

GO FOR ENGLISH

6^e



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INTRODUCTION

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

To the teachers

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

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

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

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

The grading of language is steady and thorough, with constant revision of structures and vocabulary. Each of the 16 units contains three lessons introducing new material and one lesson of revision and consolidation called 'Check'.

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

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

To the parents

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

To the students

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

THE AUTHORS

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1

Names and numbers

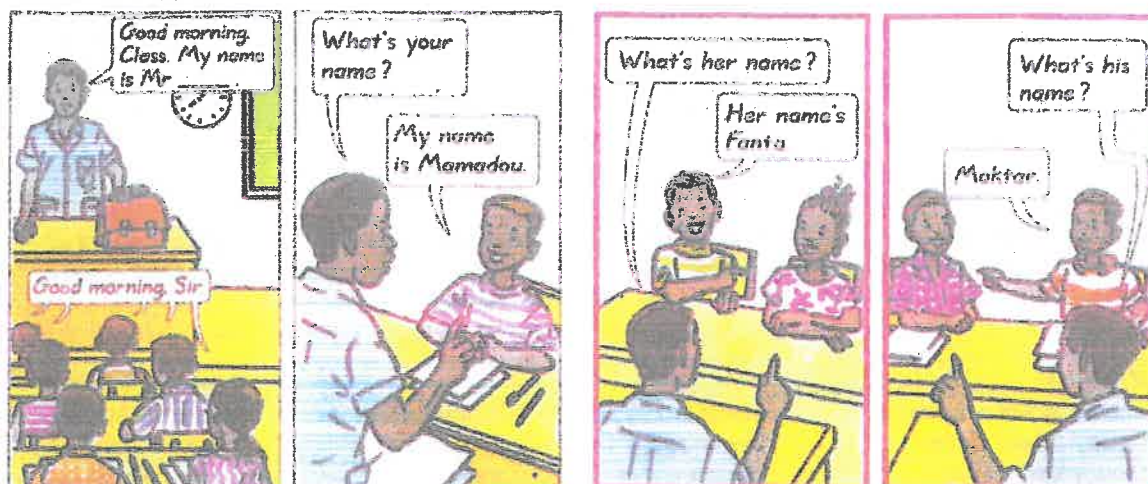
LESSON 1

Good morning, class.

Greetings
Saying names
The alphabet

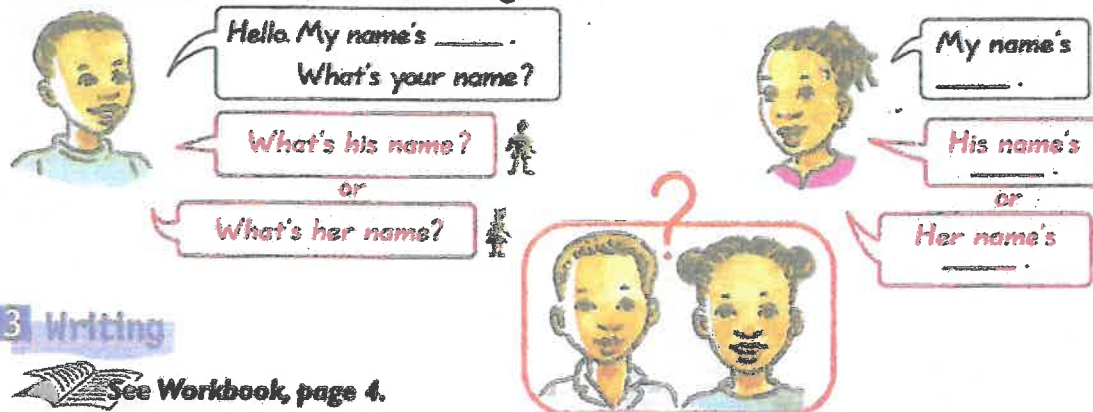
1 Listening

Listen and repeat.



2 Speaking

Ask and answer like this, and then change over.



3 Writing

See Workbook, page 4.

4 Listening and writing

Listen and read the alphabet and sing the alphabet song.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

5 Listening and writing

Dictation. See Workbook, page 4.

6

1

LESSON 2

What's number one?

Numbers 1-10
Classroom
vocabulary
Saying goodbye

1 Listening

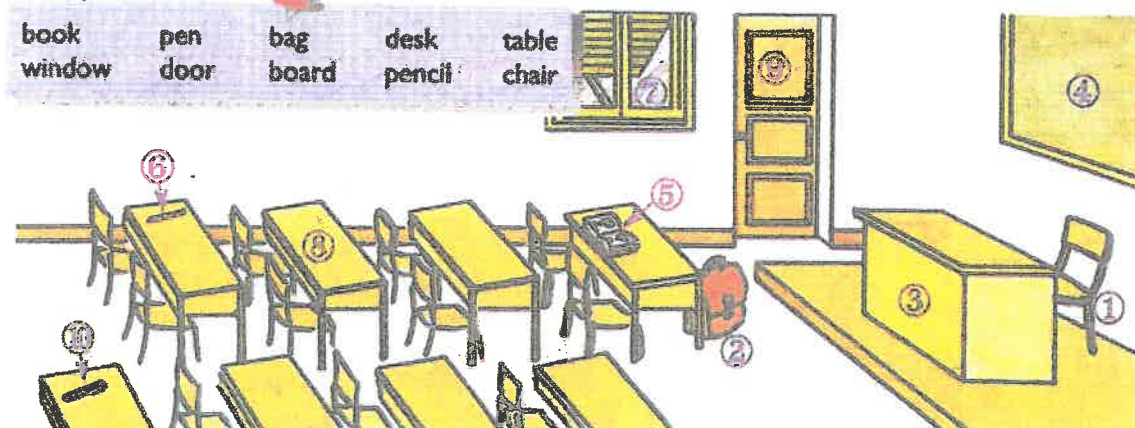
a. Listen and repeat.

Number	1	2	3	4	5
	one	two	three	four	five
	6	7	8	9	10
	six	seven	eight	nine	ten

b. Listen, point and repeat.

c. Listen to your teacher and say the number for each word.

book pen bag desk table
window door board pencil chair



2 Writing

See Workbook, page 6.

3 Speaking

a. Answer your teacher's questions like this.

Class, what's number one?

Number one is a chair.

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

What's number four?

Number four is a board.

or It's a board.

4 Listening and writing

Dictation. See Workbook, page 6.

5 Listening

Listen and repeat.

Goodbye, class.



7

How many?

There is/There are
How many?
Regular plurals

1 Speaking

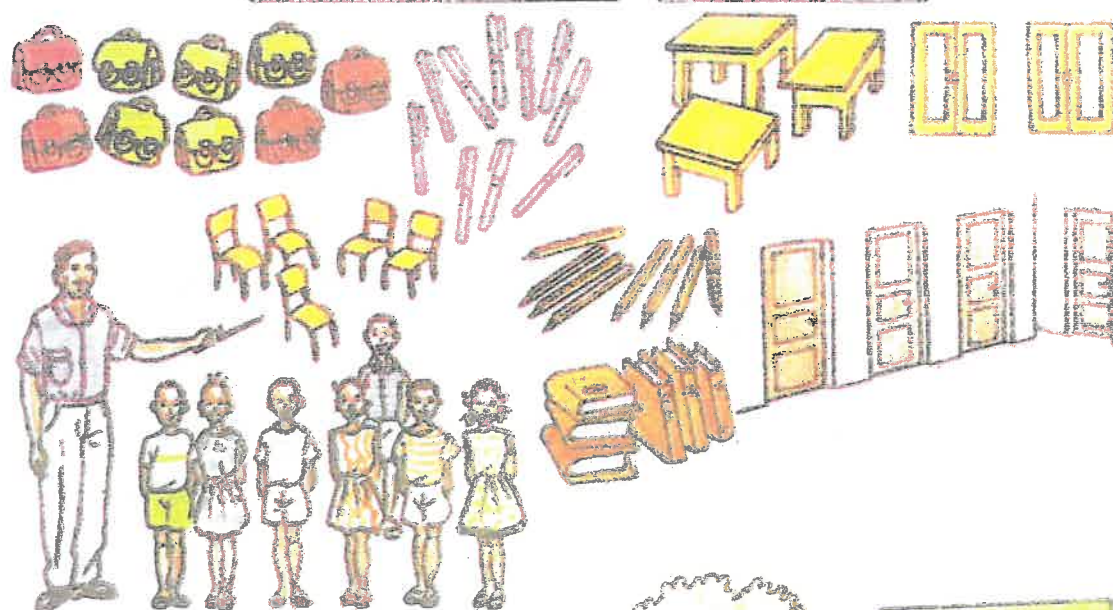
Look at the pictures. Ask and answer questions like this.

How many teachers are there?

There is one teacher.

How many books are there?

There are six books.



2 Listening and reading

Look at the picture. Listen and read.

This is an English class. There are no windows or doors. There are books and pens for the students, but no chairs or desks. The students sit down on the grass. There is a board and a table for the teacher. The teacher writes the lesson on the board.



3 Writing

See Workbook, page 8.

4 Writing

See Workbook, page 8.

1 How to greet

1. Greet Mr Diarra.
2. Greet Mrs Diarra.

2 What's your name?

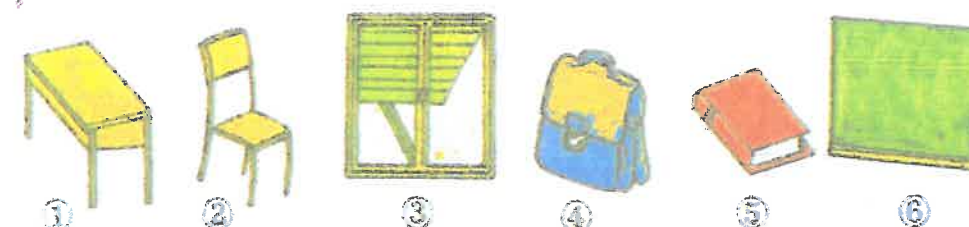
With your partner ask and answer the question 'What's your name?'

3 Counting

1. Count from 1 to 10.
2. What number is it?
8 2 10 7 5 3 4 6

4 How to describe my classroom

1. How many ...?
a. How many windows are there in your classroom?
b. How many doors are there in your classroom?
c. How many English teachers are there in your classroom?
d. How many boards are there in your classroom?
2. What's this? Look at your teacher and answer.



5 The alphabet

1. Say the alphabet.
2. Say these letters:
J G R V Q X H Y W

NOW I CAN

- Say Good morning and Goodbye.
- Say my name.
- Count from 1 to 10.
- Describe my classroom (there is/there are).
- Say the alphabet.

LESSON 1

Buildings

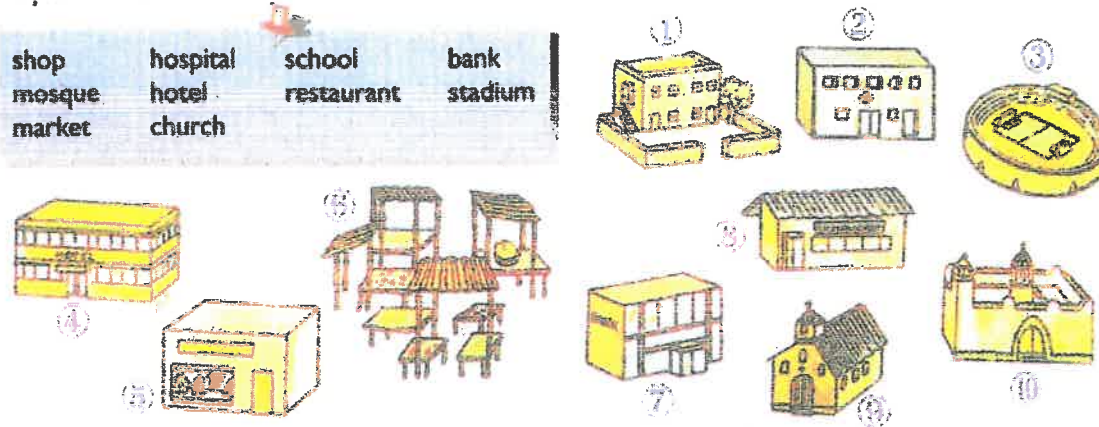


1 Listening

a. Listen and repeat.

b. Listen to your teacher and say the number for each word.

shop mosque market hospital hotel church school restaurant bank stadium



2 Writing

See Workbook, page 10.

3 Speaking

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

What's number ... ?

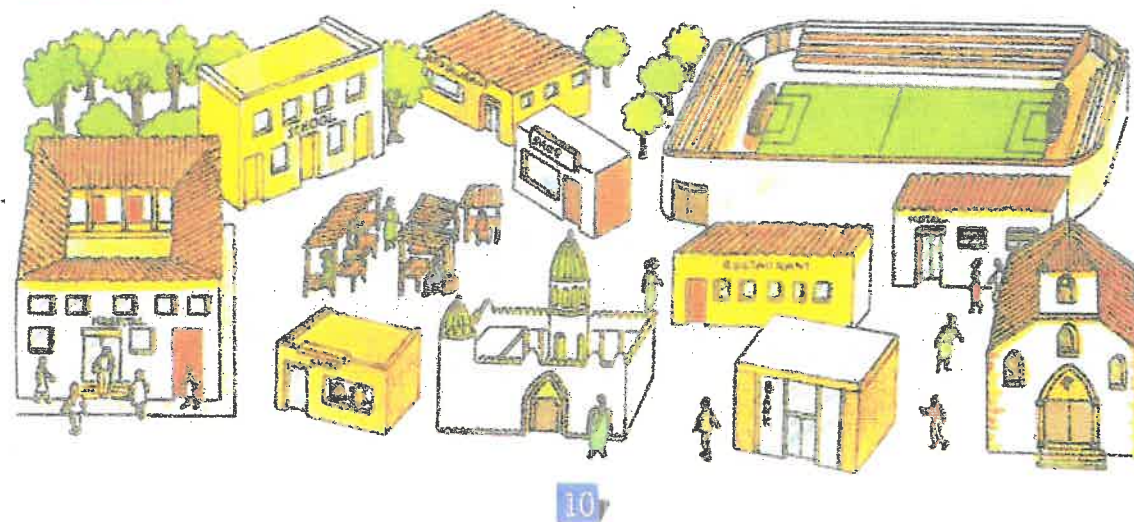
Is number one a ... ?

Number ... is a ...

Yes, it is. or No, it isn't. It's a ...

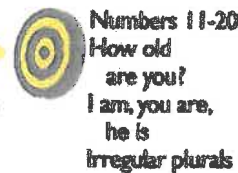
4 Writing

Look at the picture and do the exercise (Workbook, page 10).



LESSON 2

Ages



1 Listening

Listen and repeat.

11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen
16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty

2 Speaking

a. Listen and repeat.



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

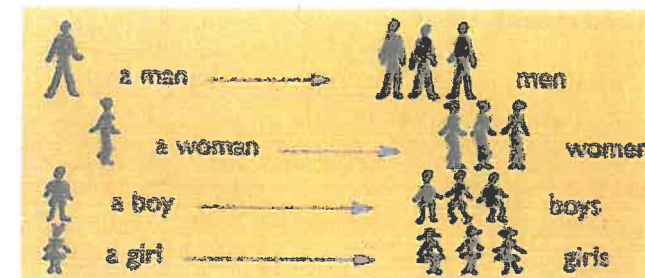


3 Writing

See Workbook, page 12.

4 Listening

Listen and repeat. Look and learn.



5 Writing

See Workbook, page 12.

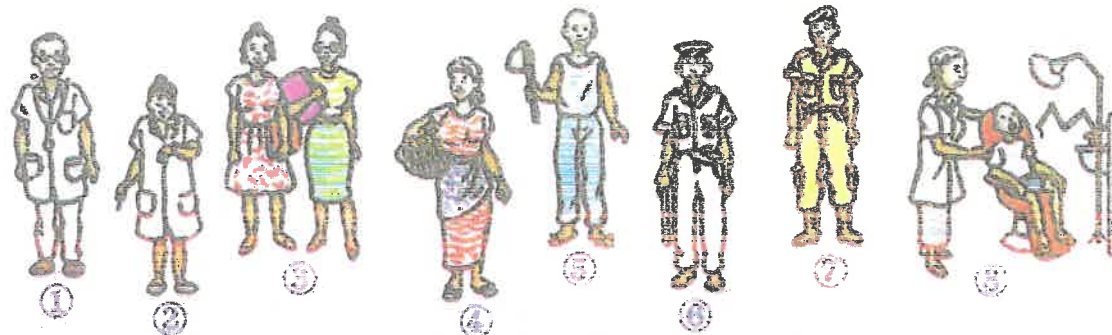
Jobs

Names of jobs
We are
You are
They are

1 Listening

Listen and repeat.

policeman	doctor	dentist	nurse
farmer	student	soldier	trader



2 Writing

See Workbook, page 14.

3 Speaking

Choose a job and mime it.
Your partner asks and guesses,
like this.



Are you a doctor?

Yes, I am.
orNo, I'm not.
I'm a farmer.

4 Listening

Listen and repeat.



We are girls.



We are boys.



We are boys and girls.

1 Counting

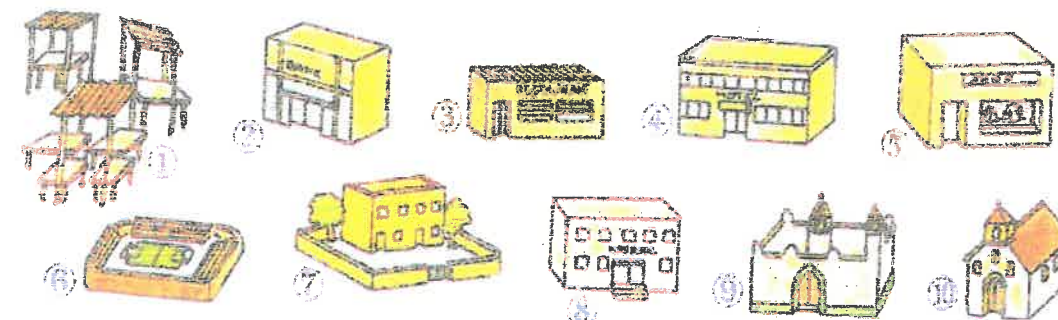
1. Count from 11 to 20.

2. What number is it?

19 13 20 15 12 18 16 17 11 14

2 Naming buildings and places

1. What is it?



2. Describe your town.

In ... (name of your town) there is/there are...

3 Saying your age and asking someone's age

1. Say your age.

2. Ask your partner's age.

3. Ask your partner Fanta's age.



4 Saying someone's job

1. Look at the pictures and say what the people's jobs are.

2. Ask your partner what the people's jobs are.

NOW I CAN

- Count from 11 to 20.
- Say names of buildings and places.
- Describe my town (there is/there are).
- Say my age.
- Say someone's job.
- Ask someone's job.

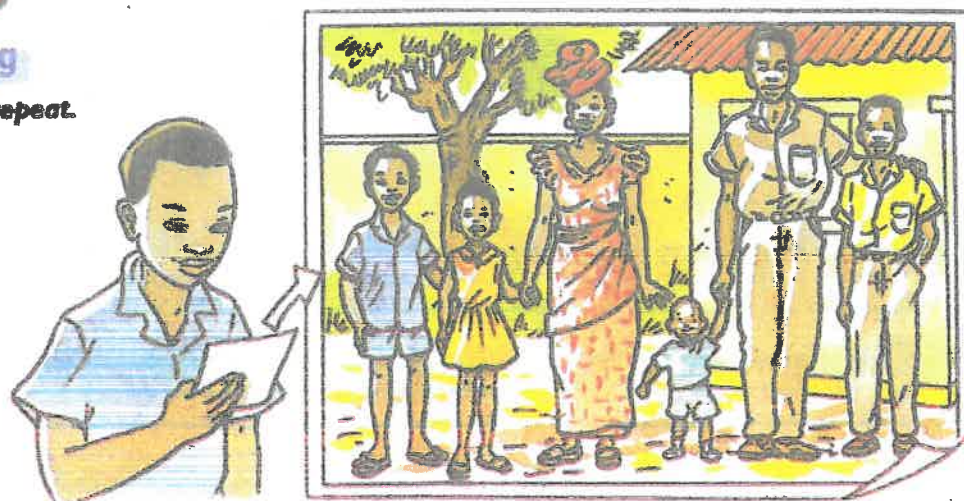
LESSON 1

My family

Family vocabulary
'Who' questions
Genitive 's'
Irregular plurals

1 Reading

Listen and repeat.



