'kɒmɪk/	bande dessinée
commander	FR5 /kə'mɑ:ndə*/	commandant
commit (to)	11 /kə'mɪt/	commettre
company	4 /'kʌmpəni/	société, entreprise
compare (to)	2 /kəm'peə*/	comparer
complain (to)	4 /kəm'pleɪn/	se plaindre
complicated	11 /'kɒmplɪkətɪd/	compliqué
compound	2 /kɒmpaʊnd/	enceinte
computer	4 /kəm'pjʊ:tə	programmeur
programmer	'prəʊgræmə*/	
concentrate (to)	7 /kɒnsəntreɪt/	se concentrer
confined space	9 /kən'faɪnd speɪs/	espace restreint
congratulate (to)	5 /kɒn'grætjuleɪt/	féliciter
connection	5 /kə'nekʃn/	rapport
conspiracy	11 /kən'spɪrəsi/	conspiration
consult (to)	5 /kən'sʌlt/	consulter
consultant	2 /kən'sʌltənt/	conseiller
consumer	12 /kən'sju:mə*/	consommateur
contaminated	8 /kən'tæmɪneɪtɪd/	contaminé
contents	11 /'kɒntents/	contenu
contrast	2 /'kɒntrɑ:st/	contraste
control (to)	10 /kən'trəʊl/	contrôler
conveyor belt	7 /kən'veɪə belt/	transporteur à bandes
convince (to)	11 /kən'vɪns/	convaincre
cook	6 /kʊk/	cuisinier

corps	5 /kɔː*/	corps
corresponding	1 /ˌkɒrɪsˈpɒndɪŋ/	correspondant
costume	10 /ˈkɒstjuːm/	costume
cotton	6 /ˈkɒtn/	coton
cough	8 /kɒf/	toux
coughing fit	8 /kɒfɪŋ fɪt/	accès de toux
coup	11 /kuː/	coup
course	6 /kɔːs/	cours
court	7 /kɔːt/	cour
coverage	8 /ˈkʌvərɪdʒ/	couverture
crash (to)	9 /kræʃ/	s'écraser
crazy	5 /ˈkreɪzɪ/	fou
cream	8 /kriːm/	crème
crew	4 /kruː/	équipe, équipage
critical review	11 /ˌkrɪtɪkəl rɪˈvjuː/	critique
crop	FR5 /krɒp/	culture
cross (to)	5 /krɒs/	traverser
crossbeam	FR7 /ˈkrɒsbɪːm/	traverse
crowd	1 /kraʊd/	foule
crowded	4 /ˈkraʊdɪd/	bondé, plein à craquer
crucial (slang)	12 /ˈkruːʃl/	super
crucial	5 /ˈkruːʃl/	crucial, capital
cruelty	3 /ˈkruːəlti/	cruauté
cure (to)	8 /kjʊə*/	guérir
cure	8 /kjʊə*/	guérison
current	8 /ˈkʌrənt/	actuel
cut down (to)	7 /kʌtˈdaʊn/	abattre ou réduire

D	Unit	
dad	3 /dæd/	papa
dare (to)	3 /deə*/	oser
daring	11 /deərɪŋ/	audacieux
deal with (to)	11 /diːl wɪθ/	s'occuper de
deal	FR5 /diːl/	pacte, accord
decline	FR5 /dɪˈklaɪn/	déclin
decorate (to)	2 /ˈdeɪkəreɪt/	décorer
decorative	7 /ˈdeɪkəreɪtɪv/	décoratif

defiance	6 /dɪˈfaɪəns/	défi
demonstration	6 /ˌdemənˈstreɪʃn/	manifestation
depressing	10 /dɪˈpresɪŋ/	déprimant
depression	8 /dɪˈpreʃn/	dépression
deprive (to)	6 /dɪˈpraɪv/	priver
desensitisation	9 /dɪˈsensɪtaɪzɪʃn/	désensibilisation
deserve (to)	5 /dɪˈzɜːv/	mériter
design (to)	4 /dɪˈzʌɪn/	concevoir, dessiner
designer	10 /dɪˈzʌmə*/	désigner
despite	5 /dɪˈspɑːt/	malgré, en dépit de
destined	11 /ˈdestɪnd/	destiné
destroy (to)	FR7 /dɪˈstrɔɪ/	détruire
detailed	7 /ˈdeɪteɪld/	détaillé
detective	10 /dɪˈtektɪv/	inspecteur
diamond	5 /ˈdaɪəmənd/	diamant
diarrhoea	8 /ˈdaɪərɪə/	diarrhée
dictionary	1 /ˈdɪkʃənəri/	dictionnaire
diet	12 /ˈdaɪət/	régime alimentaire
diphtheria	8 /dɪˈfθɪəriə/	diphtérie
direct (to)	6 /dɪˈrekt/	diriger
director (cinema)	10 /dɪˈrektə*/	réalisateur
disabled	12 /dɪˈzeɪbld/	handicapé
disagree (to)	10 /ˌdɪsəˈɡriː/	ne pas être d'accord
disappointment	8 /ˌdɪsəˈpɔɪntmənt/	déception
disease	8 /dɪˈziːz/	maladie
display (to)	11 /dɪˈspleɪ/	afficher, présenter
dizziness	8 /dɪˈzɪznəs/	vertiges
doctorate	2 /ˈdɒktərət/	doctorat
documentary	10 /ˈdɒkjʊməntəri/	documentaire
dodgy (slang)	12 /ˈdɒdʒɪ/	louche, douteux
domestic chores	2 /dəˈmestɪk ˈtʃɔːz/	travaux ménagers
dominate (to)	1 /ˈdɒmɪneɪt/	dominer
dosh (slang)	12 /dɒʃ/	fric, argent
draw (to)	6 /drɔː/	tirer, attirer
drought	9 /draʊt/	sécheresse
drown (to)	12 /draʊn/	se noyer
drug addict	12 /ˈdrʌɡˈædɪkt/	toxicomane
dubbing editor	10 /ˈdʌbɪŋˈedɪtə*/	responsable du mixage
dye (to)	7 /daɪ/	teindre

