

GO FOR ENGLISH

25/3

5^e

Workbook • Livret d'activités

par les auteurs du manuel



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Illustrations : Isabelle Calin

Mise en pages et photogravure : SG Production-Solévil

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ISBN Macmillan : 0-333-93269-2

ISBN EDICEF : 978-2-84129-708-5

Ordinary babies

Time expression
Time clause
Vocabulary related to growing up

4 Listening and writing

Listen to your teacher and complete the following chart.

	USUAL AGE	MOUSSA	FATIMA
smile	_____	4 weeks	_____
sit up	_____	_____	don't know
stand up	_____	9 months	_____
crawl	_____	_____	_____
walk	_____	18 months	_____
play with toys	_____	_____	_____



WORD PUZZLE

Find sentences B, C, D, E and F using the numbers. All elements are in the clouds.

Clouds containing words and numbers: 19 play, six 39, usually 18, Babies 28, three 33, sit 30, ten 7, nine 15, 8 months, four 47, often 11, smile 37, 6 are, old 9, 22 when, 25 thirteen, 14 at, 43 crawl, they 5, 1 weeks, 21 toys, with 20, 13 up, 12 stand, 3 walk.

A	28	18	3	22	5	6	7	8	9	
	Babies	usually	walk	when	they	are	ten	months	old	
B	28	11	12	13	22	5	6	15	8	9
C	5	18	19	20	21	14	25	8		
D	28	18	30	13	22	5	6	33	8	9
E	28	11	37	22	5	6	39	1	9	
F	28	11	43	22	5	6	47	8	9	

4 four

Twins

Expressing similarities
Describing someone

3 Writing

Look at the pictures of Jane and Emma. Write a description of the two girls.



Emma _____

Jane _____



WHAT IS HE LIKE?

Choose and describe a member of your family (father, mother, sister) or your friend.

THE ODD ONE OUT

Circle the odd one.

fair long tall short curly dark red straight

5 five



3 Writing

Look at the table on page 10 in your book and write eight sentences like this:
At the age of 5, children in England start primary school.

DARREN AND CAROL

Read the text page 10 in your book and tick (✓) the boxes in the chart below.

	Darren	Carol
Primary school		
Secondary school		
Present Year		
Present age		
Number of years left		

WHAT ABOUT YOU?

1. Answer the following questions.

- How old are you? _____
- Where do you go to school? _____
- What class are you in? _____
- How many subjects do you take? _____
- What do you want to be after your studies? _____

2. Put your answers together and write a paragraph.



THE SCHOOL SYSTEM IN MY COUNTRY

Study the chart page 10 in your book and complete this text with the words below.

Baccalaureate cycle six Years second
A levels English secondary CEPE sixth

In my country, children usually start school at the age of 1 _____.

They spend six years in primary school. Our primary school corresponds to the English Years 1 to 6.

At the end of the 2 _____ year, our children take the 3 _____ and 'Entrée en Sixième' examinations. Then the good students go on to 4 _____ school and the others leave school.

The secondary school has two cycles. The first 5 _____ is equivalent to 6 _____ 7 to 10 in the 7 _____ system. The 8 _____ cycle corresponds to the English Years 11, 12 and 13.

After secondary school, our students take an exam called the 9 _____ which is almost the equivalent of the English 10 _____.

8
eight

9
nine

School results



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

2 Writing

a. Study the table and complete the students' ranks.

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

b. What can you say about the students in the report?

Ex: Martin is good at maths and English, but he is very bad at French.