My name is Adama and I'm eleven. This is a picture of my family. My mother's name is Binta and my father's name is Lamine. There are four children in my family, three boys and one girl. My brother Salif is sixteen and my brother Moussa is three. I have one sister. Her name is Fatou and she's seven.

2 Writing

See Workbook, page 15.

3 Speaking

a. Listen and repeat.

mother	father	sister	brother	Adama
mother's	father's	sister's	brother's	Adama's

b. Answer your teacher's questions.



4 Writing

See Workbook, page 15.

LESSON 2

My body

Body vocabulary
Numbers 30 - 100 in tens
Irregular plurals

1 Listening

Listen and repeat. Look and learn.

forehead	eye	ear	shoulder	neck	toe
mouth	nose	arm	elbow	finger	hair
leg	hand	foot (feet)	head	knee	ankle

2 Speaking

a. Look, listen and learn.



b. Follow your teacher's instructions.



c. Listen and repeat

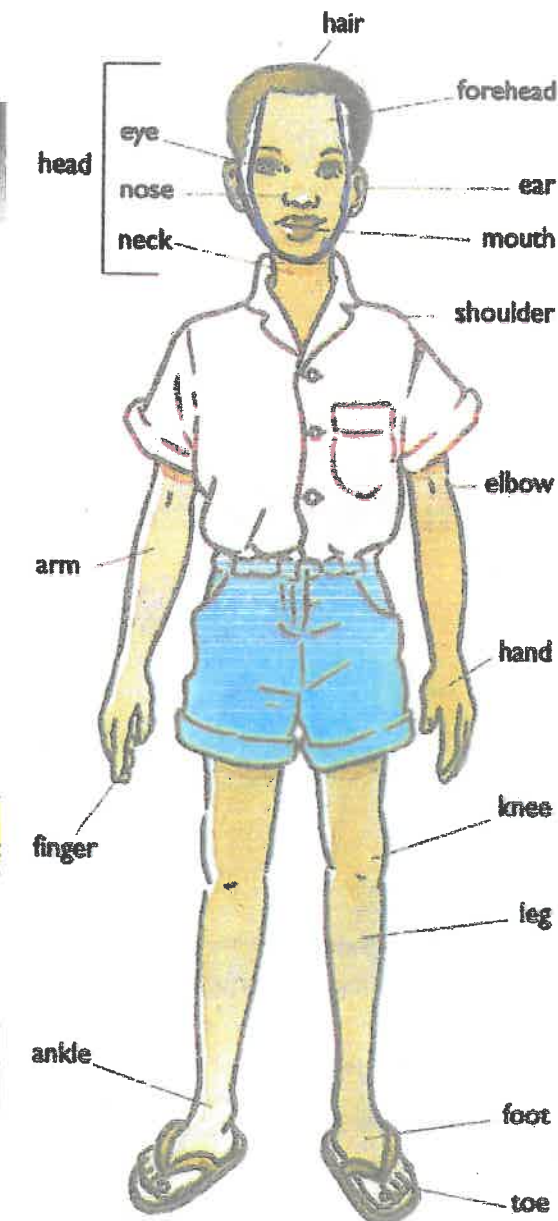
30 thirty	40 forty	50 fifty
60 sixty	70 seventy	80 eighty
90 ninety	100 one hundred	

3 Writing

See Workbook, page 17.

4 Writing

See Workbook, page 17.



LESSON 3

Simon says



1 Listening

a. Listen, look and learn.



stand up



sit down



write

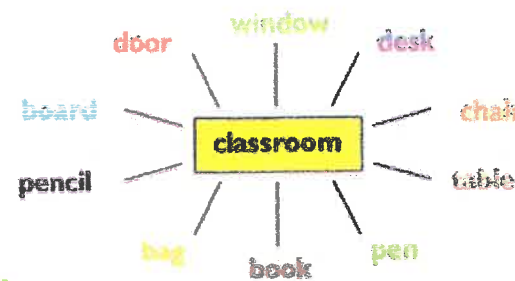
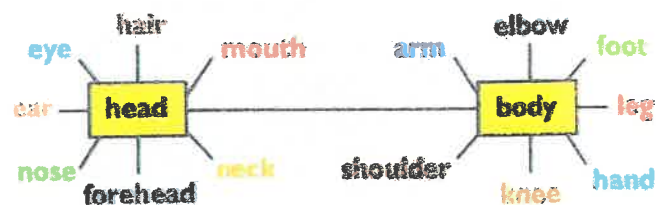


draw

b. Follow your teacher's instructions.



touch sit down stand up
point to write draw



2 Speaking

Give your partner instructions.

3 Playing a game

Listen carefully.
Play the game.



Simon says 'Stand up'.



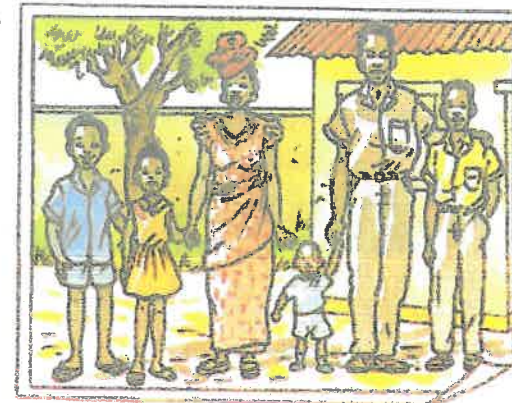
'Stand up'.

CHECK 3

1 Talking about my family

Answer your partner's questions; then change over.

- What's your mother's name?
- How many brothers have you got?
- What are their names?
- How many sisters have you got?
- What are their names?
- What's your father's name?



2 Counting

1. Count from 30 to 100 in tens.

2. What number is it?

40 60 50 100 80 70 30 90

3. Write the numbers above in full letters. See Workbook, page 19.

3 Naming parts of the body

1. Write the names of the parts of the body. See Workbook, page 19.

2. What's this? Look at your teacher and answer.

4 Giving and following instructions

Give your partner instructions like this:

Touch your head.

Then change over.

NOW I CAN

- Talk about my family.
- Count from 30 to 100 in tens.
- Name parts of my body.
- Follow instructions.

LESSON 1 Colours



1 Speaking

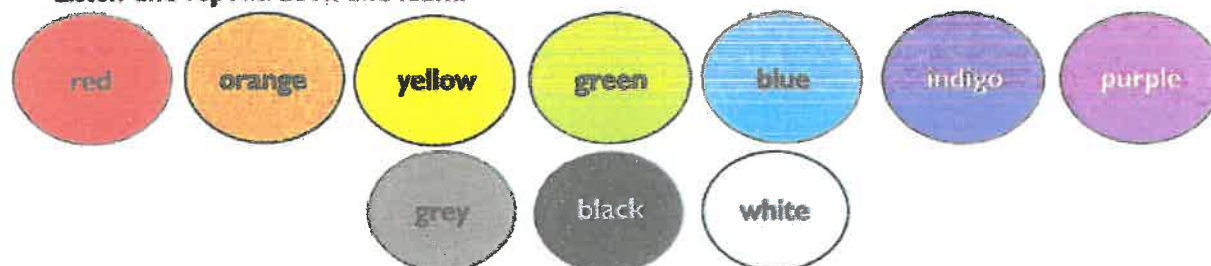
Look at the picture and answer the question.

How many colours are there in a rainbow?



2 Listening

Listen and repeat. Look and learn.



3 Writing

See Workbook, page 20.

4 Writing

See Workbook, page 20.

5 Speaking

What colours are your partner's cars? Ask and answer like this, then change over.



Is number one a red car?

Is it yellow?

Is it green?

No, it isn't. Try again.

No, it isn't. Try again.

Yes, it is.

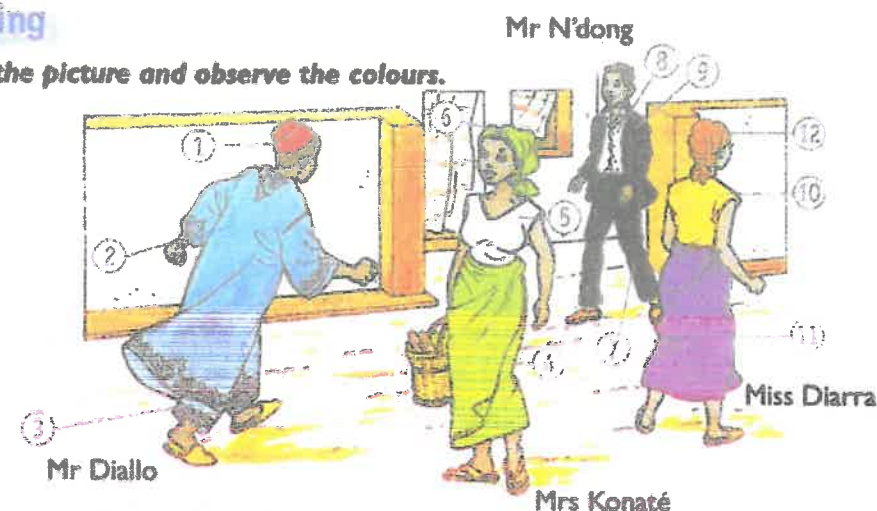
Is number two a red car?



LESSON 2 Clothes

1 Listening

a. Look at the picture and observe the colours.



b. Listen to your teacher and follow.

Miss Diarra's blouse is yellow. Her wrapper is purple and her headscarf is orange. Mr N'dong's trousers are black. His shirt is white and his jacket is black. Mr Diallo's bubu is blue. His hat is red and his trousers are blue. Mrs Konaté's wrapper is green. Her headscarf is green and her blouse is white.

c. Listen and repeat.

blouse	wrapper	headscarf	trousers
shirt	jacket	bubu	hat

2 Writing

See Workbook, page 22.

3 Reading

Study the examples:

The blouse is white. → It is white. → It's white.

The trousers are black. → They are black. → They're black.

4 Speaking

What colour are Mr and Mrs Diop's clothes?

With your partner, ask and answer, like this.



Is her headscarf green?

Are his trousers blue?

No, it isn't. Try again.

or
Yes, it is.

No they aren't. Try again.

or
Yes, they are.



5 Writing

See Workbook, page 22.

LESSON 3

What is it?



1 Listening and speaking

a. Look, listen and repeat.



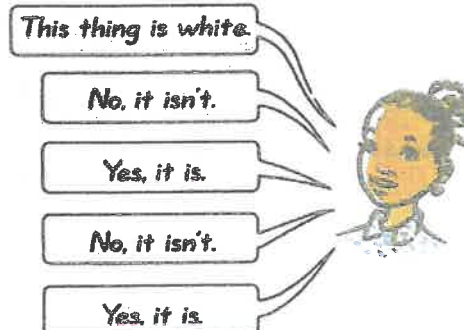
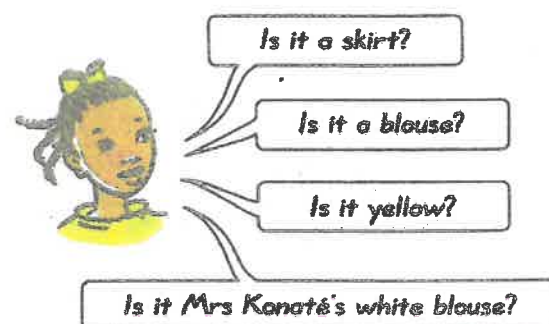
b. Find colours in the classroom. Tell the class.

c. Follow your teacher's instructions.



2 Speaking

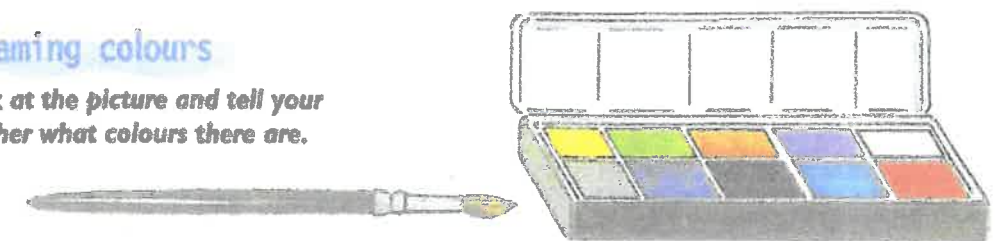
Ask and answer like this, then change over.



CHECK 4

1 Naming colours

Look at the picture and tell your teacher what colours there are.



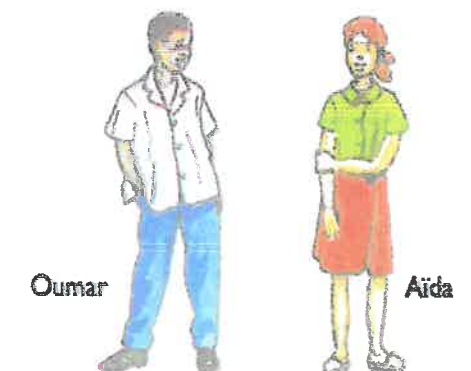
2 Naming articles of clothing

Name these clothes.



3 Describing people's clothes

Describe Oumar's and Aida's clothes.



4 Using 'It' and 'They'

With your partner, ask and answer questions like this.

What colour are Oumar's trousers?

They are...

What colour is Aida's blouse?

It is...

NOW I CAN

- Name colours.
- Name some articles of clothing.
- Describe people's clothes, telling what colour they are.
- Use it and they.

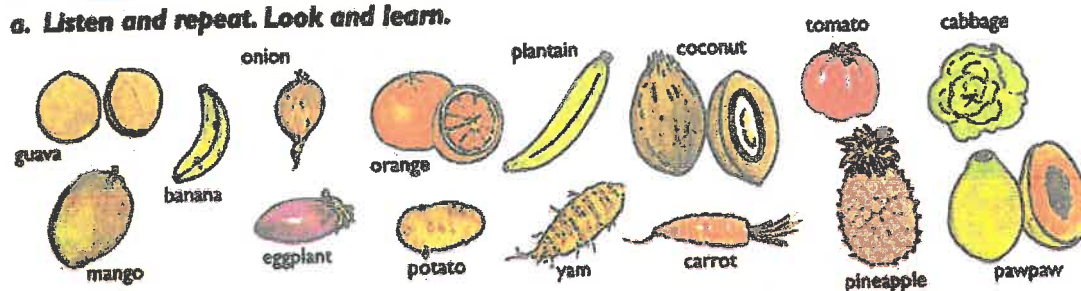
5

At
the
marketLESSON 1
Food

Food vocabulary
More colours
Like/don't like
Likes/doesn't like
-o / -oes plural

1 Listening

a. Listen and repeat. Look and learn.



b. Listen and repeat. Look and learn.



c. Look at the fruits and the colours again. Answer your teacher's questions.

What colour are guavas?

Guavas are yellow and pink.

2 Listening

Listen and repeat.



3 Listening and speaking

See Workbook, page 25.

4 Writing and speaking

See Workbook, page 25.

5 Speaking

Tell your teacher about yourself and your partner.

22

5

LESSON 2

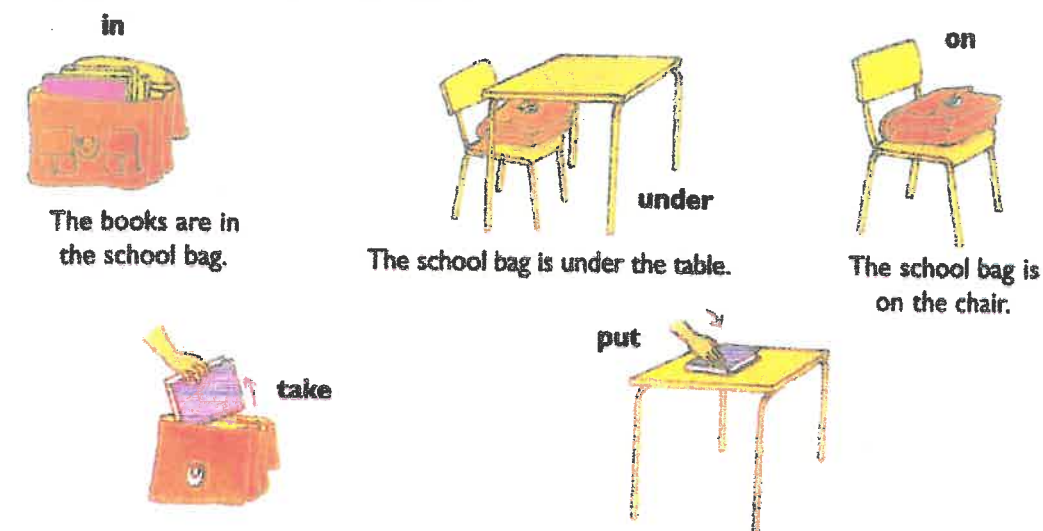
Where is it?



Prepositions
in / under
'Where' questions
Take and Put

1 Listening and speaking

a. Listen and repeat. Look and learn.



b. Follow your teacher's instructions.

c. Give instructions to your partner, then change over.

2 Writing

See Workbook, page 28.

3 Speaking

Play the game: 'Where is it?'

PUPIL B covers her eyes.

PUPIL A moves his book, pen or bag and asks questions.



Now change over.

23

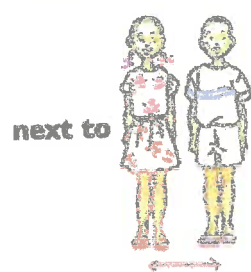
Where are they?



Prepositions
next to
in front of/
behind
Pronunciation
of -s/-es

1 Listening

Listen and repeat. Look and learn.



next to



in front of



behind

2 Writing See Workbook, page 29.

3 Speaking

a. Look at the picture. With your partner, ask and answer questions, like this.

Where are the carrots?

They are behind the onions. next to the mangoes.



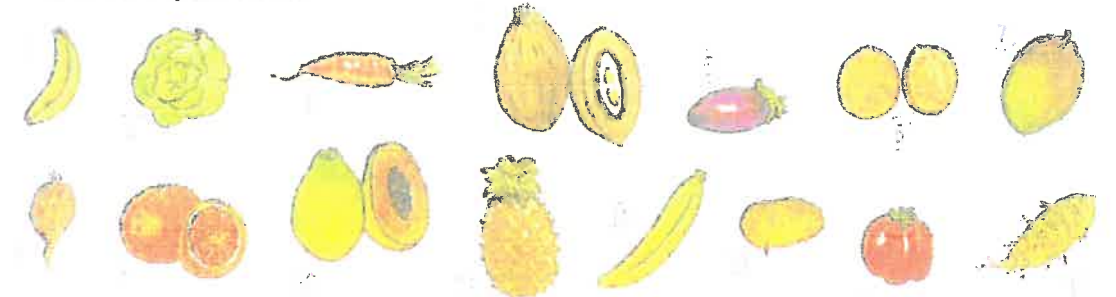
b. Listen and repeat.
Notice the sounds
/s/ and /z/.

rousers	is	jackets	windows	isn't	skirt	pairs
pens	shirts	doors	blouses	yes	where's	bananas
abbages	carrots	coconuts	eggplants	oranges		

4 Writing See Workbook, page 29.

1 Naming some types of food

Name these food items.



2 Expressing likes and dislikes

What type of food do you like? What type of food don't you like? Tell the class.

3 Asking and saying where something is

Look at the picture and ask your partner three questions with 'Where'.
Then, change over.



4 Writing regular plurals and plurals in -oes

See Workbook, page 30.

NOW I CAN

- Name some types of food.
- Say I like, I don't like.
- Ask Where is it?
- Talk about position of things or people.
- Write regular plurals and plurals in -oes.