100

one hundred

E	Unit	
earthquake	9 /ˈɜːθkweɪk/	tremblement de terre
easy	3 /iːzi/	facile
editor	10 /ˈedɪtə*/	monteur (film)
elder	10 /ˈeldə*/	ancien
electoral system	6 /ɪˈlektərəl sɪstəm/	système électoral
electrician	10 /ɪˈlektʃɪn/	électricien
elite	5 /ˈelɪt/	d'élite
emerge (to)	8 /ɪˈmɜːdʒ/	ressortir, apparaître
emperor	5 /ˈempərə*/	empereur
encouraging	4 /ɪnˈkʌrɪdʒɪŋ/	encourageant
end up (to)	3 /ɪˈendʌp/	finir par devenir
enemy	5 /ˈenəmi/	ennemi
energy	5 /ˈenədʒi/	énergie
engage (to)	6 /ɪnˈɡeɪdʒ/	engager le combat
enjoyable	10 /ɪnˈdʒɔɪəbl/	agréable
ensure (to)	6 /ɪnˈʃʊə*/	garantir
enter (to)	8 /ˈentə*/	entrer dans
entire	5 /ɪnˈtaɪə*/	tout entier
equally	12 /ɪˈkwəli/	également
equatorial	11 /ˌekwəˈtɔːriəl/	équatorial
eradicate (to)	8 /ɪˈrædɪkeɪt/	éradiquer
escape (to)	6 /ɪˈskeɪp/	s'échapper
estimate (to)	FR8 /ˈestɪmeɪt/	estimer
ethnic	1 /ˈeθnɪk/	ethnique
evil spirit	9 /ɪˈvɪlˈspɪrɪt/	esprit maléfique
execution	6 /ˌeksɪˈkjuːʃn/	exécution
exile	5 /ˈeksɪl/	exil
expert	7 /ˈekspəːt/	expert
extended family	FR1 /ɪkˈstendɪd ˈfæməli/	famille étendue
externally	8 /ekˈstɜːnəli/	externe ou en apparence
extra-terrestrial	10 /ˌekstrə ˈtɜːrestriəl/	extraterrestre
extremely	2 /ɪkˈstriːmli/	extrêmement

F	Unit	
fabric	7 /ˈfæbrɪk/	tissu
face (to)	4 /feɪs/	faire face à

factor	5 /ˈfæktə*/	facteur
factory	7 /ˈfæktəri/	usine
faint (to)	9 /feɪnt/	s'évanouir
fairy-tale	10 /ˈfeəriːteɪl/	conte de fée
fame	FR5 /feɪm/	renommée
family name	1 /ˈfæmɪliˈneɪm/	nom de famille
family tree	1 /ˈfæmɪlɪˈtriː/	arbre généalogique
fascinating	11 /ˈfæsɪneɪtɪŋ/	passionnant
fashion	12 /ˈfæʃn/	mode
fear	9 /fɪə*/	peur
fee (school)	1 /fiː/	frais de scolarité
female	1 /ˈfiːmeɪ/	femelle, féminin
fetch (to)	2 /fetʃ/	aller chercher
feverish	8 /ˈfiːvərɪʃ/	fiévreux
fibres	7 /ˈfaɪbəz/	fibres
fictional	11 /ˈfɪkʃnəl/	imaginaire
fiery	8 /ˈfaɪəri/	enflammé
fight (to)	3 /faɪt/	se battre
film-making	10 /ˈfɪlmˌmeɪkɪŋ/	cinéma
film-maker	10 /ˈfɪlmˌmeɪkə*/	cinéaste
filmset	10 /ˈfɪlmset/	plateau de tournage
filter	8 /ˈfɪltə*/	filtre
fir tree	7 /ˈfɜːtriː/	sapin
fire	4 /faɪə/	feu
firearm	5 /ˈfaɪərɔːm/	arme à feu
fireman	9 /ˈfaɪəmən/	pompiers
firewood	2 /ˈfaɪəwɒd/	bois à brûler
first-born	6 /ˈfɜːstbɔːn/	premier-né
flee (to)	5 /fliː/	fuir
flooding	9 /ˈflʌdɪŋ/	inondation
flu	8 /fluː/	grippe
follow (to)	4 /ˈfɒləʊ/	suivre
follower	5 /ˈfɒləʊə*/	disciple, partisan
foot soldier	5 /ˈfʊtsəʊldʒə*/	fantassin
footsteps	4 /ˈfʊtstɛps/	pas
force	5 /fɔːs/	forces (armés)
forehead	8 /ˈfɒrɪd/	front
foreigner	8 /ˈfɒrɪnə*/	étranger
forked stake	5 /ˈfɔːkɪdˈsteɪk/	pieu fourchu
former	6 /ˈfɔːmə*/	ancien
fortune	1 /ˈfɔːtjuːn/	fortune, chance

101

one hundred and one

founder	5 /'faʊndə*/	fondateur
frame	FR7 /freɪm/	cadre
freebie (slang)	12 /'fri:bi/	cadeau
freedom	6 /'fri:dəm/	liberté
frightened	9 /'fraɪnd/	qui a peur
frightening	10 /'fraɪnɪŋ/	terrifiant
front cover	11 /'frʌnt'kʌvə*/	couverture
fun (to make fun of)	10 /fʌn/	se moquer de
function	1 /'fʌŋkʃn/	fonction, rôle
furnish (to)	2 /'fɜ:nɪʃ/	meubler

G Unit

gaffer	10 /'gæfə*/	chef électricien, éclairagiste
gain (to)	2 /geɪn/	obtenir
garment	7 /'gɑ:mənt/	vêtement
generation	1 /dʒenə'reɪʃn/	génération
generous	1 /dʒenərəs/	généreux
genius	5 /dʒi:njəs/	génie
germ	FR8 /dʒɜ:m/	germe
get rid of (to)	8 /get'ri:dəv/	se débarrasser de
ghost	9 /gəʊst/	fantôme
given name	1 /'gɪvn neɪm/	prénom
go hand in hand (to)	6 /gəʊ'hænd ɪn 'hænd/	aller de pair
go up (to)	3 /gəʊ'ʌp/	monter
government	6 /'gʌvnmənt/	gouvernement
great	3 /greɪt/	important
greedy	1 /'gri:di/	gourmand, avide
grind (to)	8 /graɪnd/	écraser, moudre
griot	1 /'gri:ət/	griot
Guinea worm	8 /'gɪniwɜ:m/	ver de Guinée
gun	5 /gʌn/	arme à feu, fusil

H Unit

hall	3 /hɔ:l/	grande salle
hamlet	6 /'hæmlɪt/	hameau

handful	8 /'hændfʊl/	poignée
hand-made	7 /'hænd'meɪd/	fait à la main
handsome	1 /'hændsəm/	beau
hangout (to) (slang)	12 /'hæŋ əʊt/	traîner
happiness	5 /'hæpɪnɪs/	bonheur
hate (to)	4 /heit/	détester
head for (to)	2 /hed fə*/	se diriger vers
heading	9 /'hedɪŋ/	titre
headline	4 /'hedlɪn/	gros titre
healed	10 /hi:ld/	guéri
health care	4 /'helθ keə*/	services médicaux
herd	3 /hɜ:d/	troupeau
high up	4 /'haɪ'ʌp/	tout en haut
hold a post (to)	2 /'həʊld ə 'pəʊst/	occuper un poste
hooligan	12 /'hu:lɪgən/	vandale, voyou
horrendous (slang)	12 /'hɒ'rendəs/	terrible
horror	10 /'hɒrə*/	horreur
however	5 /'haʊ'evə*/	cependant, toutefois
huge	4 /'hju:dʒ/	énorme
humped	5 /'hʌmpd/	avec une bosse
hunger strike	6 /'hʌŋgə streɪk/	grève de la faim
hunter	1 /'hʌntə*/	chasseur
hurdle	4 /'hɜ:dl/	haie
hurt (to)	9 /hɜ:t/	blessé
hype (slang)	12 /haɪp/	battage