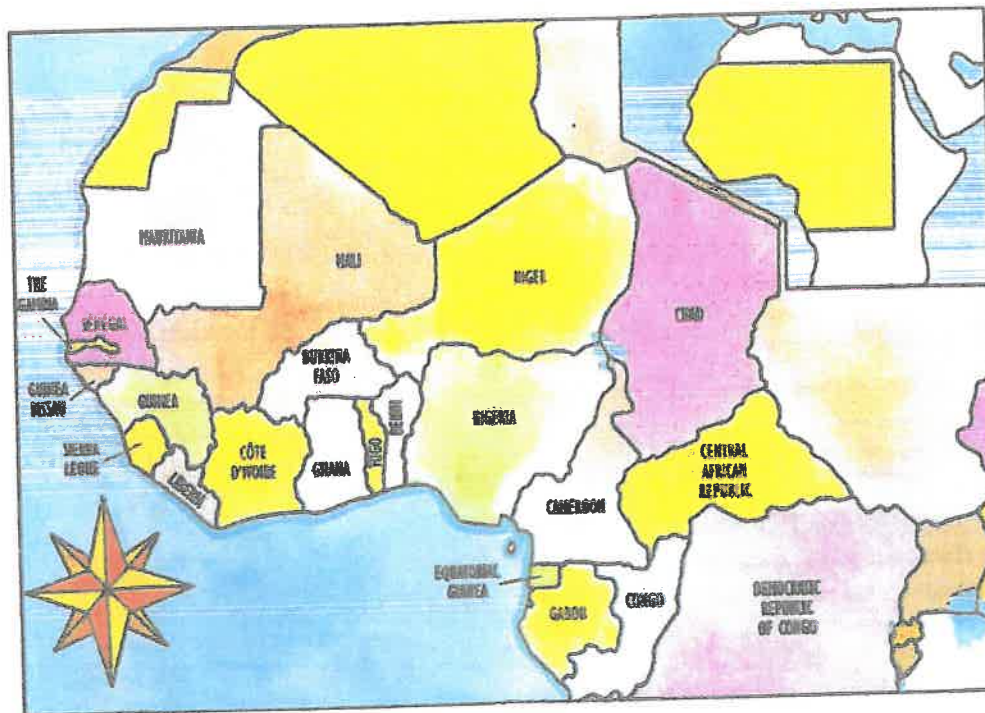
LESSON 1

Countries of West Africa

Names of West
African countries
North/South
East/West
North of/South of
'Which' questions

1 Listening

Listen and repeat. Look and learn.



2 Reading

Listen, read and find the countries.

Look at the countries on the map.

Where is Nigeria?

Nigeria is south of Niger, east of Benin and west of Cameroon.

And where is Chad?

Chad is north of Cameroon and east of Niger.

Look at Togo and Benin. Togo is west of Benin, and Benin is east of Togo.

The country west of Togo is Ghana.

Benin is west of Nigeria and south of Niger.

Look at the Gambia. It's inside Senegal.

Where is Senegal? Senegal is South West of Mauritania and West of Mali.

3 & 4 Writing

See Workbook, page 31.

LESSON 2

Flags of Africa

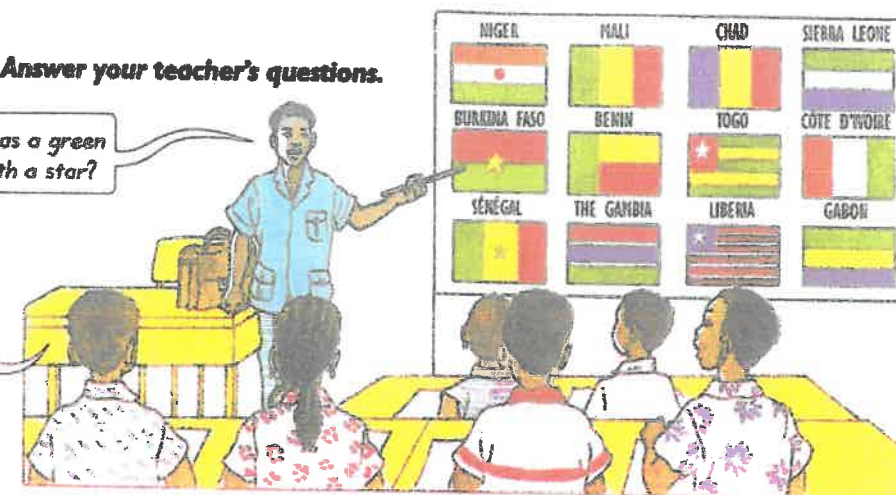
Where does...
live?
Where do...
and ... live?
'Which' questions
To live (present
simple)

1 Speaking

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

Which country has a green
and red flag with a star?

Burkina Faso.



2 Listening

Listen and repeat.

Here is Ebi.

Where does he live?

He lives in Liberia.



Here are Sara and Fatima.

Where do they live?

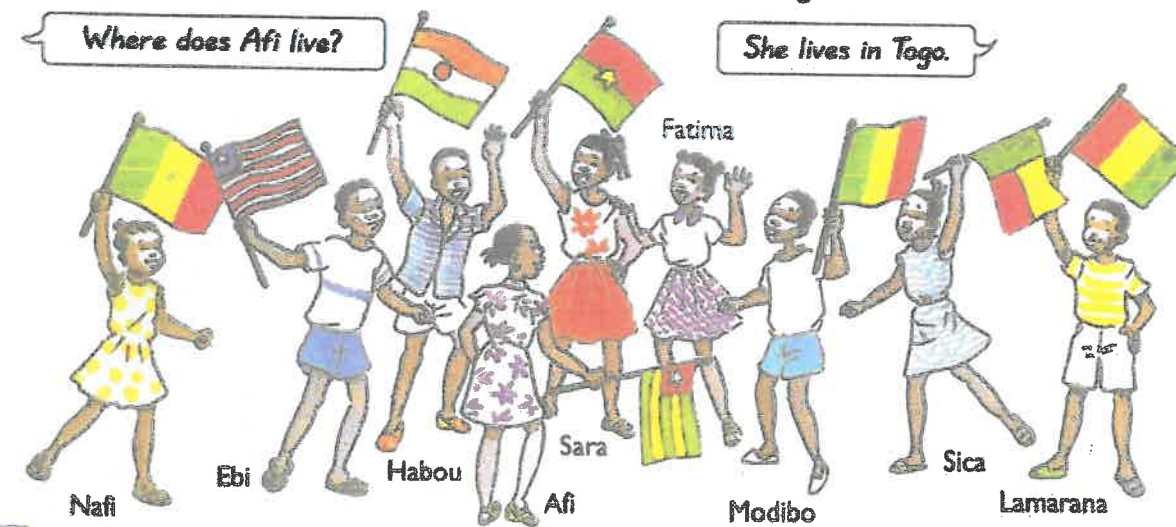
They live in Burkina Faso.

3 Speaking

With your partner, ask and answer questions like this; then change over.

Where does Afi live?

She lives in Togo.



4 Writing

See Workbook, page 33.

Languages of Africa

Names
of languages
To speak
(present
simple)

1 Listening

Listen and repeat.

English	French	language
Portuguese	Spanish	languages

2 Speaking

a. Are these sentences true or false? Tell your teacher.

1. People in Nigeria speak French.
2. People in Sénégal speak English.
3. People in Mali speak French.
4. People in Côte d'Ivoire speak Spanish.
5. People in Guinea Bissau speak Portuguese.

b. Where do people speak French? English? Spanish? Portuguese? Tell your teacher.

c. Where do people speak Bambara? Hausa? Ashanti? Wolof? Moré? Tell your teacher.

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

Which African languages do you speak?

I speak Wolof.

3 Listening and speaking

Listen and repeat.

I am Doudou.

I speak French.

The capital of my country is Dakar.

I come from Sénégal.

4 Reading and speaking

Read the descriptions and answer your teacher's questions.

1. I speak French.
The capital of my country is Yaoundé.
2. I speak Portuguese.
The capital of my country is Bissau.
3. I speak French.
The capital of my country is Yamoussoukro.
4. I speak English.
The capital of my country is Accra.
5. I speak English.
The capital of my country is London.



5 Writing

See Workbook, page 35.

1 Naming countries of West Africa

Work with your partner. Spell the name of a West African country; your partner says the name of the country; then change over.

2 Saying where my country is

1. What are the four cardinal points?
2. Say where your country is.
3. Look at a map of your country, and say where your town or village is.
For example : Saint-Louis is north of Dakar.
Dakar is west of Fatick.

3 Describing the flag of my country

1. What colour is the flag of your country? Tell the class.
2. Make a flag for your school and describe it to the class.

4 Asking and saying where someone lives

1. Ask where (name) lives.
2. Say where (name) lives.
3. Ask where (name) is from.
4. Say where (name) is from.

5 Asking and answering questions with 'which'

1. Ask your partner questions to find out the countries with some of these colours in their flags.
white blue yellow green red orange
2. Say which European and African languages people speak in these countries:
Benin, Burkina Faso, Côte d'Ivoire, Ghana, Guinea, Mali, Senegal.

6 Using some regular verbs in the present tense

talk live ask answer like

With your partner, ask and answer questions using 'which', 'what' and 'where' and the verbs above.

NOW I CAN

- Name countries of West Africa.
- Say where my country is.
- Describe the flag of my country (colours).
- Ask and say where someone lives.
- Ask and answer which questions.
- Talk about languages in Africa.
- Use regular verbs in the present simple.

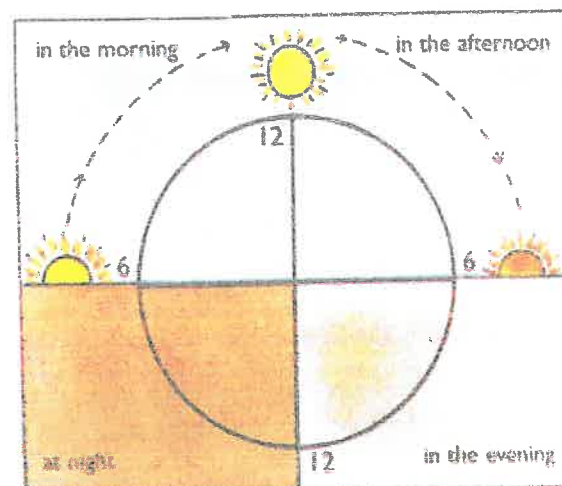
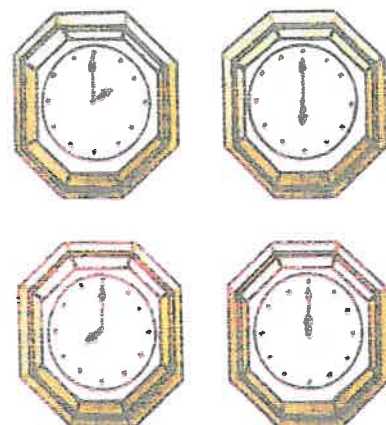
LESSON 1

Talking about time

Telling the time
What time is it?
It's...
Expressions of time

1 Speaking

Listen and repeat. Look and learn.
What's the time?



2 Speaking

Answer your teacher's questions.

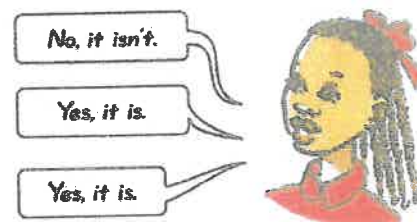
3 Writing

See Workbook, page 36.

4 Speaking

1. See Workbook, page 36.

2. Guess the time on your partner's clock, and then change over.



LESSON 2

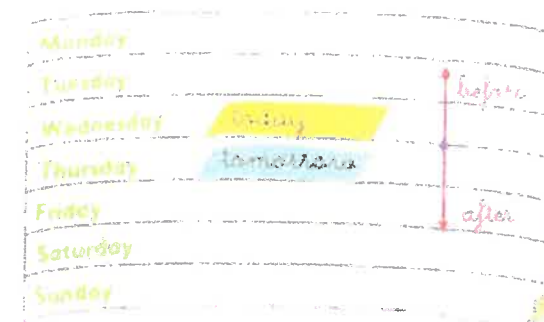
Days of the week

Days of the week
Quarter past
Quarter to
Half past

1 Reading

Read the text.

Today is Wednesday.
Tomorrow is Thursday.
The day after Friday is Saturday.
The day before Saturday is Friday.



2 Listening

Listen and repeat. Look and learn.

3 Speaking

With your partner, ask and answer questions like this; then change over.

Which day is before Thursday?

Wednesday.

Which day is after Thursday?

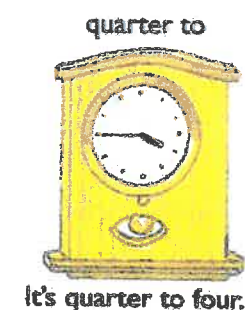
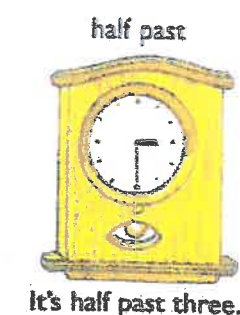
Friday.

4 Writing

See Workbook, page 38.

5 Listening

Listen and learn.



6 Writing

See Workbook, page 38.

7 Listening and writing

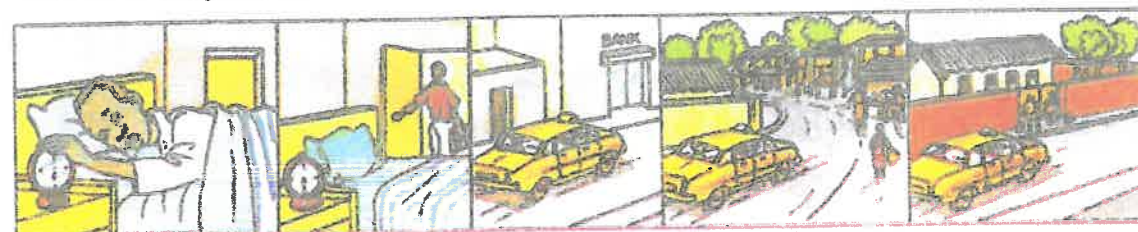
See Workbook, page 39.

He gets up at 6 o'clock

Adverbs of frequency
Prepositions from
to, over, through
along

1 Speaking

Talk about the pictures.



2 Reading

Read about Mr Sall's job.

Mr Sall is a taxi driver. He gets up at 6 o'clock, and leaves his house at 6.30 a.m. He usually works Monday to Friday. Sometimes he works on Saturday, but he never works on Sunday.

Mr Sall drives his taxi in the city. He often drives people to the bank. Sometimes he drives traders to the market, and sometimes he takes teachers to school. Mr Sall is a good driver, and he likes his job. He usually goes home at 7.30 p.m.

3 Writing

See Workbook, page 40.

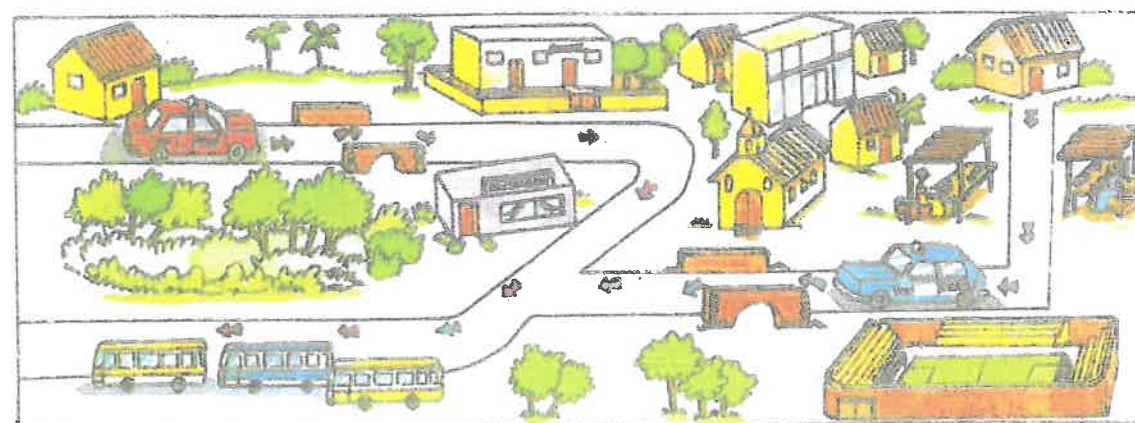
4 Speaking

Look at the map. With your partner, ask and answer like this. Then change over.

How does Mr Sall get to the station?

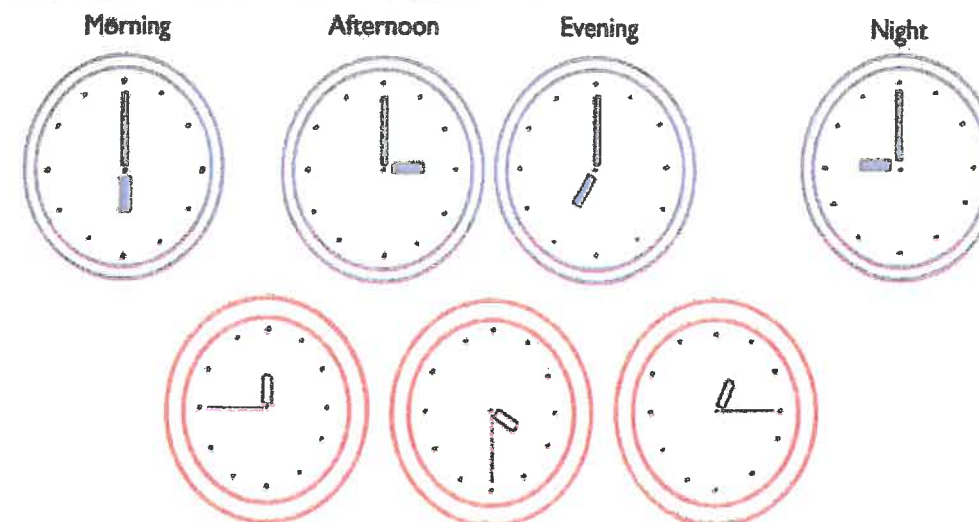
He drives over the bridge,
through the town and along the park.

And Mr Dramé?



1 Asking and telling the time

What time is it? Look at the clocks and tell the time.



2 Naming the days of the week

Name the seven days of the week.

3 Using 'Today', 'Tomorrow', 'Before' and 'After'

Listen to your teacher and answer his/her questions.

4 Using some adverbs of frequency and prepositions

1. See Workbook, page 40.

2. Look at the map on page 32 and tell your partner how Mr Sall goes from his house to the station.

Now ask your partner how Mr Dramé goes from his house to the station.

NOW I CAN

- Ask what time is it?
- Tell the time.
- Use in the morning, in the afternoon, in the evening and at night.
- Name the seven days of the week.
- Tell the time with quarter past, half past and quarter to.
- Use today, sometimes, often, never with verbs in the present simple.
- Use the prepositions from, to, over, through and along.

LESSON 1

Come and buy!

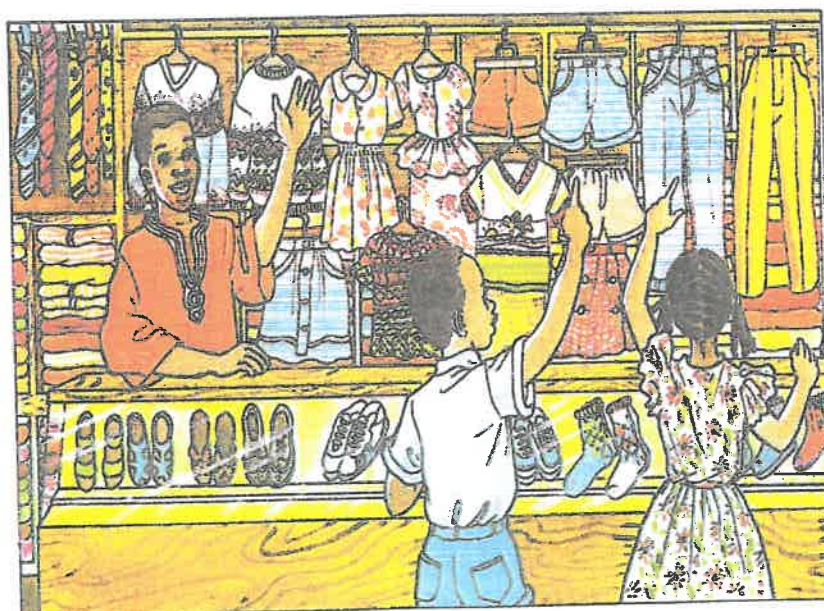


1 Speaking

a. Listen and repeat. Look and learn.

b. Listen, look and read.

dress	jeans	sandals	shoes	shorts
sweater	socks	tie	T-shirt	trainers



2 Reading and speaking

a. Read the dialogue.