I Unit

idea	7 /aɪ'diə/	idée
ignore (to)	3 /ɪ'gno:*/	ne pas faire attention à
illegal	6 /ɪ'li:gl/	illégal
illness	8 /'ɪlnɪs/	maladie
imagine (to)	1 /ɪ'mædʒɪn/	imaginer
imminent	11 /ɪ'mɪnənt/	imminent
immunisation	8 /ɪ'mju:nə'zeɪʃn/	immunisation
import (to)	5 /ɪm'pɔ:t/	importer
imprison (to)	6 /ɪm'prɪzn/	emprisonner, mettre en prison

imprisonment	6 /ɪm'prɪznmənt/	emprisonnement
improve (to)	4 /ɪm'pru:v/	améliorer
improvement	4 /ɪm'pru:vmənt/	amélioration
in addition	2 /ɪn ə'dɪʃn/	en plus
incident	6 /ɪn'sɪdnt/	incident
include (to)	2 /ɪn'klu:d/	inclure
incorporate (to)	5 /ɪn'kɔ:pəreɪt/	incorporer
increase (to)	5 /ɪn'kri:s/	accroître, augmenter
incredible	5 /ɪn'kredəbl/	incroyable
indeed	5 /ɪn'di:d/	en effet
indifferent to	11 /ɪn'dɪfrənt tə/	indifférent à
infected	8 /ɪn'fektɪd/	contaminé
information	8 /ɪnfə'meɪʃn/	renseignements, informations
ingredients	8 /ɪn'gri:djənts/	éléments, ingrédients
inhale (to)	8 /ɪn'heɪl/	inhaler, aspirer
inherit	2 /ɪn'herɪt/	hériter
injured	FR1 /ɪndʒəd/	blessé
inspection	7 /ɪn'spekʃn/	examen, inspection
instrument	9 /ɪn'strʊmənt/	instrument
intelligence system	5 /ɪntelɪdʒəns sɪstəm/	service de renseignements
intend (to)	6 /ɪn'tend/	avoir l'intention de
interesting	1 /ɪn'trɪstɪŋ/	intéressant
internal	8 /ɪn'tɜ:nl/	interne
invention	7 /ɪn'venʃn/	invention
inventor	11 /ɪn'ventə*/	inventeur
investigate (to)	11 /ɪn'vestɪgeɪt/	enquête sur
iron (to)	2 /aɪən/	repasser
ironsmith	5 /aɪənsmɪθ/	maréchal-ferrant

J Unit

jealous	3 /dʒeləs/	jaloux
join (to)	6 /dʒɔɪn/	rejoindre
joke	12 /dʒəʊk/	plaisanterie
judge (to)	6 /dʒʌdʒ/	juger

K Unit

kid	12 /kɪd/	enfant
kind	1 /kaɪnd/	bon, gentil
kingdom	5 /'kɪŋdəm/	royaume
kite	7 /kaɪt/	chèque
knit (to)	7 /nɪt/	tricoter

L Unit

landlord	2 /'lændlɔ:d/	propriétaire, patron
larvae	8 /'lɑ:vɪz/	larve
law	5 /lɔ:l/	droit, loi
lawyer	6 /'lɔ:jɪ*/	avocat, juriste
layer	7 /'leɪə*/	épaisseur, couche
leader	5 /'li:də*/	chef
leadership	5 /'li:dəʃɪp/	direction, qualités de leader
leg	4 /leg/	étape (d'un voyage) ou jambe
legend	5 /'ledʒənd/	légende
librarian	11 /laɪ'breəriən/	bibliothécaire
library	11 /laɪbrəri/	bibliothèque
lift (to)	8 /lɪft/	lever, soulever
lightning	1 /'laɪtnɪŋ/	foudre, éclair
line	10 /laɪn/	réplique ou ligne
line	11 /laɪn/	ligne
livestock	FR5 /'laɪvstɔk/	bétail
load	2 /ləʊd/	charge
load (to)	7 /ləʊd/	charger
look after (to)	2 /lʊk'ɑ:ftə*/	s'occuper de
loom	7 /lu:m/	métier à tisser
lorry	7 /'lɔ:ri/	camion
lose contact (to)	4 /lu:z'kɒntækt/	perdre contact
loud	3 /laʊd/	bruyant
love (fall in)	11 /lʌv/	tomber amoureux
loyalty	5 /'lɔ:əltɪ/	loyauté
lump	9 /lʌmp/	boule, bosse
lung	12 /lʌŋ/	poumon

M	Unit		
machinist	7	/məʃɪnɪst/	opérateur
maiden	4	/ˈmeɪdn/	jeune fille
major	5	/ˈmeɪdʒə*/	important
make matters worse (to)	6	/ˈmeɪk ˈmætəz əgˈrævəz/	aggraver les choses
make-up	10	/ˈmeɪkʌp/	maquillage
malaria	8	/məˈleəriə/	paludisme
male	1	/meɪl/	mâle, masculin
manufacture (to)	5	/ˈmænɪfækʃə*/	fabriquer
map	4	/mæp/	carte
marking	4	/ˈmɑːkɪŋ/	correction
mask	9	/mɑːsk/	masque
material	7	/məˈtɪəriəl/	tissu
maternal care	4	/məˈtɜːnlˈkeə*/	soins maternels
meaning	1	/ˈmiːnɪŋ/	signification
meaningful	1	/ˈmiːnɪŋfʊl/	significatif
measles	8	/ˈmiːzlz/	rougeole
measure	8	/ˈmeʒə*/	mesure
medal winner	4	/ˈmedl wɪnə*/	médaille
medicine	8	/ˈmedsɪn/	médecine
member	1	/ˈmembə*/	membre
memory	3	/ˈmeməri/	mémoire, souvenir
mention (to)	4	/ˈmenʃn/	citer
merciless	5	/ˈmɜːsɪləs/	impitoyable
midmorning	2	/ˈmɪdˈmɔːnɪŋ/	au milieu de la matinée
military	5	/ˈmɪlɪtəri/	militaire
mineral	8	/ˈmɪnərəl/	minéral
mining	5	/ˈmaɪnɪŋ/	exploitation minière
miserable	5	/ˈmɪzrəbəl/	malheureux
mix with (to)	6	/ˈmɪks wɪð/	fréquenter ou se mélanger
modernise (to)	5	/ˈmɒdənaɪz/	moderniser
monarch	FR5	/ˈmɒnək/	monarque
monster	5	/ˈmɒnstə*/	monstre
mosquito	8	/məˈskɪtəʊ/	moustique
moth	9	/mɒθ/	papillon de nuit
motif	FR7	/məʊˈtɪf/	motif
moustache	1	/məˈstɑːʃ/	moustache

movie	10	/ˈmuːvi/	film
moving	10	/ˈmuːvɪŋ/	émouvant
mulberry tree	7	/ˈmʌlbəriˈtriː/	mûrier
mum	3	/ˈmʌm/	maman
murder	11	/ˈmɜːdə*/	meurtre
murmur	5	/ˈmɜːmə*/	murmure
muscle	8	/ˈmʌsl/	muscle
Muslim	5	/ˈmuzlɪm/	musulman
mystery	10	/ˈmɪstri/	mystère

N	Unit		
naff (slang)	12	/næf/	ringard
narrow	FR7	/ˈnærəʊ/	étroit
nationality	4	/ˈnæʃənæləti/	nationalité
necrophobia	9	/ˌnekərəʊˈbɪə/	nécrophobie
neighbourhood	FR8	/ˈneɪbəhʊd/	voisinage
nest	7	/nest/	nid
never	3	/ˈnevə*/	jamais
nickname	5	/ˈnɪkneɪm/	surnom
niece	1	/niːs/	nièce
non-violent	6	/ˌnɒnˈvaɪələnt/	non violent
notice (to)	3	/ˈnəʊtɪs/	remarquer
novel	10	/ˈnɒvl/	roman
nurse	4	/nɜːs/	infirmier, infirmière
nyctophobia	9	/ˌnɪktəˈfəʊbɪə/	nyctophobie

O	Unit		
obedience	FR5	/əˈbiːdiəns/	obéissance
obey (to)	3	/əˈbeɪ/	obéir
occasion	2	/əˈkeɪʒn/	occasion
occasionally	2	/əˈkeɪʒnli/	de temps à autre
occupy	2	/ˈɒkjupəɪ/	prendre (du temps), occuper
official	3	/əˈfɪʃl/	fonctionnaire, officiel
oily	8	/ɔɪli/	gras, huileux
ointment	8	/ɔɪntmənt/	pommade
once	2	/wʌns/	une fois, une fois que

opening	3	/əʊpənɪŋ/	ouverture
orphan	10	/ˈɔːfn/	orphelin
ORS	8	/əʊ ɑː es/	Solution de Réhydratation Orale
OTT (slang)	12	/əʊtɪti/	outrancier
outer	FR5	/ˈaʊtə*/	extérieur
over (to be)	10	/ˈəʊvə*/	être fini
overexertion	8	/ˌəʊvəɪtʃˈzɜːʃn/	surmenage
own (to)	2	/əʊn/	posséder
owner	6	/ˈəʊnə*/	propriétaire

P	Unit		
painful	8	/ˈpeɪnfʊl/	douloureux
panic-stricken	9	/ˈpænɪkˈstrɪkən/	pris de panique
papermaking	7	/ˈpeɪpəˌmeɪkɪŋ/	fabrication de papier
papermill	7	/ˈpeɪpəmɪl/	fabrique de papier
papyrus	7	/ˈpeɪpərəs/	papyrus
paralysed	8	/ˈpærəlaɪzd/	paralysé
parasite	8	/ˈpærəsəɪt/	parasite
parent	1	/ˈpeərənt/	parent
part	10	/pɑːt/	rôle (dans une pièce ou un film)
patient	8	/ˈpeɪʃnt/	malade, patient
pattern	7	/ˈpætn/	patron
patternmaker	7	/ˈpætnˌmeɪkə*/	modeleur
peasant	2	/ˈpeznt/	paysan(ne)
perform (to)	10	/pəˈfɔːm/	jouer (en public)
perhaps	4	/pəˈhæps/	peut-être
persuade (to)	6	/pəˈsweɪd/	persuader, convaincre
petrified	9	/ˈpetrɪfaɪd/	pétrifié
Ph. D.	6	/ˈpiːɪtʃˈdiː/	doctorat
phobia	9	/ˈfəʊbɪə/	phobie
pick on (to)	3	/ˈpɪkən/	harceler
pimple	8	/ˈpɪmpl/	bouton
pith	7	/pɪθ/	mûlle
place (from place to place)	2	/pleɪs/	d'un endroit à l'autre
planner	5	/ˈplænə*/	planificateur