SHOPKEEPER Come and buy! I have clothes for everyone. There are shirts and trousers for your fathers and your brothers. There are dresses and sweaters for your mothers and your sisters.

LOUIS Look, he has jeans.

MARIAM And T-shirts and trainers.

LOUIS He has shorts and sandals.

MARIAM Look at this skirt.

LOUIS Look at this tie.

MARIAM Look at these shoes and socks.

SHOPKEEPER Come and buy!

b. Learn the dialogue and act it.

3 Writing

See Workbook, page 41.

4 Reading and writing

See Workbook, page 41.

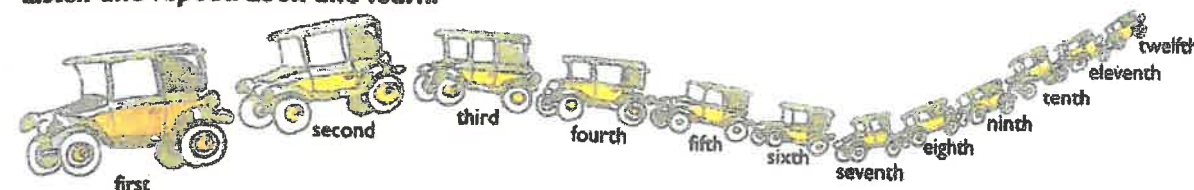
LESSON 2

Who comes first?



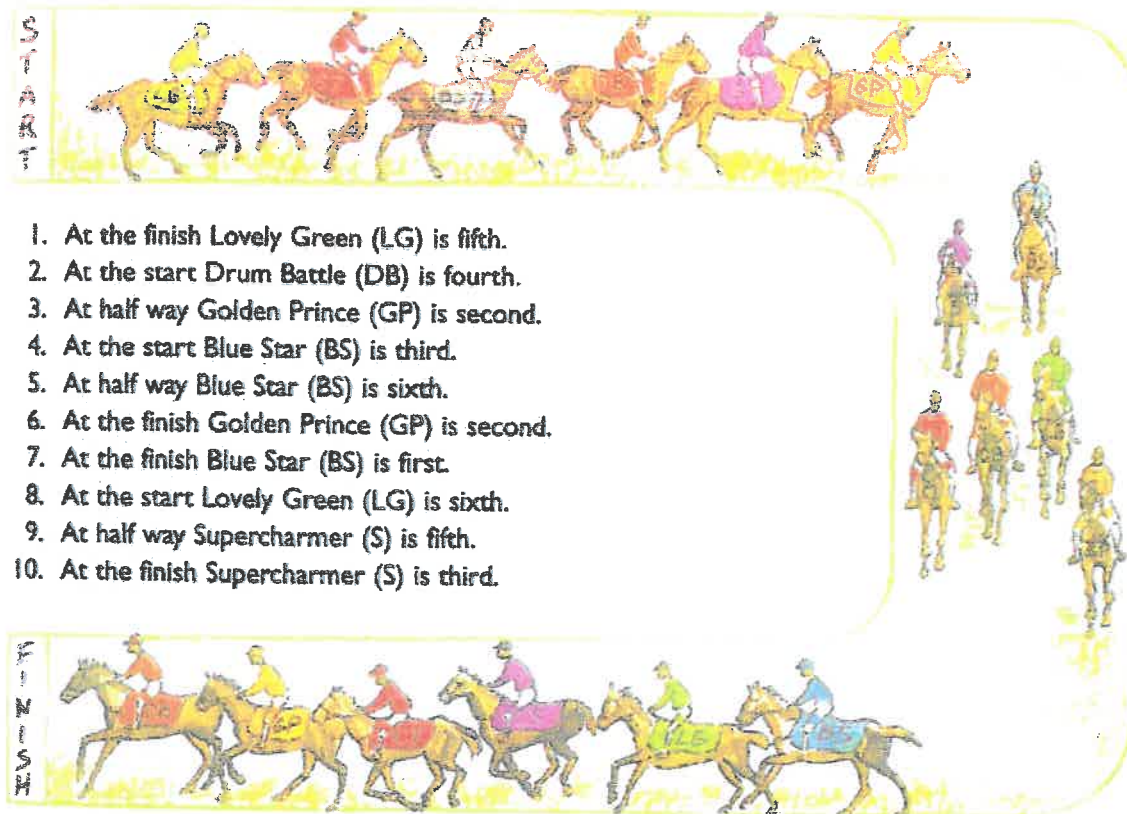
1 Listening

Listen and repeat. Look and learn.



2 Reading

Look at the picture. Are these sentences true or false?



- At the finish Lovely Green (LG) is fifth.
- At the start Drum Battle (DB) is fourth.
- At half way Golden Prince (GP) is second.
- At the start Blue Star (BS) is third.
- At half way Blue Star (BS) is sixth.
- At the finish Golden Prince (GP) is second.
- At the finish Blue Star (BS) is first.
- At the start Lovely Green (LG) is sixth.
- At half way Supercharmer (S) is fifth.
- At the finish Supercharmer (S) is third.

3 Speaking

Learn the names of the months.

1 January	2 February	3 March	4 April
5 May	6 June	7 July	8 August
9 September	10 October	11 November	12 December

4 Writing

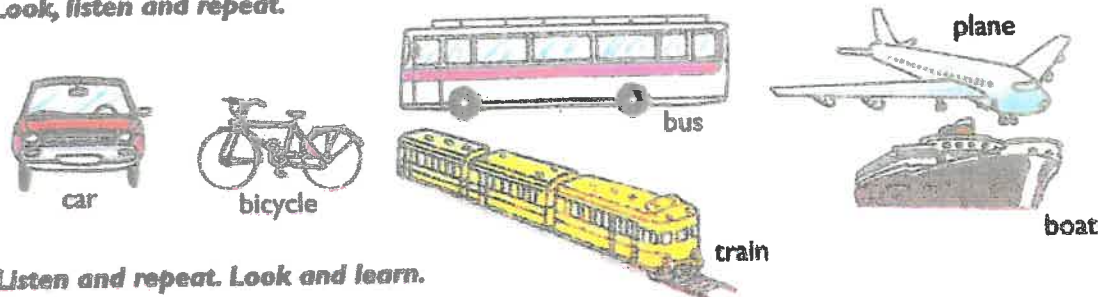
See Workbook, page 43.

Vehicles: in or on?

Names
of vehicles
Prepositions
in/on

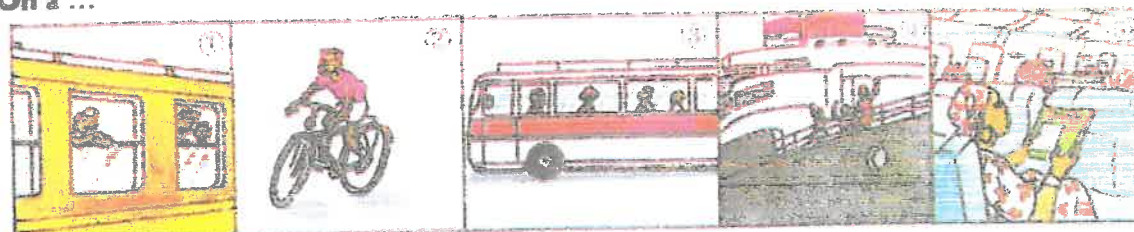
1 Listening

a. Look, listen and repeat.



b. Listen and repeat. Look and learn.

On a ...



BUT in a ...



2 Writing

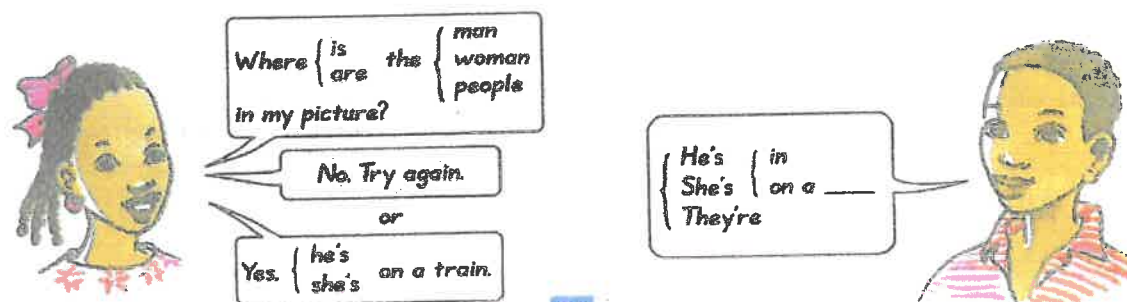
See Workbook, page 44.

3 Speaking

a. Listen and repeat.

He is on a bicycle. → She is in a bank. → They are on a train.
He's on a bicycle. → She's in a bank. → They're on a train.

b. Choose one of the pictures in exercise 1. Don't tell your partner. Ask and answer like this, then change over.



1 Naming clothes

Name these articles of clothing.



2 Using the imperative

What does the shopkeeper say?

3 Naming the months of the year and using ordinal numbers

1. Name the twelve months of the year.
2. Ask your partner six questions, like this:

What's January?

It's the first month of the year.

Then change over.

4 Naming some vehicles

Give the names of the vehicles in the unit.

5 Using prepositions (in/on) with vehicles

See Workbook, page 44.

NOW I CAN

- Name (more) clothes.
- Use the imperative.
- Use the ordinal numbers 1st to 12th.
- Name the months of the year.
- Name some vehicles.
- Use the prepositions in/on.

LESSON 1 Fishing

Vocabulary on fishing
Present continuous
Into/out of

1 Reading

a. Look at these two pictures.

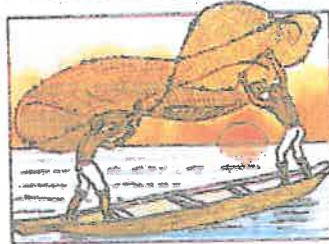


Fanta usually walks to school.

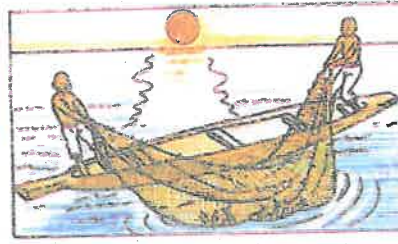


Today is Sunday. She is cleaning a fish.

b. Now, look at the pictures and read the descriptions of the fishermen and their families.



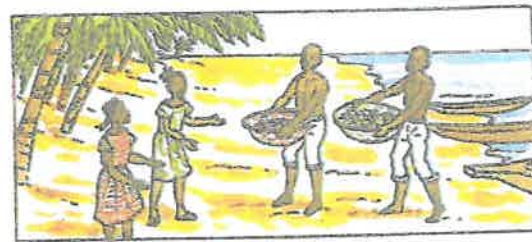
1. The fishermen are throwing their nets into the river.



2. They are pulling the nets into their boats.



3. They are taking the fish out of the nets.



4. They are giving the fish to the girls.



5. The girls are cleaning the fish.



6. The boys are putting the fish into the baskets.



7. The women are taking the fish to the market.



8. The traders are selling the fish.

2 Listening

Listen and repeat.

net boats baskets fish fishermen
throw pull clean sell into out of

3 Writing

See Workbook, page 45.

LESSON 2

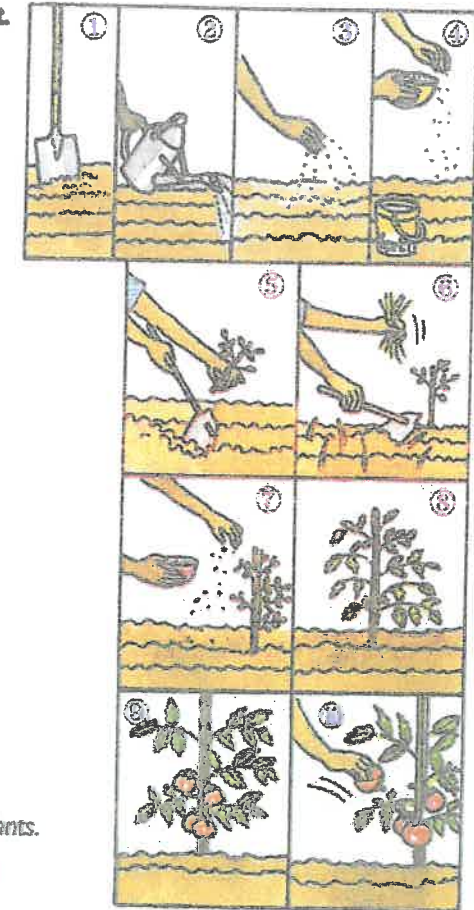
Growing tomatoes

Vocabulary on gardening
Questions with 'When'

1 Reading

Look at the pictures and read the text. Alpha is a farmer. He grows tomatoes. This is a list of his jobs.

1. Dig the seed bed.
2. Water it.
3. Sow the seeds.
4. Put fertilizer on the field.
5. Plant the small plants in the field.
6. Clean the weeds from the field.
7. Put fertilizer next to the plants.
8. Now there are flowers on the plants.
9. Now there are green tomatoes on the plants.
10. Pick the tomatoes when they are red.



August
December

May
September

June
October

August
December

April

2 Listening and speaking

a. Listen and repeat.

seed	dig	seed bed	grow	plant
fertilizer	sow	weed	flower	water

b. Look at Alpha's list of jobs and ask your partner these questions.

Ex:

When does Alpha put fertilizer on the fields?

He puts fertilizer on the fields in April, August and December.

1. When does he pick the tomatoes?
2. When does he sow the tomato seeds?
3. When does he put fertilizer on the plants?
4. When does he clean the weeds from the fields?

3 Writing

See Workbook, page 46.

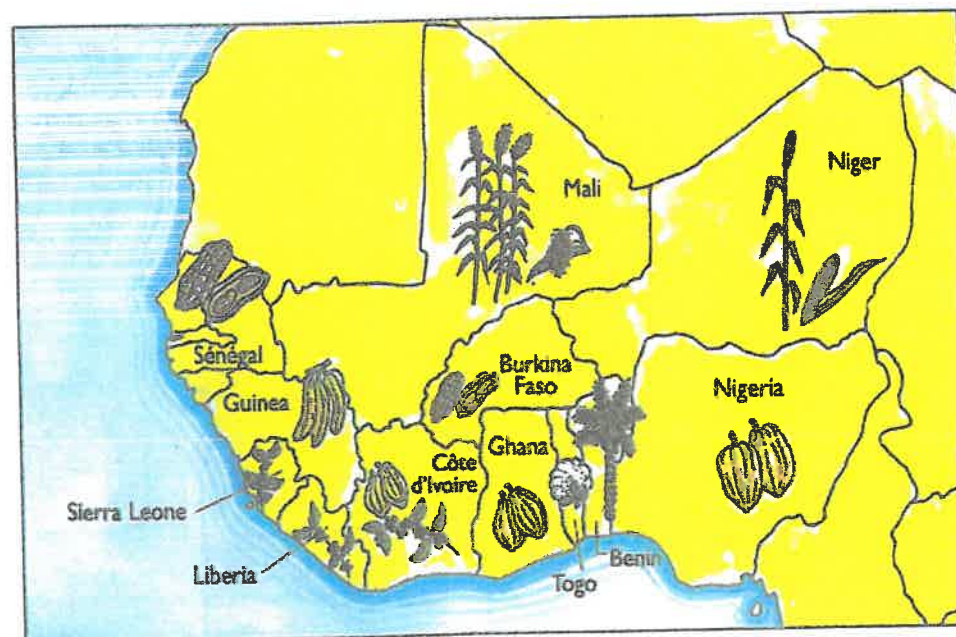
Crops in West Africa

Revision Questions with 'What', 'Where', 'Who', 'When', 'How many'

1 Speaking

Look at the map. Ask and answer questions like this.

What do they grow in ...? They grow ... in ...
or
What do they grow in ...? They grow ... in ...



2 Reading

Read this text.

My name is Daouda and I live in a small village in the north of Sénégal. I live with my mother and my brother. My mother's name is Aissatou, and my brother's name is Ali. My father works in Dagana in the north of Sénégal.

My mother grows onions. She works in the fields every day. She digs the seed beds and sows the seeds. Then she plants the seedlings in the fields and waters them. The plants grow and have flowers. When the onions are big, she digs them up. My brother and I help her. Then we take the onions to the market and sell them. Everybody likes her onions.

3 Writing

See Workbook, page 48.

1 Describing actions using the present continuous

Describe the actions in these situations.



2 Talking about fishing and farming

1. What are a fisherman's jobs?
2. What are a farmer's jobs?

3 Asking questions

1. Read the following sentence.

On Fridays, Djibril and Badara, the two village fishermen, sell their fish to the women at the market.

2. Look at the answers below and ask a question to match each answer, using 'when', 'who', 'what', 'where', 'how many'.

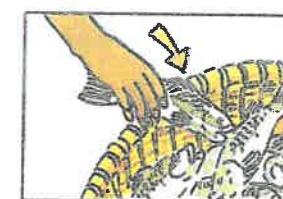
For example: When do Djibril and Badara sell their fish to the women at the market?

On Fridays.

- sell their fish
- at the market
- their fish
- Djibril and Badara
- fishermen
- two

4 Indicating direction using 'into' and 'out of'

What is the fisherman doing here?



NOW I CAN

- Describe some actions using the present continuous.
- Use the present continuous.
- Talk about fishing and farming.
- Ask questions with do and does.
- Ask questions with Who, What, Where, When and How many.
- Use the prepositions into and out of.

LESSON 1

What do you eat and drink?

Food
and drink
vocabulary
Recipe
vocabulary

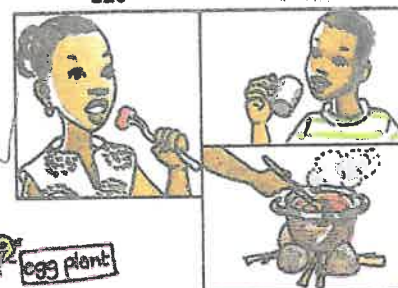
1 Listening

Listen and repeat. Look and learn.



eat

drink



2 Reading

Listen and read. (Mary comes from England.)

- LOUIS What do you eat, Mary? Do you eat bread?
 MARY Yes, I do.
 LOUIS Do you eat cassava?
 MARY No, but I eat rice.
 LOUIS What do you drink? Do you drink tea?
 MARY Yes, and I drink coffee too.



3 Speaking

Learn the dialogue and act it.

4 Writing

See Workbook, page 50.

5 Reading

Follow the recipe
and learn how to
make a
meat stew.

You need:

meat
oil
onions
tomatoes
carrots

eggplant
cabbage
salt
water



1. Cut up the meat.



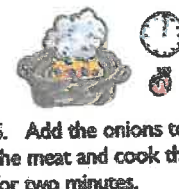
2. Put the oil into the pot.



3. Cook the meat in the oil for five minutes.



4. Cut up the onions, tomatoes, carrots and cabbage.



5. Add the onions to the meat and cook them for two minutes.



6. Then add the tomatoes, carrots and cabbage.



7. Add water and salt. Cook the stew for two hours.



8. Cut up the eggplant and add it to the pot.



9. Cook the stew for fifteen minutes.

6 Writing

See Workbook, page 50.