plant	7	/plɑːnt/	plante
plantation	6	/plænˈteɪʃn/	plantation
playing card	7	/ˈpleɪɪŋkɑːd/	carte à jouer
plot of land	2	/ˈplɒt əv lænd/	parcelle de terre
poisoning	8	/ˈpɔɪzɪŋ/	empoisonnement
pole	10	/pəʊl/	perche
policy	6	/ˈpɒləsi/	politique
politician	5	/ˌpɒlɪˈtɪʃn/	homme (femme) politique
pore	8	/pɔː*/	pore
possess (to)	5	/pəˈzes/	posséder
post	6	/pəʊst/	poste, emploi
poverty	2	/ˈpɒvəti/	pauvreté
powder	8	/ˈpaʊdə*/	poudre
powerful	5	/ˈpaʊəfʊl/	puissant
practise (law) (to)	6	/ˈpræktɪs/	exercer (la profession de juriste)
preacher	6	/ˈpriːtʃə/	pasteur
prepare (to)	2	/ˈpriːpeə*/	préparer
press (to)	7	/pres/	repasser
pressure	12	/ˈpreʃə*/	pression
prevent (to)	4	/ˌprɪˈvent/	prévenir, éviter
prevention	8	/ˌprɪˈvenʃn/	prévention
primary	2	/ˈpraɪməri/	primaire
prince	5	/prɪns/	prince
princess	5	/prɪnˈses/	princesse
principle	5	/prɪnsəpl/	principe
print (to)	6	/prɪnt/	imprimer
prize-giving	3	/ˈpraɪzɡɪvɪŋ/	remise de prix
prizewinner	3	/ˈpraɪzˌwɪnə*/	lauréat
process	7	/ˈprəʊses/	procédé
producer	10	/prəˈdjuːsə*/	producteur
production line	FR1	/prəˈdʌkʃnˌleɪn/	chaîne de fabrication
professor	2	/prəˈfesa*/	professeur
progress	4	/ˈprəʊɡres/	progrès
project	10	/ˈprɒdʒekt/	projet
promise (to)	5	/ˈprɒmɪs/	promettre
promote (to)	5	/ˈprəməʊt/	promouvoir
proof	5	/pruːf/	preuve
protect (to)	5	/ˈprətekt/	protéger
protest (to)	6	/ˈprətest/	protester

proud	3 /praʊd/	fier
provide (to)	4 /prə'vaɪd/	fournir
publicity	10 /pʌ'blɪsəti/	publicité
publisher	11 /'pʌblɪʃə*/	éditeur, maison d'édition
pulp	7 /pʌlp/	pulpe
punishment	3 /'pʌnɪʃmənt/	punition
pus	8 /pʌs/	pus

Q Unit

quality controlled	7 /'kwɒləti kəntrəʊləd*/	inspecteur chargé du contrôle de la qualité
quick-loading	5 /'kwɪk ləʊdɪŋ/	à chargement rapide
quinine	8 /'kwɪnɪn/	quinine

R Unit

racist	6 /'reɪsɪst/	raciste
rank	1 /ræŋk/	rang
rarely	2 /'reəli/	rarement
rat	9 /ræt/	rat
reader	11 /'riːdər*/	lecteur
realise (to)	5 /'riːləɪz/	se rendre compte de
reason	8 /'riːzn/	raison
rebel	6 /'reɪbəl/	rebelle
recently	8 /'riːntli/	récemment
reception	3 /rɪ'seɪpʃn/	réception
record (to)	10 /rɪ'kɔːd/	enregistrer
record	12 /'rekɔːd/	disque
record-breaking	10 /'rekɔːd breɪkɪŋ/	record
record time	4 /'rekɔːd taɪm/	temps record
recurrence	4 /rɪ'kʌrəns/	réurrence
reduce (to)	4 /rɪ'djuːs/	réduire
reference book	11 /'refrəns buk/	ouvrage de référence
regalia	FR5 /rɪ'geɪljə/	insignes de la royauté

reissued	10 /rɪ'ɪʃuːd/	réédité
relative	3 /rɪ'lətɪv/	parent (membre de la famille)
relax (to)	11 /rɪ'læks/	se détendre
release (to)	6 /rɪ'liːs/	libérer
release (film)	10 /rɪ'liːs/	sortie
reliable	FR1 /rɪ'leɪəbəl/	digne de confiance, fiable

religiously	5 /rɪ'lɪdʒəsli/	religieusement
remarkable	5 /rɪ'mɑːkəbəl/	remarquable
remember (to)	3 /rɪ'membər*/	se souvenir
remind (to)	12 /rɪ'maɪnd/	rappeler
remove (to)	6 /rɪ'muːv/	enlever, ôter
repetitive	FR3 /rɪ'petɪtɪv/	répétitif
report	4 /rɪ'pɔːt/	rapport
reptile	9 /'reptal/	reptile
required	8 /rɪ'kwaɪəd/	requis
reserved	6 /rɪ'zɜːvd/	réserve
responsibility	6 /rɪ'spɒnsə'bɪləti/	responsabilité
return (to)	2 /rɪ'tʌn/	retourner, revenir
reward	5 /rɪ'wɔːd/	récompense
ridiculous	4 /rɪ'dɪkjʊləs/	ridicule
rifle	5 /'raɪfl/	fusil
rights	6 /raɪts/	droits
ring (to)	6 /rɪŋ/	résonner
rip off (to) (slang)	12 /rɪ'pɒf/	arnaquer
risky	4 /rɪ'ski/	risqué
rodent	9 /'rəʊdənt/	rongeur
roll	7 /rəʊl/	rouleau
roller	7 /'rəʊlə*/	rouleau
romance	10 /rəʊmæns/	histoire d'amour
roof (top)	4 /ruːf/	toit (from the roof-tops) sur tous les toits
rooster	FR7 /ruːstə*/	coq
root	5 /ruːt/	racine
round-the-world	4 /raʊnd ðə wɜːld/	autour du monde
row	7 /rəʊ/	rang
rub (to)	7 /rʌb/	frotter
rubbish (slang)	12 /'rʌbɪʃ/	camelote nulle

rule (to)	6 /ruːl/	décider par une loi
rule	5 /ruːl/	règle, règlement
runny nose	8 /'rʌnɪ'nəʊz/	nez qui coule
rural	2 /'ruərəl/	rural

S Unit

sacred	9 /'seɪkrɪd/	sacré
sacrifice	FR1 /'sækrɪfaɪs/	sacrifier
saga	10 /'sɑːgə/	histoire
sailor	6 /'seɪlə*/	marin
salty	FR8 /'sɒltɪ/	salé
sanitation services	4 /sænɪ'teɪʃn sɜːvɪsɪz/	services sanitaires
sap	7 /sæp/	sève
scared	9 /skeəd/	effrayé
scary	10 /'skeəri/	effrayant
scenery	10 /'sɪnəri/	décors
science fiction	10 /saɪəns'fɪkʃn/	science-fiction
scorpion	9 /'skɔːpjən/	scorpion
scream (to)	9 /skriːm/	hurier
screenplay	10 /'skriːnpleɪ/	scénario
scriptwriter	10 /'skrɪpt'raɪtə*/	scénariste
seating	3 /siːtɪŋ/	places assises, placement des gens
secret agent	11 /sɪ'krɪt'eɪdʒənt/	agent secret
secretly	6 /sɪ'krɪtli/	en secret
section	11 /'sekʃn/	section
secular	FR5 /'sekjʊlə*/	laïque, profane
segregation	6 /segrɪ'geɪʃn/	ségrégation
Senegalese	2 /senɪ'gəliːz/	Sénégalais
sentence	6 /'sentəns/	peine, condamnation
sequel	10 /'siːkwəl/	suite
series	10 /'siəriːs/	série
set designer	10 /set dɪ'zɪnə*/	décorateur
set up (to)	6 /set'ʌp/	s'établir
set	10 /set/	décor plateau
settler	FR5 /'setlə*/	colon
several	2 /'sevrəl/	plusieurs
sew (to)	7 /səʊ/	coudre

shade	FR7 /ʃeɪd/	ombre
shake (to)	9 /ʃeɪk/	secouer
shake hands (to)	3 /ʃeɪk hændz/	serrer la main
share (to)	1 /ʃeə*/	partager
sheet of paper	7 /ʃiːtəvpeɪpə*/	feuille de papier
shell	12 /ʃel/	coquille
shiver (to)	8 /ʃɪvə*/	frissonner
shoot a scene (to)	10 /ʃuːtə'siːn/	tourner
shore	12 /ʃɔː*/	rivage, côte
shut up (to)	12 /ʃʌt'ʌp/	se taire
siege	5 /sɪdʒ/	siège (au sens militaire)
significant	4 /sɪ'gnɪfɪkənt/	considérable
silent movie	10 /saɪlənt muːvi/	film muet
silly	9 /'sɪli/	bête, stupide
similar	2 /'sɪmələ*/	semblable
sister-in-law	1 /sɪ'stərɪnlɔː/	belle-sœur
sketch	7 /sketʃ/	croquis
slang	12 /slæŋ/	argos
slave	5 /sleɪv/	esclave
slavery	5 /sleɪvəri/	esclavage
smite (to)	6 /smaɪt/	frapper, châtier
smoke (to)	12 /sməʊk/	fumer
snail	9 /sneɪl/	escargot
soak (to)	7 /səʊk/	laisser tremper
soap opera	12 /'səʊpəprə/	feuilleton à l'eau de rose
society	1 /sə'saɪəti/	société
sole of the feet	8 /səʊləvðə'fiːt/	planter des pieds
sometimes	3 /səm'taɪmz/	quelquefois
sorcery	9 /'sɔːsəri/	sorcellerie
sort out (to)	3 /sɔːt'ɔːt/	régler un problème
sound effect	10 /saʊnd rɪ'fekt/	effet sonore, bruitage
soundtrack	10 /saʊnd'træk/	bande sonore
space adventure	10 /speɪs əd'ventʃə*/	aventure interplanétaire
special effect	10 /speʃɪl'rɪ'fekt/	effet spécial
speech	3 /spiːtʃ/	discours
speed up (to)	6 /spiːd'ʌp/	accélérer