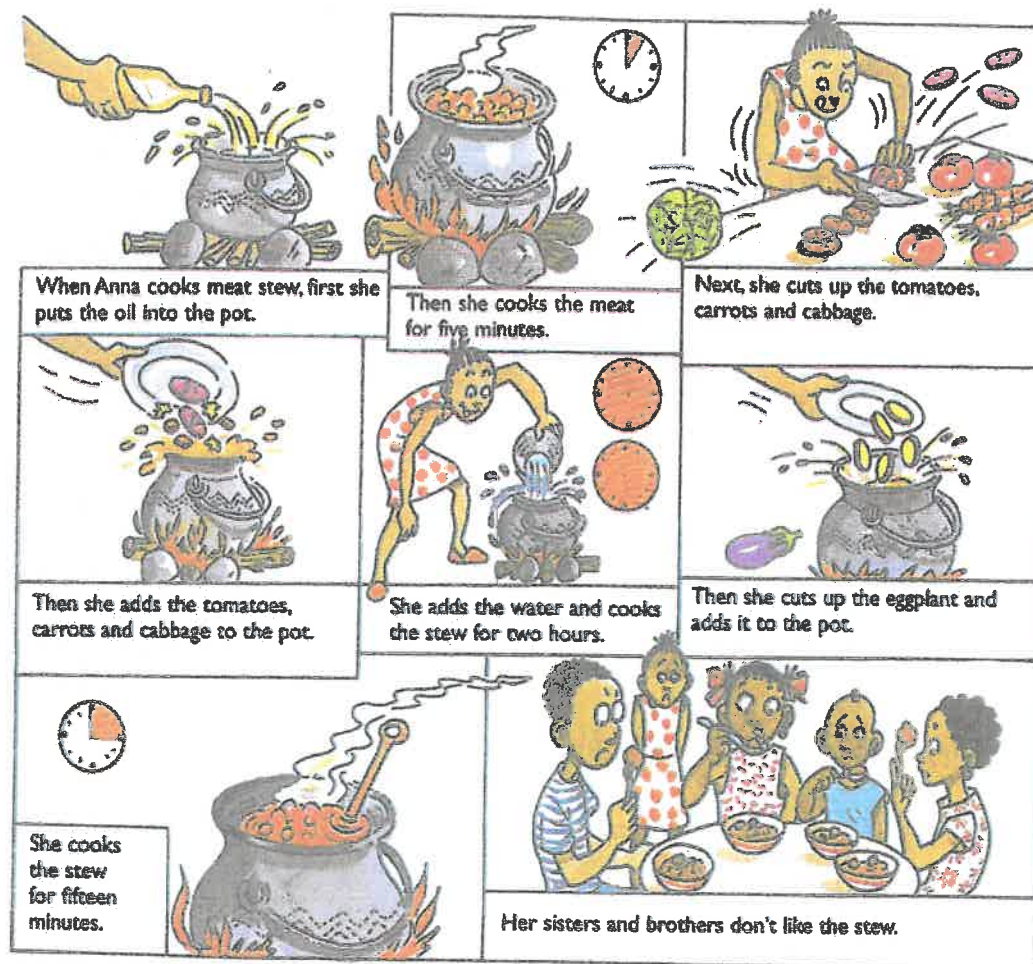
LESSON 2

What do you like?

Cooking
vocabulary
For (time)

1 Reading

Read and find out. What mistakes does Anna make?



2 Writing

See Workbook, page 52.

3 Speaking

Tell your teacher what Anna doesn't do.

4 Listening and writing

See Workbook, page 52.

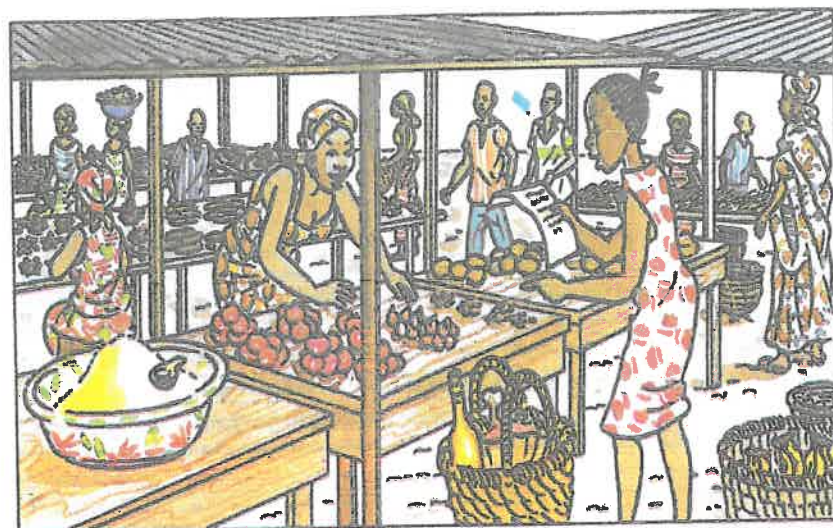
5 Speaking and writing

See Workbook, pages 52-53.

LESSON 3

Shopping

Market
vocabulary
Countable /
uncountable
words
a / an



1 Reading

Read the text.

oil
meat : 2kg
onions
tomatoes
carrots
1 cabbage
1 eggplant
bread
salt

Anna's mother is ill. She goes to the market to buy food for the family.

Today Anna is cooking meat stew. First, she needs oil and meat.

Next, she needs onions, tomatoes, carrots, an eggplant and a cabbage.

Then, she needs salt and water.

2 Writing

See Workbook, page 54.

3 Speaking

Look at the picture of the market and ask your partner questions, like this.

Ex: How many baskets are there in the picture?

CHECK 10

1 Talking about food and drink

1. Name nine things you eat and three things you drink.

2. Choose a recipe and tell the class about it.

3. See Workbook, page 55.



2 Talking about likes and dislikes

Ask your partner what food he/she likes and what food he/she does not like. Then change over.

3 Expressing quantity using countable and uncountable nouns

1. Make a list of the ingredients you need for your recipe and write it in your Workbook, page 55.

2. In your Workbook, page 55, divide your list into two lists: one for countable nouns and one for uncountable nouns.

4 Asking questions

Ask your partner questions using the following verbs.

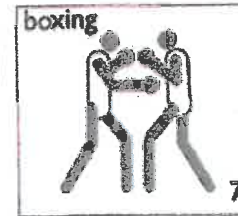
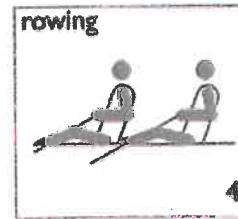
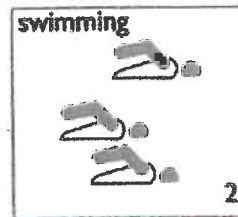
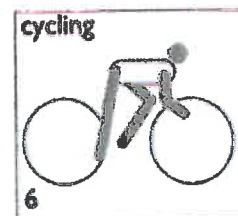
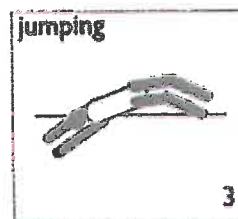
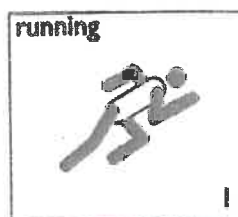
drink eat cook make put

NOW I CAN

- Talk about food and drinks.
- Read and follow a recipe.
- Talk about likes and dislikes.
- Express quantity using countable and uncountable nouns.
- Ask questions using the auxiliary do.

1 Listening

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



2 Reading

Read this text.

Every four years athletes go to the Olympic Games. Each time the Games are in a different country – Korea (1988), Spain (1992), USA (1996). Many different countries compete. Some countries send a few athletes, and some countries send many. The flag of the Olympic Games has five circles on it, because there are five continents in the world.

There are many different sports in the Olympic Games. There are indoor sports, like boxing and swimming, and outdoor sports, like rowing and running. Athletes from African countries compete in many of the sports, but they are best at running.

Athletes win medals at the Games. There is a gold medal for the winner, a silver medal for second, and a bronze medal for third. The athlete who wins a gold medal is the best in the world.

3 Writing

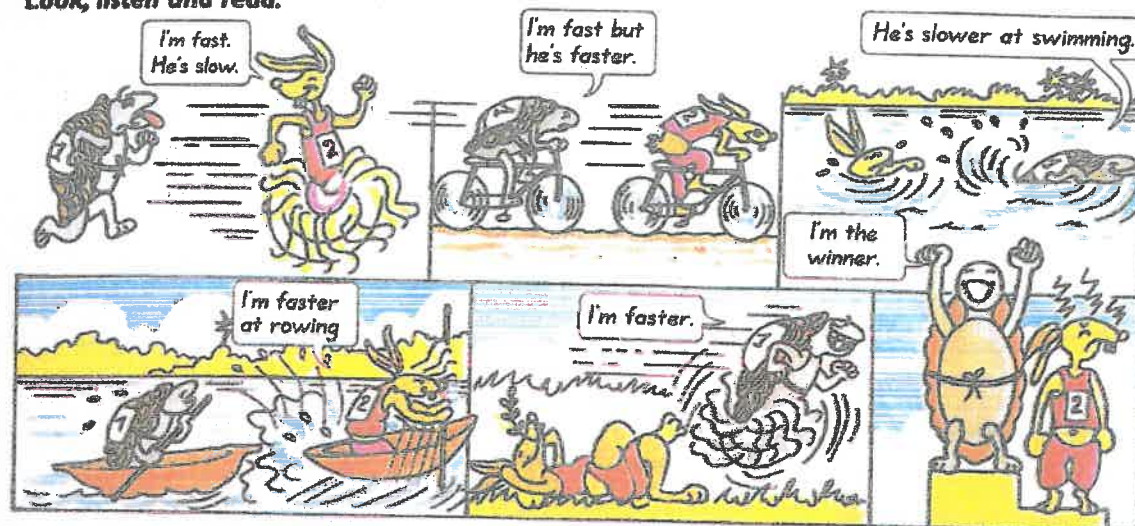
See Workbook, page 56.

4 Miming

Mime a sport. The class must guess it.

1 Listening and reading

Look, listen and read.



2 Writing

See Workbook, page 57.

3 Reading

Look at these adjectives and learn their comparatives and superlatives.

	comparatives	superlatives		comparatives	superlatives
fast	faster	fastest	big	bigger	biggest
slow	slower	slowest	fat	fatter	fattest
tall	taller	tallest	thin	thinner	thinnest
short	shorter	shortest			

4 Speaking

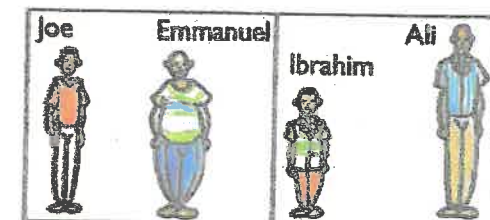
Look and answer.

In the first picture :

1. Who is fat?
2. Who is thin?

In the second picture:

3. Who is tall?
4. Who is short?



5 Writing

See Workbook, page 57.

6 Speaking

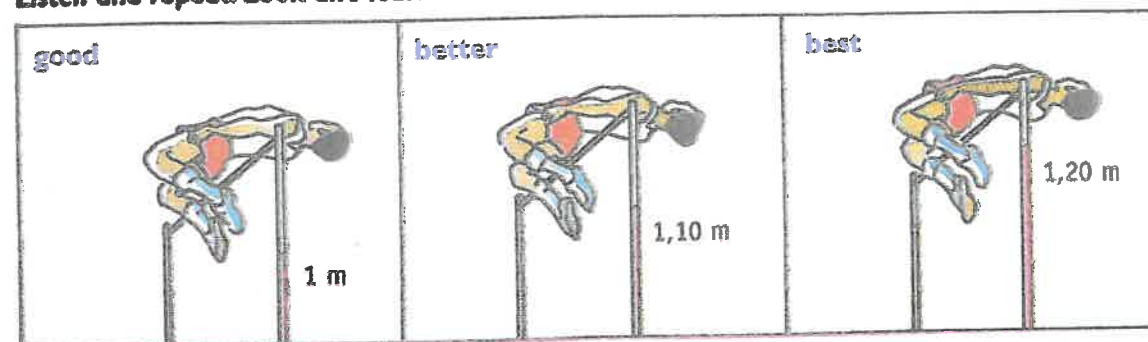
Answer your teacher's questions.

Sports results

Irregular
comparatives
and
superlatives

1 Listening

Listen and repeat. Look and learn.



2 Reading

Study the sports results.

Family name	TRAORE
Given name	Rama
Jumping:	1,00 m
Running (100 m):	15 sec
Swimming (25 m):	31 sec
Diving (10):	8

Family name	Dia
Given name	Lue
Jumping:	1,20 m
Running (100 m):	16 sec
Swimming (25 m):	30 sec
Diving (10):	5

Family name	SIDIBE
Given name	Mariam
Jumping:	1,10 m
Running (100 m):	19 sec
Swimming (25 m):	29 sec
Diving (10):	7

3 Speaking

Answer your teacher's questions.

4 Writing

See Workbook, page 59.

5 Speaking

With your partner, ask and answer like this. Use the sports results.

Is (name) good at (sport)?	Yes, he/she is.	or	No, he/she isn't.
Is (name) better than (name)?	Yes, he/she is.	or	No, he/she isn't.
Is (name) best at (sport)?	Yes, he/she is.	or	No, he/she isn't.

1 Talking about sports

Name seven sports of the Olympic Games – indoor and outdoor.

2 Using -ing ending to form nouns

Use some of these words to form names of sports. Not all of them can be used!

swim	basket	run	dive	dance
hand	row	jump	foot	cycle

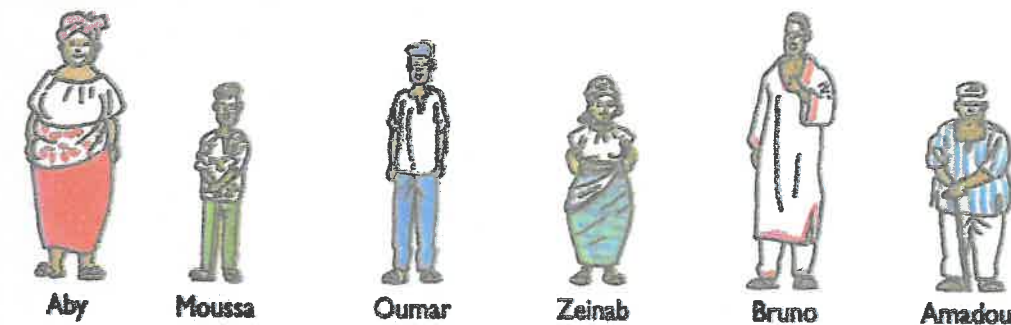
3 Comparing things and people

1. Look at these lines.

- Compare line 1 and line 2.
- Compare line 2 and line 3.
- Compare line 1 with lines 2 and 3.
- Compare line 2 with lines 1 and 3.



2. Look at these people.



- Compare Zeinab and Amadou.
- Compare Moussa and Oumar.
- Compare Amadou and Moussa.
- Compare Bruno with everybody else.

3. Compare the following marks.

15/20	17/20	19/20
-------	-------	-------

1/20	3/20	5/20
------	------	------

NOW I CAN

- Talk about sports.
- Use -ing ending to form nouns.
- Compare things and people.

School subjects



1 Reading

Read about two students.



My name is Asita. I'm from Mali. I go to school in Bamako. I do six subjects: science, history, geography, mathematics, English, and French. In science we study physics and chemistry. In geography we study the countries of the world. And we study the history of Africa. I like history and geography, but I don't like science and mathematics. My best subject is English.



My name is Karim, and I'm from the Senegal. I go to school in Dakar. I do six subjects: English, technology, mathematics, social studies, French, and science. In social studies we study all the countries in Africa. And we read about people from all over the world. It is my best subject. In science we study chemistry. I like science and mathematics, but I don't like English or French.

2 Listening

Listen and repeat.

science	mathematics	geography	history
chemistry	physics	social studies	technology

3 Writing

See Workbook, page 60.

4 Speaking

Tell your teacher what you study on Monday, Tuesday, etc. and at what time.

5 Speaking and writing

a. Ask and answer in groups of four, like this.



b. Complete the table in your Workbook, page 60.

6 Writing

See Workbook, page 60.

School rooms



1 Listening

Listen and repeat. Look and learn.



dining room

science room

library

toilet



staffroom

classroom

office

corridor

2 Listening and writing

See Workbook, page 62.

3 Writing

See Workbook, page 62.

4 Speaking

Answer your teacher's questions.



LESSON 3

School rules



1 Listening

Listen and repeat. Look and learn.



Do this

- walk on the left
- arrive on time for lessons
- bring your books and pens
- open doors for people
- listen to your teacher

2 Reading

a. Read the text.

My name is Ann Jones and I go to school in England. We have lots of rules in our school. We must arrive on time for lessons and we must bring our books and pens. We mustn't wear hats or coats in the classroom, we mustn't interrupt the teacher and we mustn't damage desks or chairs. In the corridor we must walk on the left, we must open doors for people and we mustn't run. We mustn't eat or drink in the classrooms or the corridors and we mustn't fight in the school.

b. Tell your teacher the things students mustn't do at Ann's school.

Ex: At Ann's school students mustn't fight. They mustn't fight.

3 Writing

See Workbook, page 64.

CHECK 12

1 Talking about school subjects

1. Name the subjects you study at school.
2. Ask your partner about two subjects he/she does not like. Then change over.

2 Describing a school

1. Which room is it? Read the following descriptions and identify the room.
 - Teachers sit together in this room.
 - Students eat here.
 - There are many books in this room.
 - I go there to wash my hands and my face.
 - The headmaster works here.
 - We have our science lessons in it.
 - It is a passage between different rooms in a building.
2. Locate things using 'on the left of' and 'on the right of'.

3 Expressing obligations

Look at Oumar and Zeinab's diaries. Say what they must do each day of the week.

MONDAY	THURSDAY
Do English homework	Pick tomatoes
TUESDAY	FRIDAY
Do the shopping	Wash my hair
WEDNESDAY	SATURDAY
Water the flowers	Buy a new dress
	SUNDAY
	Cook a meat stew

MONDAY	THURSDAY
Do French homework	Buy trainers
TUESDAY	FRIDAY
Dig garden	Play football
WEDNESDAY	SATURDAY
Wash car	Go fishing
	SUNDAY
	Water flowers

4 Expressing do's and don'ts

What are the rules of your school? Tell your partner.

NOW I CAN

- Talk about school subjects.
- Describe a school.
- Locate things using on the right of and on the left of.
- Use must and mustn't.
- Use do in questions and don't in answers.
- Use do and don't in imperatives.

Identifying animals

Identifying animals
Adverbs of frequency
(revision)

1 Listening and speaking

a. Listen and repeat. Look and learn.

gorilla



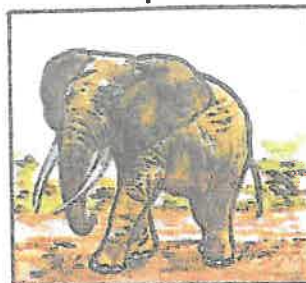
bat



hippopotamus



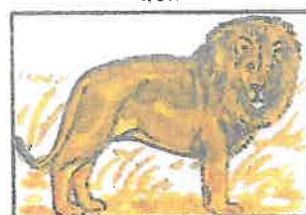
elephant



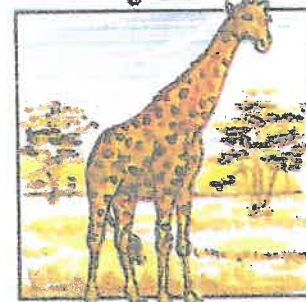
gazelle



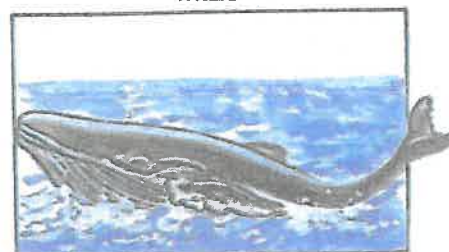
lion



giraffe



whale



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

2 Reading and speaking

A This animal is very big. It has no legs, so it can't walk. It always swims and it eats fish.

B This animal is black. It has a lot of hair. It often walks on four legs, but it sometimes walks on two legs. It climbs trees and it eats fruit and vegetables.

C This animal is big. It walks on four legs, but it also likes to swim. It eats vegetables.

D This animal is small. It doesn't walk and it doesn't swim. It flies. It eats fruit and sometimes it eats meat.

E This is the biggest animal on land. It has a long nose, or trunk. It often walks, but sometimes it runs very fast. It never eats meat.

F This animal is tall. It has small ears, a long neck and long legs. It runs very fast.