variety	11 /və'raɪəti/	variété
veterinary medicine	2 /'vetərɪnəri 'medsɪn/	médecine vétérinaire
vitamin deficiency	4 /'vɪtə'mɪn dɪ'fɪʃnsɪ/	manque de vitamines
volcanic eruption	9 /vɒl'kæ'nɪk/ ɪ'rʌpʃn	éruption volcanique
vomit (to)	8 /'vɒmɪt/	vomir

W Unit

war	6 /wɔ:*/	guerre
warp thread	FR7 /'wɔ:pθred/	fil de chaîne
warrior	1 /'wɒrɪə*/	guerrier
wasp	7 /wɒsp/	guêpe
wave	4 /weɪv/	vague
weak	12 /wi:k/	faible, fragile
wealthy	2 /'welθi/	riche
weapon	5 /'wepən/	arme
weave (to)	7 /wi:v/	tisser
weaver	7 /'wi:və*/	tisserand
weed (to)	2 /wi:d/	arracher les mauvaises herbes
weft	FR7 /weft/	trame
weight loss	8 /'weɪt lɒs/	perte de poids
well-armed	5 /,wel'ɑ:md/	bien armé
well-organized	5 /,wel'ɔ:gənəɪzd/	bien organisé
westward	7 /'westwəd/	vers l'ouest
whip (to)	6 /wɪp/	fouetter
whisper (to)	3 /'wɪspə*/	murmurer
whizz kid (slang)	12 /'wɪz kɪd/	jeune prodige

WHO	8 /'dʌblju: eɪtʃ əʊ/	OMS (organisation mondiale de la santé)
whooping cough	8 /'hu:pɪŋkɒf/	coqueluche
wild	5 /waɪld/	sauvage
wildlife	12 /'waɪld laɪf/	faune
wimp (slang)	12 /wɪmp/	lavette, poule mouillée
wind somebody up (to) (slang)	12 /'waɪnd sʌmbədɪ'ʌp/	énervé quelqu'un
witch	10 /wɪtʃ/	sorcière
withdraw (to)	5 /wɪðdrɔ:/	retirer
wonder (to)	4 /'wʌndə*/	se demander
wonderful	4 /'wʌndəfʊl/	merveilleux
workman	1 /'wɜ:kmə'n/	ouvrier
worldwide	8 /'wɜ:ld waɪd/	mondial
worm	8 /wɜ:m/	ver
worried	12 /'wʌrɪd/	inquiet
worth (to be)	10 /wɜ:θ/	valoir
wound	8 /waʊnd/	blessure
wrinkle	8 /'rɪŋkl/	ride
wrong (what's wrong with you?)	8 /rɒŋ/	qu'est-ce qui ne va pas ?
wrong	3 /rɒŋ/	mal

Y Unit

yacht	4 /jɒt/	yacht
yard	3 /jɑ:d/	cour
yarn	7 /jɑ:n/	fil
youth	6 /ju:θ/	jeunesse

Irregular verbs

Base verb	Simple past	Past participle	Base verb	Simple past	Past participle
beat	beat	beaten	know	knew	known
become	became	become	lay	laid	laid
begin	began	begun	leave	left	left
bind	bound	bound	lend	lent	lent
bite	bit	bitten	lose	lost	lost
blow	blew	blown	make	made	made
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burnt	burnt	read	read	read
buy	bought	bought	ride	rode	ridden
catch	caught	caught	rise	rose	risen
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
dig	dug	dug	send	sent	sent
do	did	done	shake	shook	shaken
draw	drew	drawn	shine	shone	shone
dream	dreamt	dreamt	shut	shut	shut
drink	drank	drunk	sing	sang	sung
drive	drove	driven	sit	sat	sat
eat	ate	eaten	sleep	slept	slept
fall	fell	fallen	smell	smelt	smelt
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	spit	spat	spat
fly	flew	flown	stand	stood	stood
forget	forgot	forgotten	swim	swam	swum
get	got	got	take	took	taken
give	gave	given	teach	taught	taught
go	went	gone	tear	tore	torn
grow	grew	grown	tell	told	told
hang	hung	hung	think	thought	thought
hear	heard	heard	throw	threw	thrown
hide	hid	hidden	understand	understood	understood
hit	hit	hit	wear	wore	worn
hold	held	held	win	won	won
hurt	hurt	hurt	write	wrote	written
keep	kept	kept			