3 Writing See Workbook, page 65.

Classifying animals

More animals
Their characteristics
Has got

1 Reading and writing

a. Read this description of a group of animals.

All these animals have warm blood. A few fly or swim, but many walk. They often walk on four legs, but sometimes they walk on two legs.

These animals never have eggs. They always have babies. The babies drink milk from their mothers.

We call these animals mammals.

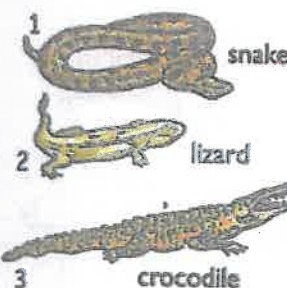
b. Writing exercise. See Workbook, page 67.



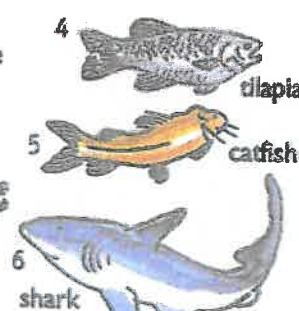
2 Listening and writing

a. Listen and repeat.

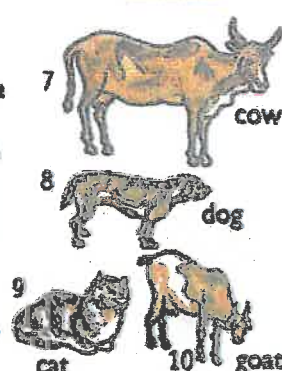
Reptiles



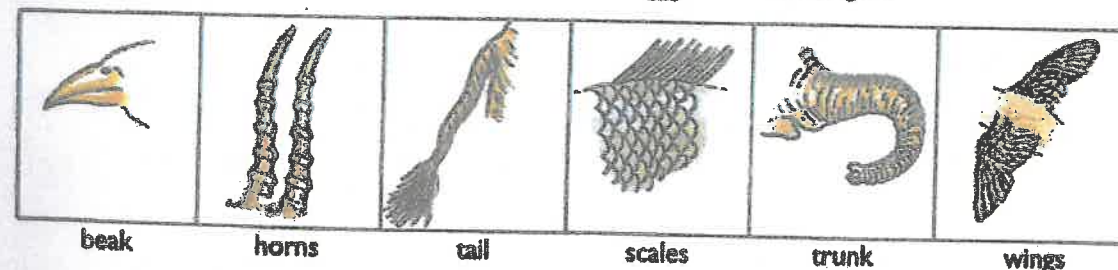
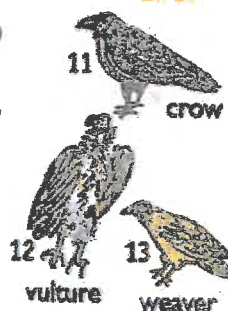
Fish



Mammals



Birds



b. Choose an animal. Don't tell your partner. Answer his/her questions like this, then change over.

Has it got a tail?

Yes, it has.

or

No, it hasn't.

Has it got a beak?

Yes, it has.

or

No, it hasn't.

3 Writing See Workbook, page 67.

LESSON 3

Farm animals

Names of
farm animals
Some verbs
of action

1 Reading

Read the text.

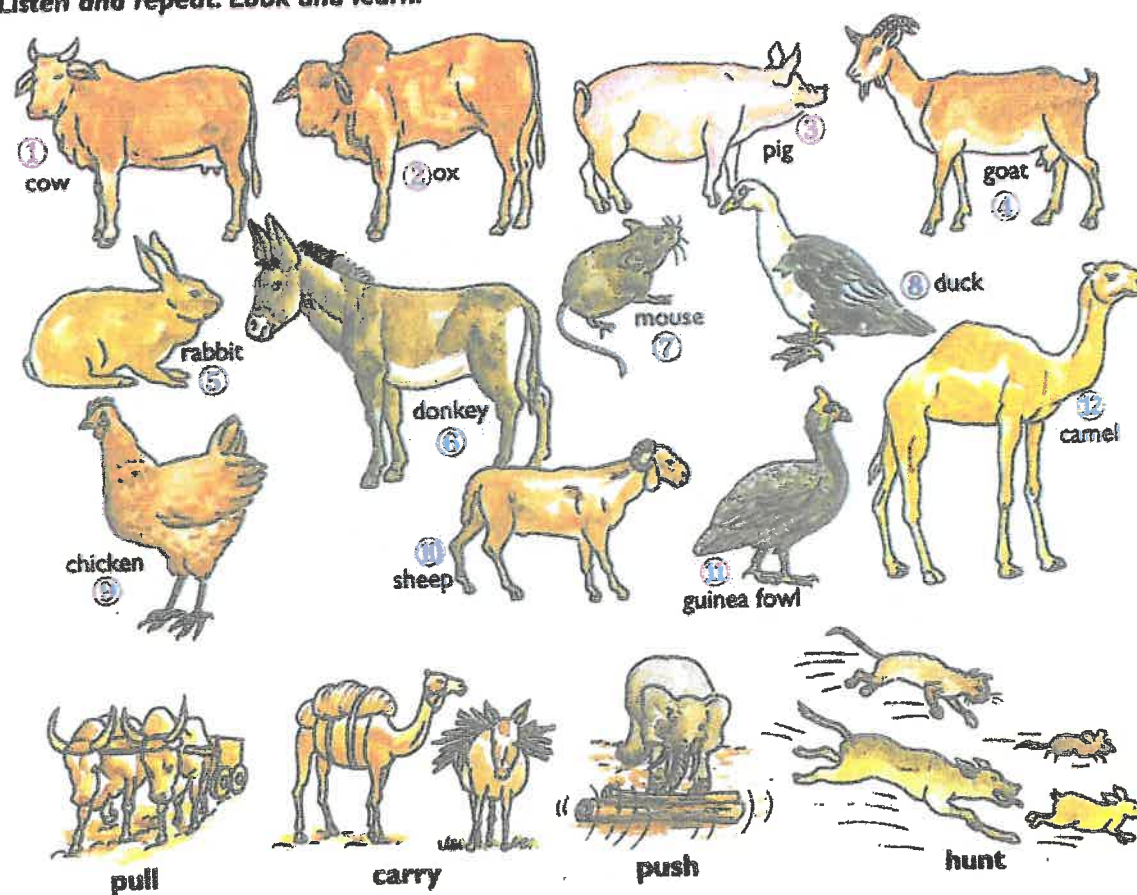
Many animals work for us. Some are big animals, like oxen, camels, and elephants. They carry, pull, and push things. Some small animals work for us too. Dogs hunt rabbits and birds, and cats hunt mice. Donkeys carry things.

We get some of our food from animals. We eat the meat of cows, pigs, goats, and sheep. We call the meat from cows 'beef', the meat from pigs 'pork', and the meat from sheep 'mutton' or 'lamb'.

We drink the milk from cows, sheep, goats and camels. Hens give us eggs. And we eat chickens and guinea fowl. The name for the meat from chickens is 'chicken'.

2 Listening

Listen and repeat. Look and learn.

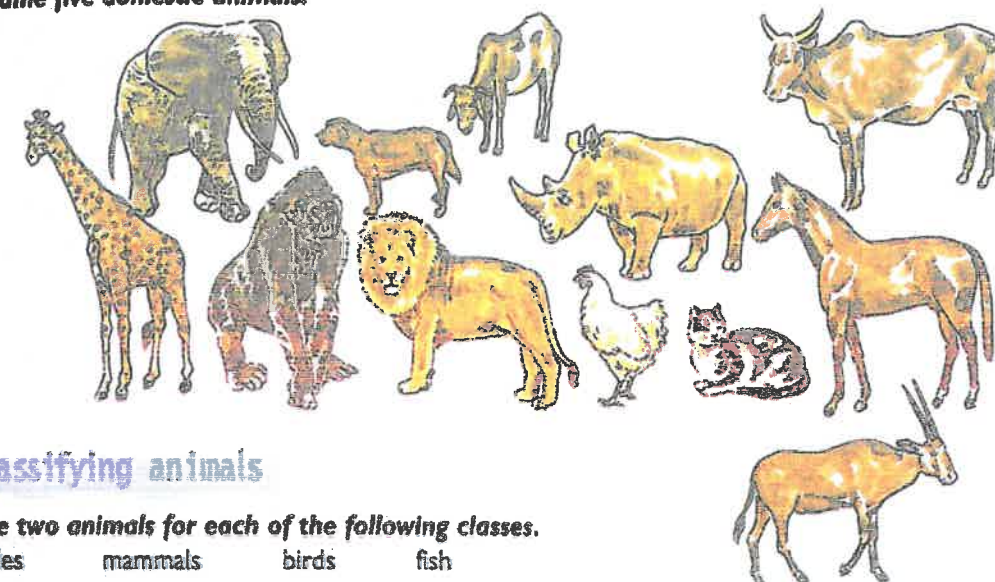


3 Writing

See Workbook, page 69.

1 Naming animals

1. Name five wild animals.
2. Name five domestic animals.



2 Classifying animals

Name two animals for each of the following classes.

Reptiles mammals birds fish

3 Describing animals

1. Choose one animal from each class and describe it; use 'it has got' and the names of its parts and characteristics. Write your description in your Workbook, page 70.
2. Read your description to your partner. He/she must guess what it is. Then change over.

4 Using verbs of action

See Workbook, page 70.

5 Expressing quantity

See Workbook, page 70.

NOW I CAN

- Name some animals (wild animals and farm animals).
- Classify animals.
- Describe animals using it has got..
- Use all, many, a few and some (quantifiers).
- Use pull, push, carry and hunt (verbs of action).

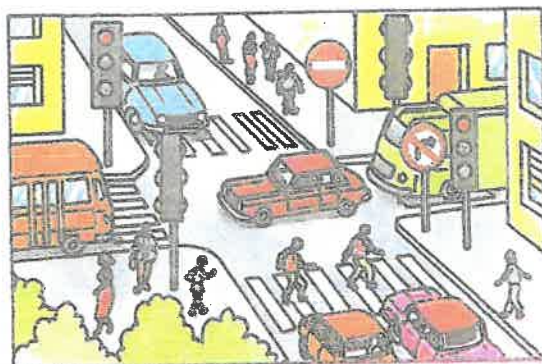
Safety on the road

Expressions
for directions
Road signs
Must/mustn't
(revision)

1 Reading

Listen and read.

In African cities there are many vehicles on the roads. There are cars, buses, trucks, and taxis. Often these vehicles go very fast. Road signs tell the vehicles when to stop, when to go, and where to go. So you must learn about road signs.



2 Speaking

Make a sentence for each road sign, like this:



No parking.

You mustn't park here.



Go this way!

You must go this way.



Turn left!



Stop!



Go!



Don't turn left!



Don't turn right!



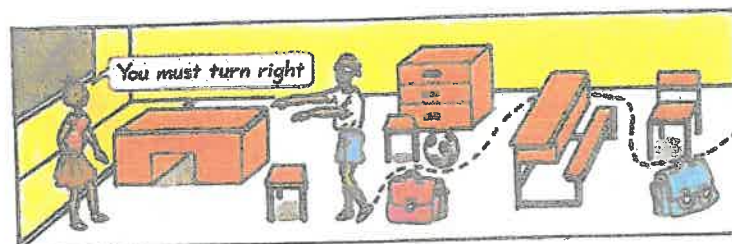
Turn right!

3 Writing

See Workbook, page 71.

4 Speaking

Play the road game.



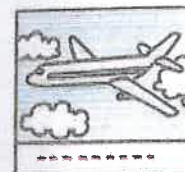
Travelling

Means of transport
Numbers
10 - 100 in
tens, 1000
Can/can't

1 Listening

Study the map of Sénégal, then listen and repeat.

You can go from Dakar to Thiès by car.
You can go from Dakar to Thiès by train.
You can't go from Dakar to Thiès by plane.



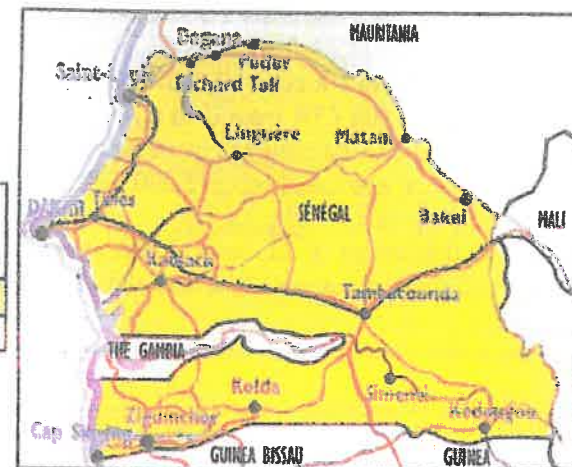
by plane



by train



by car



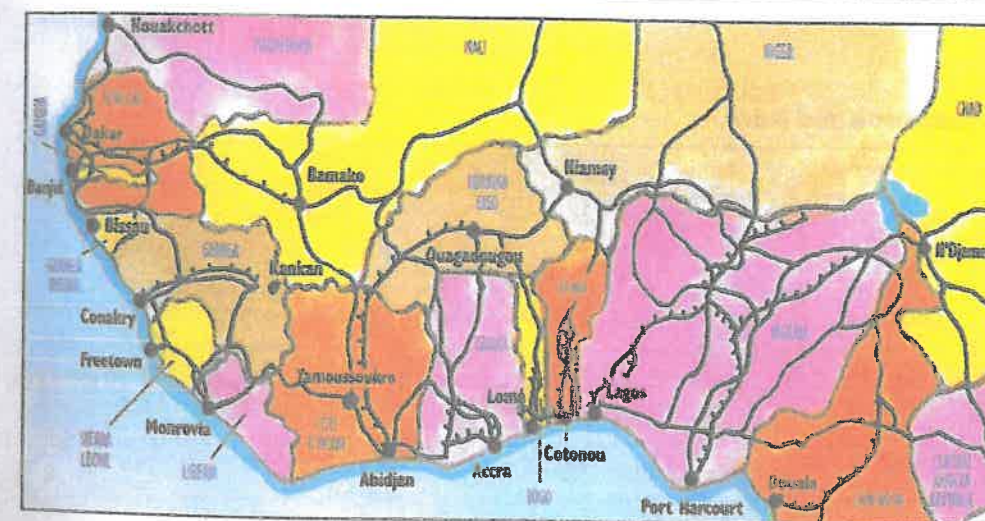
2 Speaking

Look at the map of West Africa.
Choose two countries and tell the class, like this:

You can go from ... to ... by...

or

You can't go from ... to ... by...



3 Writing

See Workbook, page 72.

4 Speaking

Listen and repeat.
Look and learn.

10	20	30	40	50	200
ten	twenty	thirty	forty	fifty	two hundred
60	70	80	90	100	1000
sixty	seventy	eighty	ninety	one hundred	one thousand

LESSON 3

Transport

Comparative and superlative (adjectives of more than 2 syllables)
Can / must
How long does it take (time)?

1 Reading and writing

a. Study the chart and read the text.

Travel by coach is cheap – it costs 2,500 CFA to go from A to B, and 3,500 CFA from B to C.



Plane travel is expensive – it costs 17,000 CFA to go from A to B, and 20,000 CFA from B to C.

The train is cheaper than the plane, but more expensive than the coach. For example, it costs 3,200 CFA to go from A to B by train.

The plane is the fastest of all, but it is the most expensive and for some people it is also the most dangerous.

The coach is the cheapest of all, but for some people it is also the most uncomfortable.

b. See Workbook, page 73.

	cheap	expensive		
				
	Coach	Train	Plane	
A to D	500	900	—	
A to B	2,500	3,200	17,000	
A to C	3,500	—	10,500	
B to D	2,500	2,300	—	
B to C	3,500	—	20,000	
D to C	3,500	—	—	





2 Reading and speaking

Study the table and answer your teacher's questions.

adjective	comparative	superlative
cheap	cheaper	the cheapest
expensive	more expensive	the most expensive

3 Listening

Listen and repeat. Look and learn.

			
one hour 1 hour	one hour and twenty minutes 1 hour and 20 minutes	four hours 4 hours	four hours and thirty minutes 4 hours and 30 minutes

It takes 1 hour. It takes 1 hour and 20 minutes. It takes 4 hours. It takes 4 hours and 30 minutes.

4 Writing

See Workbook, pages 73-74.

5 Speaking

Answer these questions.

How do you go to school?

Do you go by bus?
Do you go by taxi?
Do you go by bicycle?
Do you walk?

CHECK 14

1 Giving directions

Give some directions to a visitor to find a place in your school.

2 Identifying road signs

Name these road signs.

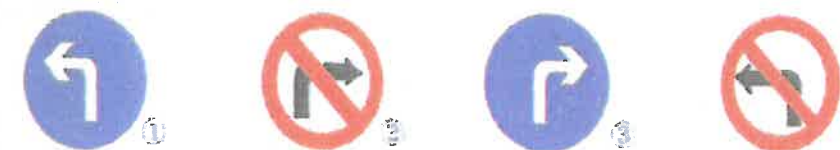


3 Talking about travel

- Say how you can travel
 - from Dakar to Bamako.
 - from Africa to Europe.
- Ask your partner questions to find out the time it takes to go from one place to another.
- Listen to your teacher and give possible and impossible ways of travelling between the places he/she tells you. Use 'can' and 'can't'.

4 Expressing contrast between possibility and obligation

Look at these road signs. Say what you can do and what you mustn't do, what you can't do and what you must do.



5 Comparing

- Compare travelling by plane and by coach – expensive, comfortable, dangerous, interesting, fast.
- Compare travelling by coach, by train and by plane.

NOW I CAN

- Give directions.
- Identify some road signs.
- Talk about travelling.
- Express possibility with can and can't.
- Compare things using adjectives of more than 2 syllables.
- Express contrast between possibility and obligation.
- Express duration with How long...

Talking about houses



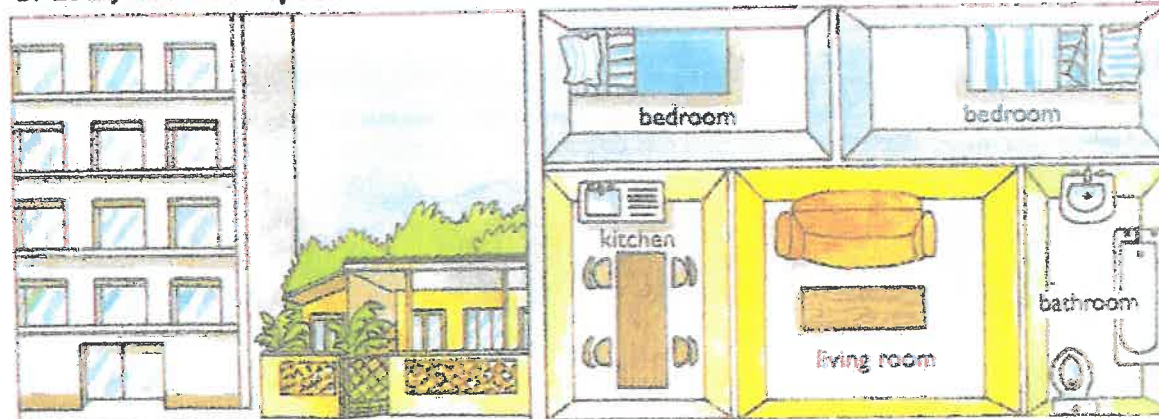
1 Reading

a. Listen and read.

- MOUSSA Yvette, where do you live?
 YVETTE I live in Dakar.
 MOUSSA Do you live in a house or a flat?
 YVETTE I live in a flat on the first floor.
 MOUSSA How many rooms has your flat got?
 YVETTE It's got three rooms, two bedrooms and a big living room.
 MOUSSA Are the kitchen and bathroom big too?
 YVETTE The kitchen is big, but the bathroom is small.
 MOUSSA Has your flat got a garage?
 YVETTE Yes, there's a garage under the flats. But we haven't got a car.
 MOUSSA Has it got a garden?
 YVETTE No, it hasn't got one, but there is a garden in front of the building.



b. Look, listen and repeat.



2 Writing See Workbook, page 76.

3 Speaking

Find out about your partner's house or flat. Ask and answer, like this; then change over.

(Name), where do you live?

Do you live in a house or a flat?

I live in ____ (place).

I live in a ____.

Talking about furniture



1 Listening

a. Listen and repeat. Look and learn.



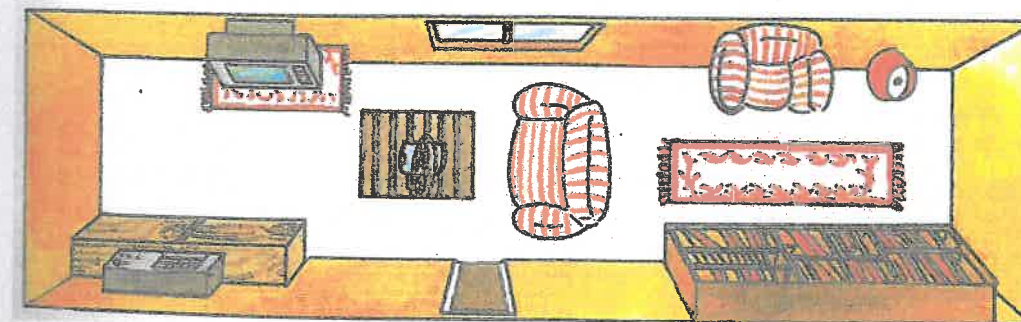
b. What room is it? Listen to your teacher and give the answers.

2 Reading and speaking

a. Read the description and look at the picture.

You are in Yvette's living room. She has a bookcase, a cupboard, a TV, a radio, an armchair, a sofa, a coffee table, a lamp, a fan and two mats.

Stand at the door. The bookcase is on the right of the door and there is a cupboard on the left. Opposite the door is a window. On the left of the window is the TV and on the right of the window is an armchair. There is a sofa in the centre of the room and a coffee table in front of the sofa. There is a fan on the coffee table. There are two mats. One is behind the sofa and the other is under the TV. There is a lamp on the right of the armchair. The radio is on the cupboard.



b. Answer your teacher's questions.

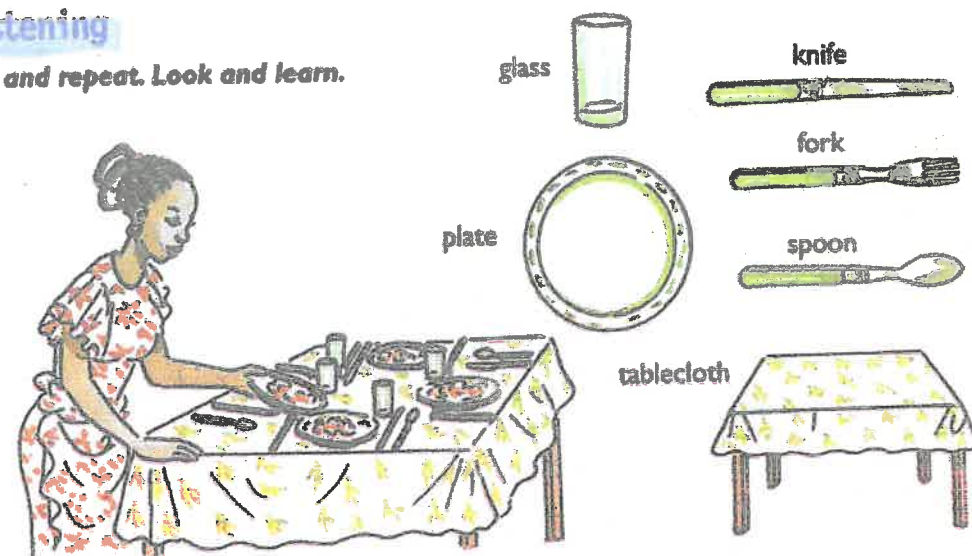
3 Writing See Workbook, page 78.

Talking about dinner

Vocabulary
of dinner-time
Adverbs
(first, then,
next, finally)

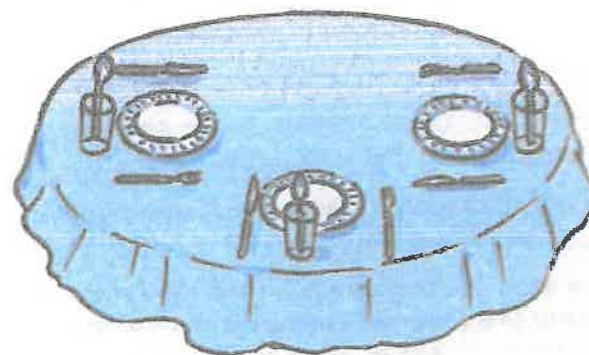
1 Listening

Listen and repeat. Look and learn.



2 Speaking

Look at this table. What is wrong with it? Tell your teacher.



3 Reading and speaking

a. Read about Mrs Diallo. How does she prepare food for her family?

First she cuts up the meat and the vegetables.

Next she cooks the stew.

Then she puts the food on the plates.

Finally she puts the plates on the table.

b. How do you clear the table? Put the sentences in the right order and complete with 'first', 'next', 'then' and 'finally'.

... I take the tablecloth.

... I take the plates.

... I take the glasses.

... I take the forks, spoons and knives.

4 Writing

See Workbook, page 80.

1 Identifying types of houses

Name different types of houses.

Tina says: 'I live on the third floor of a building'.

She lives in a...

Balla says: I don't live in a tall building. I live in a...

2 Identifying rooms and furniture in a house

1. Read these sentences and name the rooms.

- I sleep in this room; it is my...
- My mother cooks in this room. It is a...
- We wash in this room; it is the...
- It is where we park our car; it is the...
- This is where our TV is and where our visitors sit; it is the...

2. Read these sentences and name the furniture.

- We sleep on it; it is a...
- My sister sets it before we eat; it is the...
- Three people can sit on it; it is a...
- Only one person can sit on it; it is a...



3 Locating things

Where are these things in your house?

bookcase

cupboard

TV

sofa

coffee table

mat

4 Using adverbs of frequency (first, next, then, finally)

1. Tell the class how you lay the table.



2. Write in your Workbook, page 80, how you make a meat stew.

NOW I CAN

- Talk about types of houses.
- Name rooms and furniture in a house.
- Locate things in a house using opposite, under, behind, between and in the centre.
- Use the adverbs first, next, then and finally.

LESSON 1 Fifty years ago

1 Listening

a. Listen and repeat.




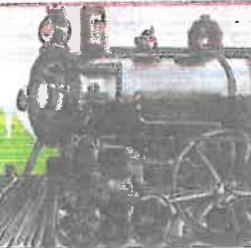




21 twenty-one	24 twenty-four	27 twenty-seven
22 twenty-two	25 twenty-five	28 twenty-eight
23 twenty-three	26 twenty-six	29 twenty-nine

b. See Workbook, page 81.

2 Reading and speaking

a. Look at the first column 'Writing' and read these sentences:

Fifty years ago, it was slower to write letters; there were typewriters, but there were no computers. Today it's faster; there are many computers.

Writing	Light	Communication	Means of transport
			
			
Adjective: slow/fast Verb: to work	Adjective: easy/difficult Verb: to work (at night)	Adjective: easy/difficult Verb: to send (messages)	Adjective: slow/fast Verb: to travel

b. Now, look at the other three columns and make sentences and tell the class.

3 Speaking

Study these examples; then practise with your partner.

Were there any colour TV sets fifty years ago?

No, there weren't any colour TV sets, but there were some black and white TV sets.

4 Writing

See Workbook, page 81.

LESSON 2 She killed the snake

1 Listening

a. Listen and repeat. Look and learn.

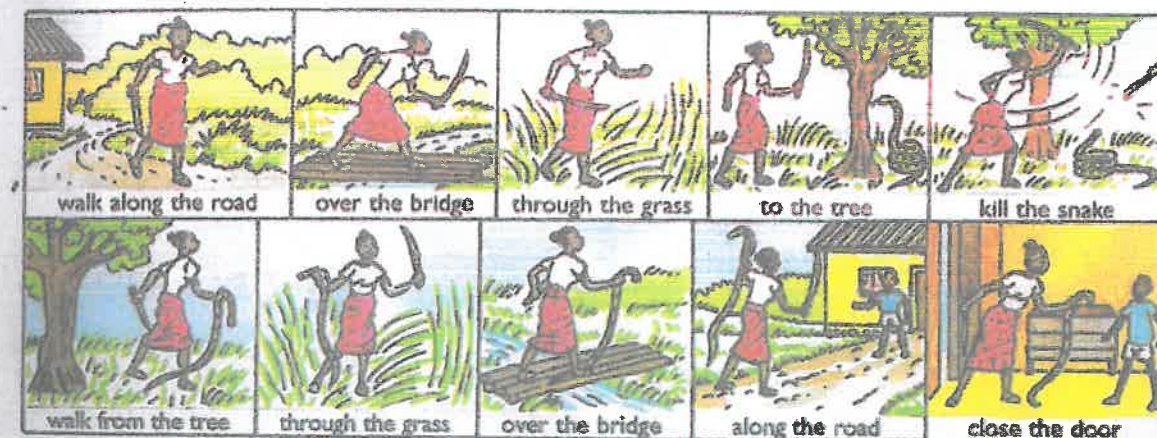
Yesterday, Mrs Diarra opened her door.
She looked afraid.



open the door

b. Look at the picture story and the words under each picture.

Listen to your teacher and repeat.



2 Writing

See Workbook, page 83.

3 Speaking

a. Look at the pictures.



Mrs Diarra



Mr Diallo



Yvonne



Guy

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

What did Guy do yesterday?

He washed the car.

Back from England



1 Listening

a. Read this dialogue with your partner.

MARIAM Hello, Awa! I'm back.
 AWA Mariam! Did you enjoy your trip to England?
 MARIAM It was great, but I'm tired.
 AWA Why? Did you walk a lot?
 MARIAM Oh, yes! On Monday, we went to Buckingham Palace and saw the Guards.
 AWA What else?
 MARIAM On Tuesday, we went to Harrod's.
 AWA What is it?
 MARIAM It is a big and beautiful shop.
 AWA Did you buy a dress?
 MARIAM No, they were too expensive. I just bought the postcard I sent you.
 AWA Did you go to a restaurant?
 MARIAM Yes. I ate chicken and chips and drank a lot of tea. I didn't like it much, but I enjoyed the English puddings. They were delicious!



b. Find the past of these verbs in the dialogue and tell your teacher.

do	be	go	see	buy
send	eat	drink	enjoy	

2 Writing

See Workbook, page 85.

CHECK 16

1 Counting

Count from 21 to 99.

2 Talking about the present and the past using there is/are and there was/were

1. What things are there in your school today which were not there twenty years ago?
2. Look at the two drawings with your partner and ask and answer questions like this.

Was there a TV set in the house, twenty years ago?

No there wasn't, but there was a radio.



3 Expressing quantity using some, (not) any

Writing exercise. See Workbook, page 86.

4 Past of some verbs

Writing exercise. See Workbook, page 86.

NOW I CAN

- Count from 21 to 99.
- Use there is, there are, there was and there were.
- Use some, (not) any.
- Use to be and some regular and irregular verbs in the past.

Grammaire

Le verbe to be

Affirmation			Interrogation		Négation		
I	am	(I'm)	Am	I?	I	am not	(I'm not)
You	are	(you're)	Are	you?	You	are not	(You aren't)
He	is	(He's)	Is	he?	He	is not	(isn't)
She		(She's)		she?	She		
It		(It's)		it?	It		
We	are	(We're)	Are	we?	We	are not	(aren't)
You	are	(You're)	Are	you?	You	are not	(aren't)
They	are	(They're)	Are	they?	They	are not	(aren't)

Les formes contractées

Les formes entre parenthèses sont des formes contractées, c'est-à-dire que l'on remplace certaines lettres par une apostrophe. Ces formes sont utilisées dans la conversation courante.

La forme interrogative

Pour poser une question avec le verbe **to be**, on commence toujours par le verbe.

Is he French? Are his trousers blue?

La question **Is he French?** est une **yes / no question**, c'est-à-dire que l'on peut y répondre simplement par oui ou par non. Mais, **ATTENTION** : en anglais on évite de répondre seulement avec **yes** ou **no**.

Is he French? Yes, he is. ou No, he isn't.
Are his trousers blue? Yes, they are. ou No, they aren't.

There is / there are

Pour dire que quelque chose existe, pour rendre l'expression « il y a », on emploie souvent la construction **there is** (au singulier) ou **there are** (au pluriel).

There is a book on my table. There are books on my table.

On peut utiliser la forme contractée de **to be** au singulier **there's**.

L'article indéfini - l'article défini

L'article indéfini

L'article indéfini a deux formes.

- **a** devant les mots commençant par une consonne.
- **an** devant les mots commençant par une voyelle.

a dog, a table, a tree

an arm, an ear, an orange

Il n'y a pas d'article indéfini au pluriel.

Il y a toujours un article indéfini devant les noms de métiers.

My father is a doctor.

L'article défini

L'article défini a une seule forme, invariable, **the**.

Lorsque les noms sont pris dans un sens général, on ne met pas d'article défini.

I like music. I love books.

L'adjectif possessif

my, your, his (masculin), her (féminin), its (neutre), our, your, their

L'adjectif possessif varie seulement avec le possesseur.

My name is... Our teacher is Mr...

ATTENTION

À la troisième personne du singulier, si le possesseur est masculin, il faut employer **his** et si le possesseur est féminin, il faut employer **her**, et **its** s'il est neutre.

Mr Koné has a son and a daughter. His son is 24 years old. His daughter is 10 years old.

Mrs Konaté has a son and a daughter. Her son is 15 years old. Her daughter is 19 years old.

Mali is a country in West Africa. Its capital is Bamako.

Au pluriel, l'adjectif possessif est invariable.

my book → my books her son → her sons

Le cas possessif

On utilise l'apostrophe ' , suivie généralement d'un **s** pour marquer le cas possessif, c'est-à-dire pour demander et dire à qui appartient quelque chose.

This is John's car. This is my brother's car.
These are the students' books.

Le verbe to have

Affirmation			Interrogation		Négation		
I	have	(I've)	Have	I?	I	have not	(I haven't)
You	have	(you've)	Have	you?	You	have not	(You haven't)
He	has	(He's)	Has	he?	He	has not	(hasn't)
She		(She's)		she?	She		
It		(It's)		it?	It		
We	have	(We've)	Have	we?	We	have not	(haven't)
You	have	(You've)	Have	you?	You	have not	(haven't)
They	have	(They've)	Have	they?	They	have not	(haven't)

Have got

Pour parler de ce que l'on possède, on peut employer la construction **have got**, composée de l'auxiliaire **have**, conjugué, et de **got** qui est invariable.

Dans la langue parlée, on emploie les formes contractées de **have**.

Dans un langage plus formel, on peut exprimer la possession en utilisant **have** sans **got**.

I have got a dog.

I've got a dog.
She's got a new book.

She has new shoes.

Le présent simple

En anglais, il y a deux types de présent : le présent simple et le présent progressif. Le présent simple sert à exprimer des goûts, des opinions, des actions qui se reproduisent souvent. Toutes les formes, sauf la troisième personne du singulier, sont constituées de la base verbale seule. Il faut ajouter un **s** à la troisième personne du singulier.

Affirmation			Interrogation			Négation		
I	like		Do	I	like?	I	do not (don't)	like
You	like		Do	you	like?	You	do not (don't)	like
He	likes		Does	he	like?	He	does not (doesn't)	like
She				she		She		
It				it		It		
We	like		Do	we	like?	We	do not (don't)	like
You	like		Do	you	like?	You	do not (don't)	like
They	like		Do	they	like?	They	do not (don't)	like

La forme négative

À la forme négative, **do not** se contracte en **don't**, et **does not** en **doesn't**.

La forme interrogative

On utilise **Do** + base verbale et **Does** + base verbale pour la troisième personne du singulier.

Le présent progressif

Le présent progressif sert surtout à décrire des actions qui sont en train de se dérouler au moment où on parle.

Affirmation			Interrogation			Négation		
I	am	reading	Am	I	reading?	I	am not	reading
You	are	reading	Are	you	reading?	You	are not	reading
He	is	reading	Is	he	reading?	He	is not	reading
She				she		She		
It				it		It		
We	are	reading	Are	we	reading?	We	are not	reading
You	are	reading	Are	you	reading?	You	are not	reading
They	are	reading	Are	they	reading?	They	are not	reading

Pour former le présent continu, on emploie l'auxiliaire **to be** au présent + la forme en **-ing** du verbe.

Le pluriel des noms

Le pluriel des noms se forme généralement en ajoutant un **s** à la fin du mot.

Il y a cependant des exceptions.

• Le pluriel des mots terminés en **o** se forme en ajoutant **-es**.

• Le pluriel des mots en **ch / sh / z / x** et celui des mots terminés par **s** se forme en ajoutant **-es**.

• Le pluriel des noms en **y** se forme en transformant le **y** en **i + es**.

ATTENTION : Si le **y** est précédé d'une voyelle, il n'y a pas de transformation.

Il existe un certain nombre de pluriels irréguliers qu'il faut apprendre.

boy → boys girl → girls

tomato → tomatoes mango → mangoes

church → churches glass → glasses

a baby → babies a country → countries

a day → days a boy → boys

a mouse → two mice

a fish → two fish

a foot → two feet

a child → two children

a (wo)man → two (wo)men

one knife → two knives

Les adjectifs

Les adjectifs sont toujours invariables. Ils ne prennent pas de marque de pluriel.

A black cat → two black cats.

L'impératif

L'impératif, qui sert à exprimer un ordre, se construit à partir du verbe à la forme de base.

Come tonight! Buy a new dress!

L'impératif négatif se forme avec **don't**.

Don't run! Don't fight!

Les nombres cardinaux

0	zero	1	one	2	two	3	three	4	four	5	five
6	six	7	seven	8	eight	9	nine	10	ten	11	eleven
12	twelve	13	thirteen	14	fourteen	15	fifteen	16	sixteen	17	seventeen
18	eighteen	19	nineteen	20	twenty (twenty-one, etc.)	30	thirty	40	forty		
50	fifty	60	sixty	70	seventy	80	eighty	90	ninety		

Les nombres ordinaux

Pour construire un nombre ordinal, on ajoute **-th** à la fin du nombre cardinal correspondant et on le fait précéder de **the**.

Il y a cependant plusieurs exceptions à cette règle : **first, second, third, fifth, eighth, ninth** et toutes les combinaisons possibles formées avec ces nombres.

On utilise les nombres ordinaux pour exprimer :

- les titres royaux : **King George the Sixth**.
- les dates. On peut écrire les dates de plusieurs manières. Par exemple, **April 2nd**, ou **2nd April**, ou **April 2**, ou **2 April**. Mais on dit généralement : **the second of April**.

Les "Wh" questions

What	interroge sur la nature d'une chose. interroge sur l'occupation d'une personne.
Who	interroge sur l'identité d'une personne.
Where	interroge sur le lieu.
When	interroge sur la date, le moment.
Which + nom	interroge sur un objet ou une personne quand il y a une possibilité de choix entre plusieurs objets ou personnes du même type.

What is it? It's a chair.
What is he? He is a teacher.
Who are you? I am Mrs Koné.
Where do you live? I live in Mali.
When does he pick tomatoes? In August.
Which country has a green, red and yellow flag? Benin.

Les prépositions

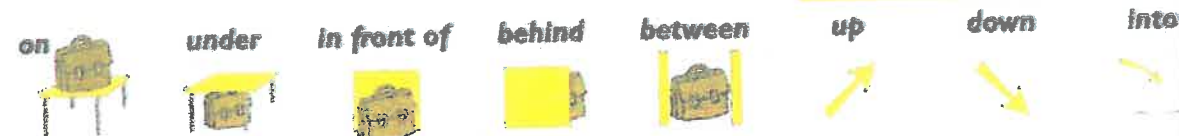
→ X	to indique une cible (destination ou heure).
• X	at indique un point fixe (lieu ou heure).
X →	from indique le point de départ, l'origine.
□ •	in indique un lieu, une durée, un volume.

He goes **to** France.
It is five **to** seven.

At school.
At seven o'clock.

From Paris **to** London.
From 9 a.m. **to** 6 p.m.

He lives **in** London.
In the morning.
In the house.



Les noms dénombrables et indénombrables

Un nom qui évoque quelque chose qui se compte s'appelle un **nom dénombrable**.

Un nom qui évoque quelque chose qui ne se compte pas s'appelle **indénombrable**.

- Un nom indénombrable n'est pas précédé de l'article indéfini **a / an**.
- Il ne prend jamais la marque du pluriel **-s**.
- Il s'accorde toujours au singulier.

a glass, two trees, three children

milk, flour, water

Les quantificateurs

Un quantificateur indique une quantité ou un nombre.

Dans les phrases affirmatives, on emploie **some**.

Dans les phrases négatives, on a le choix.

- Soit on fait porter la négation sur le verbe, et on emploie alors **any**.
- Soit on la fait porter sur le quantificateur, et on emploie alors **no**.

Dans la plupart des phrases interrogatives, on emploie **any**.

many some

I eat **some** bread.

There isn't **any** bread.

There is **no** bread.

Is there **any** bread?

Le comparatif et le superlatif de supériorité

Le comparatif de supériorité

Le comparatif de supériorité (plus... que) indique une inégalité : il y a « plus » d'un côté que de l'autre. Pour la construction, il faut distinguer trois cas :

- les adjectifs courts (une syllabe) comme **young, old, fast, short** : on forme le comparatif en ajoutant **-er** à l'adjectif ; le deuxième membre de la comparaison est introduit par **than**.

Mr Ba is **older than** Mr Koné.

ATTENTION

Ne pas oublier de doubler la dernière consonne si elle est précédée d'une seule voyelle.

fat → **fatter** thin → **thinner**

- les adjectifs de deux syllabes qui se terminent par **y** : on transforme le **y** en **i** avant d'ajouter **er**.

happy → happier This boy is **happier than** his sister.

- les adjectifs longs, qui ont trois syllabes ou plus : on forme le comparatif avec **more** + l'adjectif.

The plane is **more expensive than** the bus.

Le superlatif de supériorité

Le superlatif de supériorité se forme de la façon suivante :

- les adjectifs courts : il faut ajouter **the** devant l'adjectif et le suffixe **-est**.

the shortest the fastest

Ne pas oublier de doubler la dernière consonne si elle est précédée d'une seule voyelle.

fat → **the fattest** thin → **the thinnest**

- les adjectifs de deux syllabes se terminant par **y** : on transforme le **y** en **i** avant d'ajouter **-est**.

He is **the happiest** man in the world!

- les adjectifs longs : on forme le superlatif de supériorité avec **the most** + adjectif.

the most expensive the most beautiful
She is **the most beautiful** woman in the world.

Deux auxiliaires modaux : can et must

Pour exprimer le fait de pouvoir, on emploie **can**.

I can carry this table.

Pour exprimer l'obligation, on emploie **must**.

You must bring your books to school.

Can et **must** sont des auxiliaires modaux.

- Ils n'ont pas d'infinitif.
- Ils n'existent pas à tous les temps.
- Ils sont suivis d'un verbe à la forme de base.
- Ils ne prennent pas de -s à la 3^e personne du singulier du présent et sont donc invariables au présent.
- À la forme interrogative, on les construit de la manière suivante : auxiliaire + sujet + verbe.

Can you come? Must you work today?

Le prétérit simple

Le verbe **to be**

Affirmation	Interrogation	Négation
I was	Was I...?	I was not (wasn't)
You were	Were you...?	You were not (weren't)
He was	Was he...?	He was not (wasn't)
She was	Was she...?	She was not (wasn't)
It was	Was it...?	It was not (wasn't)
We were	Were we...?	We were not (weren't)
You were	Were you...?	You were not (weren't)
They were	Were they...?	They were not (weren't)

Les verbes réguliers : **to like**

Pour former le prétérit simple, il faut ajouter **-ed** à la forme de base du verbe (**form, formed**), ou **-d** si le verbe se termine par **-e**.

Affirmation	Interrogation	Négation
I liked	Did I like?	I did not (didn't) like
You liked	Did you like?	You did not (didn't) like
He liked	Did he like?	He did not (didn't) like
She liked	Did she like?	She did not (didn't) like
It liked	Did it like?	It did not (didn't) like
We liked	Did we like?	We did not (didn't) like
You liked	Did you like?	You did not (didn't) like
They liked	Did they like?	They did not (didn't) like

Pour la forme interrogative, on emploie **did** + la forme de base du verbe.

Did you like the film?

Pour la forme négative, on emploie **did not** + la forme de base du verbe.

I did not like the film.

Dans la conversation courante, **did not** se contracte en **didn't**.

I didn't like the film.

Les verbes irréguliers

Les formes interrogatives et négatives sont les mêmes que pour les verbes réguliers.

Did you go to the cinema yesterday?
I did not like the film.

La forme affirmative est irrégulière. Il faut l'apprendre par cœur. Elle est invariable.

To go: I went, you went, he went, we went, they went.

Les verbes irréguliers et leur prétérit simple

Forme de base	Prétérit simple	Forme de base	Prétérit simple
be /bi:/	was (were) /wɒz/ /weə/	grow /grəʊ/	grew /gru:/
become /bɪ'kʌm/	became /bɪ'keɪm/	have /hæv/	had /həd/
bring /brɪŋ/	brought /brɔ:t/	have got /həv/	

Le symbole (') indique qu'il faut faire porter l'accent sur la syllabe suivante.

Le symbole (t) indique qu'on doit prononcer le son /t/ à la fin du mot si le suivant commence par un son voyelle.

Consonnes

/p/	pen	/s/	see
/b/	book	/z/	boys
/t/	table	/f/	fish
/d/	desk	/ʒ/	usually
/k/	desk	/h/	her
/g/	girl	/m/	man
/tʃ/	chair	/n/	no
/dʒ/	jeans	/ŋ/	morning
/f/	fish	/l/	leg
/v/	have	/r/	red
/θ/	thin	/j/	yes
/ð/	this	/w/	we

Voyelles

/i:/	see	/eʊ/	go
/ɪ/	it	/aɪ/	ey
/e/	bed	/aʊ/	house
/æ/	at	/ɔɪ/	boy
/ɑ:/	arm	/ɪə/	ear
/ɒ/	shop	/eə/	chair
/ɔ:/	draw	/ʊə/	flower
/u/	pull	/ʌ/	son
/u:/	clue		
/ɜ:/	girl		
/ə/	banana		
/eɪ/	grey		

Lexique

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

A	
a, an	1 un, une
add	10 ajouter
after	7 après
all	13 tout, tous, toutes
along	7 le long de
alphabet	1 alphabet
always	13 toujours
and	1 et
animal	13 animal
answer	1 répondre
any	16 du, de la, des
April	8 avril
arm	3 bras
armchair	15 fauteuil
ask (to)	1 demander
at	7 à
athlete	11 athlète
August	8 août
B	
baby (babies)	13 bébé(s)
bag	1 sac
banana	5 banane
bank	2 banque
basin	15 bassine
basket	9 panier
bat (the animal)	13 chauve-souris
bath	15 bain
bathroom	15 salle de bain
beak	13 bec
bed	15 lit
bedroom	15 chambre à coucher
beef	13 (viande de) bœuf
before	7 avant
behind	5 derrière
best	11 (le) mieux
bestier	11 meilleur
bicycle	8 bicyclette
big	9 grand, gros
bird	13 oiseau
black	4 noir
blouse	4 chemisier
blue	4 bleu
board (black)	1 tableau (noir)
boat	8 bateau
body	3 corps
book	1 livre
bookcase	15 bibliothèque
bookshop	12 librairie
box	19 boîte
boxing	11 boxe
boy	2 garçon
bread	10 pain
bridge	7 pont
bring (to)	12 apporter
bronze	11 bronze
brother	3 frère
building	15 bâtiment
bus	8 bus
but	15 mais
buy (to)	8 acheter

C	
cabbage	5 chou
camel	13 chameau
can	14 pouvoir
capital (city)	6 capitale
car	4 voiture
carefully	3 prudemment
carry (to)	13 porter, transporter
cassava	10 manioc
cat	13 chat
catfish	13 poisson-chat
change over (to)	1 changer
chair	1 chaise
cheap	14 bon marché
chemistry	12 chimie
chicken (the animal)	10 poulet
chicken (the meat)	13 (viande de) poulet
child (pl children)	3 enfant
choose (to)	2 choisir
church	2 église
circle	11 cercle
city	8 (grande) ville
classroom	12 salle de classe
clean (to)	9 nettoyer
climb (to)	13 grimper
close (to)	7 fermer
clock	7 horloge
clothes	8 vêtements
coach	14 car, bus
coat	12 manteau
cocorut	5 noix de coco
coffee	10 café
coffee table	15 table de salon
colour (n)	4 couleur
come (to)	8 venir
compete (to)	11 rivaliser
cook (to)	10 faire la cuisine
cooker	15 cuisinère
corridor	12 couloir
cost (to)	14 coûter
country	6 pays
cover (to)	5 couvrir, cacher
cow	13 vache
crocodile	13 crocodile
crop	9 culture
crow	13 corbeau
cupboard	15 placard
cut up (to)	10 couper
cycling	11 cyclisme
D	
damage (to)	12 abîmer
dance (to)	11 danser
dark	5 sombre, obscur
daughter	3 fille (des parents)
day	7 jour
December	8 décembre
dentist	2 dentiste
desk	1 bureau
difficult	16 difficile
dig (to)	9 creuser, bêcher

E	
ear	3 oreille
east	6 est
easy	16 facile
eat (to)	10 manger
egg	10 œuf
eggplant	5 aubergine
eighth	8 huitième
electric light	16 lumière électrique
elephant	13 éléphant
eleventh	8 onzième
English	6 anglais
enjoy (to)	16 bien aimer
evening	7 soir
everybody	9 tout le monde
everyone	8 tout le monde
exercise	5 exercice
expensive	14 cher
eye	3 œil
F	
family	3 famille
fan (n)	15 ventilateur
farmer	2 fermier
fast	11 vite
fat	11 gros, gras
father	3 père
February	8 février
feet	3 pieds
fertilizer	9 engrais
few	13 peu de
field	9 champ
fifth	8 cinquième
fight (to)	12 se battre
finally	15 finalement
find (to)	5 trouver
finish (to)	8 finir
first	8 premier
first	8 en premier
(to do something first)	
fish (n)	9 poisson
fish (to)	9 pêcher
fisherman	9 pêcheur

G	
flag	6 drapeau
flat (n)	7 appartement
floor	15 étage
flower	9 fleur
fly (to)	13 voler
follow	3 suivre
foot	3 pied
fork	15 fourchette
fourth	8 quatrième
French	6 français
Friday	7 vendredi
from	7 de (provenance, origine)
fruit	13 fruit
H	
game	3 jeu
garage	15 garage
garden	15 jardin
gazelle	12 gazelle
geography	12 géographie
get up (to)	7 se lever
giraffe	13 girafe
girl	2 fille
give (to)	9 donner
glass (the container)	15 verre
go (to)	12 aller
goat	13 chèvre
gold	11 or
good	11 bon, bien
good afternoon	1 bonjour ! (l'après-midi)
goodbye	1 au revoir
good morning	1 bonjour (le matin)
gorilla	13 gorille
go to school (to)	12 aller à l'école
grass	1 herbe
green	4 vert
grey	4 gris
groundnut	10 arachide
grow (to)	9 faire pousser
guava	5 goyave
guess	3 deviner
guinea fowl	13 pintade
I	
hair (of an animal)	13 poil
half	7 moitié
hand	3 main
have (to)	4 avoir
have got	13 avoir
hat	4 chapeau
he	2 il
head	3 tête
headscarf	4 foulard
hello	1 salut ! bonjour !
help (to)	9 aider
hen	13 poule
her	1 son, sa, ses
hippopotamus	13 hippopotame
his	1 son, sa, ses
history	12 histoire
horn	13 corne
hospital	2 hôpital
hotel	2 hôtel
hour	10 heure
house	15 maison
how long	14 quelle longueur...
how many	1 combien (de)
how much	14 combien (prix)
how old	2 quel âge...

J	
hunt (to)	13 chasser
I	2 je
in	5 dans
indigo	4 indigo
indoor	11 à l'intérieur
in front of	5 devant
instructions	3 instructions
interrupt (to)	12 interrompre
into	9 dans, en
it	4 elle, il, lui
K	
jack	4 veste
January	8 janvier
jeans	8 jeans
job	2 travail
July	8 juillet
jumping	11 saut
June	8 juin
L	
kitchen	15 cuisine
knife	15 couteau
knives	15 couteaux
M	
lamb	13 agneau
lamp	15 lampe
land	13 pays
language	6 langue (étrangère)
late	12 en retard
learn (to)	3 apprendre
leave (to)	7 partir, quitter
left	12 (à) gauche
leg	3 jambe
lesson	1 leçon
library	12 bibliothèque
light	5 clair(e)
like (to)	5 aimer
listen (to)	1 écouter
live (to)	6 vivre
living room	15 salon
lizard	13 lézard
look	1 regarder
lots (of)	12 beaucoup de
luggage	12 bagages
N	
make (to)	10 faire
mammal	13 mammifère
man (pl men)	2 homme
mango	5 mangue
many	11 beaucoup (de)
map	6 carte
March	8 mars
market	2 marché
mat	15 natte (de paille)
mathematics	12 mathématiques
May	8 mai
meat	10 viande
medal	11 médaille
mice	13 souris (pluriel)
milk	13 lait
mime (to)	3 mimer
minute	10 minute
mistake	10 erreur
Monday	7 lundi
more	11 plus de
morning	7 matin
mosque	2 mosquée

O	
most	11 le plus (de)
mother	3 mère
mouse	13 souris (singulier)
mouth	3 bouche
move (to)	5 déplacer
must	12 devoir
mutton	13 (viande de) mouton
my	1 mon, ma, mes
N	
name	1 nom
neck	13 cou
need (to)	10 avoir besoin de
net	9 filet
never	7 jamais
next	10 prochain(e)
next (to)	5 à côté de
night	7 nuit
ninth	8 neuvième
no	2 non
north	6 nord
nose	3 nez
not	5 ne pas
November	8 novembre
number	1 nombre, numéro
nurse	2 infirmière
O	
o'clock	7 heure exacte (deux heures)
October	8 octobre
office	12 bureau
often	13 souvent
oil	10 huile
on	5 sur
onion	5 oignon
on time	12 à l'heure
open	7 ouvert(e)
opposite	15 en face de
orange (colour)	4 orange (couleur)
orange (fruit)	4 orange (fruit)
outdoor	11 extérieur
out of	7 en dehors de
oven	13 four
over	7 par-dessus, au-dessus
ox	13 bœuf
P	
park	7 parc
partner	3 partenaire
past	7 passé
pawpaw	5 papaye
pedestrian crossing	14 passage clouté
pen	1 stylo
pencil	1 crayon
people	9 personnes, gens
person (pl people)	2 personne
physics	12 physique
pick (to)	9 choisir
picture	3 tableau, dessin
pig	13 cochon
pineapple	5 ananas
pink	5 rose
plane	8 avion
plant (n)	9 plante
plant (to)	9 planter
plantain	5 banane plantain
plate	15 assiette
play (to)	3 jouer
point (to)	3 indiquer

policeman	2	policier
pork	13	(viande de) porc
Portuguese	6	portugais
pot	10	pot
potato	5	pomme de terre
pull (to)	13	tirer
purple	4	violet
push (to)	13	pousser
put (to)	5	mettre
Q		
quarter	7	quart
R		
radio	15	radio
rainbow	4	arc-en-ciel
read (to)	1	lire
red	4	rouge
repeat (to)	1	répéter
reptile	13	reptile
restaurant	2	restaurant
result	11	résultat
rice	10	riz
right	12	(à) droite
river	9	rivière
road	7	route
road sign	14	panneau indicateur
room	12	pièce (de la maison)
rowing	11	aviron (sport)
rule	12	règle
run (to)	12	courir
running	11	course
S		
sail (to)	19	naviguer
salt	10	sel
sandal	8	sandale
Saturday	7	samedi
say (to)	3	dire
scale	13	échelle
school	2	école
school bag	5	sac à dos
science	12	science
second	8	deuxième
see (to)	7	voir
seed	9	graine
seed bed	9	(couche de) semis
sell (to)	9	vendre
send (to)	11	envoyer
September	8	septembre
seventh	8	septième
sewing machine	16	machine à coudre
shark	13	requin
she	2	elle
sheep	13	mouton
ship	16	navire
shirt	4	chemise
shoe	8	chaussure
shop	2	magasin
short	11	court
shorts	8	un short
sign	14	signe
silver	11	argent
sister	3	sœur
sit (down) (to)	1	s'asseoir
sixth	8	sixième
skirt	4	jupe
slow	11	lent

small	9	petit
snake	13	serpent
so	14	aussi, donc
social studies	12	sciences sociales
sock	8	chaussette
sofa	15	canapé
soldier	2	soldat
some	16	du, de la, des, quelques
something	4	quelque chose
sometimes	7	quelquefois
son	3	fil
south	6	sud
sow (to)	9	semer
Spanish	6	espagnol
speak (to)	6	parler
spoon	15	cuillère
sport	11	sport
stadium	2	stade
staffroom	12	salle des professeurs
stand (up) (to)	3	se lever
start (to)	8	commencer
station	7	gare
stew	10	ragoût
stop (to)	14	s'arrêter
student	1	étudiant
study (to)	12	étudier
subject (at school)	12	matière
sugar	10	sucre
Sunday	7	dimanche
sweater	8	pullover
swim (to)	13	nager
swimming	11	natation
T		
table	1	table
tablecloth	15	nappe
tail	13	queue
take (to)	5	prendre
tall	11	grand(e)
taxi	7	taxi
taxi driver	7	chauffeur de taxi
tea	10	thé
teacher	1	professeur
technology	12	technologie
telephone	16	téléphone
tell (to)	5	dire
tell the time (to)	7	donner l'heure
tenth	8	dixième
then	9	alors
these	8	ces
they	2	ils, elles
thin	11	mince
third	8	troisième
this	3	celui-ci, celle-là, ceci
through	7	à travers
throw (to)	9	jeter
Thursday	7	jeudi
tie	8	cravate
tlapala	13	tlapala
time	7	temps
to	3	à, au, en
toilet	12	toilettes
tomato	5	tomate
tomorrow	7	demain
too	10	aussi
touch (to)	3	toucher

town	2	ville
trader	2	commerçant
traffic light	14	feu(x) de signalisation
train	8	train
trainer (sport shoe)	8	chaussure de sport
travel	14	voyage
tree	13	arbre
trousers	4	pantalon
truck	14	camion
trunk (of an elephant)	13	trompe
try again (to)	4	essayer encore
T-shirt	8	T-shirt
TV	15	télévision
Tuesday	7	mardi
turn (to)	14	tourner
twelfth	8	douzième
typewriter	16	machine à écrire
U		
uncomfortable	13	inconfortable
under	5	sous
up	3	vers le haut
use (to)	13	utiliser
usually	7	d'habitude
V		
vegetables	13	végétaux, légumes
vehicle	14	véhicule
vulture	13	vautour
W		
walk (to)	13	marcher
warm blood	13	sang chaud
water (to)	9	arroser
water (n)	10	eau
we	2	nous
wear (to)	8	porter (un vêtement)
weaver	13	tisserin
Wednesday	7	mercredi
weed (n)	9	mauvaise herbe
week	7	semaine
west	6	ouest
whale	13	baleine
what	1	que, qui, quoi
when	9	quand
where	5	où
which	6	lequel, laquelle
white	4	blanc (blanche)
who	3	qui
win (to)	11	gagner
window	1	fenêtre
wing	13	aile
winner	11	vainqueur
with	9	avec
woman (pl women)	2	femme
work (to)	7	travailler
work (n)	7	travail
world	11	monde
wrapper	4	jupe portefeuille
write (to)	1	écrire
G		
yam	5	igname
year	16	année
yellow	4	jaune
yes	2	oui
you	6	tu, vous
your	1	ta, ton, tes, votre, vos