- Laura _____
- Stephen _____
- Emily _____
- Peter _____
- Carol _____
- John _____



GOOD LUCK

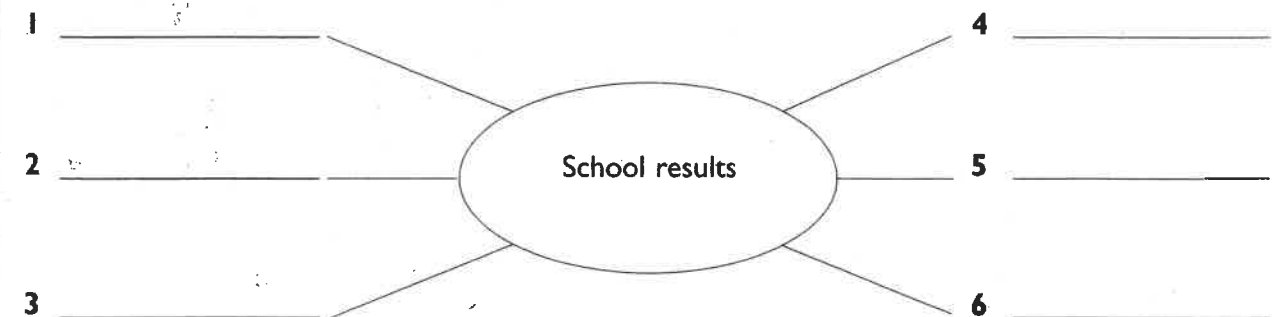
For each candidate add the grades. Tell who passed and who failed. The average is 100 points.

Candidates	French /20	Maths /60	English /40	Geog. 20	Biology /20	Physics /40	Total = 200 pts	Results Pass/Fail
Issa C.	12	28	24	12	10	16	_____	_____
Khalil K.	10	18	20	15	08	12	_____	_____
Lamarana B.	08	20	16	13	11	13	_____	_____
Modou T.	13	30	18	14	12	18	_____	_____
Sekou D.	15	29	30	09	14	20	_____	_____

SPEAK CLEARLY

With the definitions below, find the right expressions and complete the diagram below.

- 1 To have good marks in a school subject.
- 2 To have bad marks in a school subject.
- 3 To do badly in an exam.
- 4 To be a candidate in an examination room.
- 5 To do well in an exam.
- 6 What you say to a candidate who passes his exam.



English school girls

Letter writi
Future with
'I am goin
Leisure acti

2 Listening and writing

Listen to your teacher and write answers to these questions.

- 1 What could Ruth do when she was five? _____

- 2 When could Ruth read? _____

- 3 At what age did Ruth go to university? _____

- 4 Where was Ruth born? _____

- 5 When did Ruth start school? _____

4 Writing

Read Carol's letter again and complete the form with the correct information about her.

Name: _____
 Age: _____
 Address: _____
 Description: Height Weight Hair Eyes

His (Her) family
 Parents: Mother's job _____ Father's job _____
 Sister's name _____ Brother's name _____
His (Her) school
 School: _____
 Subjects: _____
His (Her) interest
 Hobbies: _____
 Favourite singer: _____
 Favourite TV programme: _____

5 Speaking and writing

a. Ask questions like these and fill in the form below about your partner.

- What's your address?
- How old are you?
- How tall are you?
- What are your hobbies?
- How much do you weigh?
- Who's your favourite pop singer?
- What does your mother/father do?
- What's your favourite TV or radio programme?
- How many sisters/brothers have you got?

Name: _____
 Age: _____
 Address: _____
 Description: Height Weight Hair Eyes

 Parents: Mother's job _____ Father's job _____
 Number of brothers: _____ Number of sisters: _____
 Your hobbies: _____

 Your favourite singer(s): _____
 Your favourite TV programme(s): _____



WHO ARE YOU?

1. Answer the following questions about yourself.

- 1 When were you born? _____

- 2 Where were you born? _____

- 3 What could you do when you were three years old? _____

- 4 Did you go to kindergarten*? At what age? _____

kindergarten* = jardin d'enfants

- 5 At what age did you start primary school? _____
- 6 When did you start secondary school? _____
- 7 What subjects could you do well at school? _____
- 8 When could you read? _____

2. Write a paragraph using your own answers.

IMAGINE

Write a paragraph about a boy or a girl who lives in England. Describe him or her.



1 Writing

In 6e you learned the English names for eight occupations. Write down as many as you can remember.

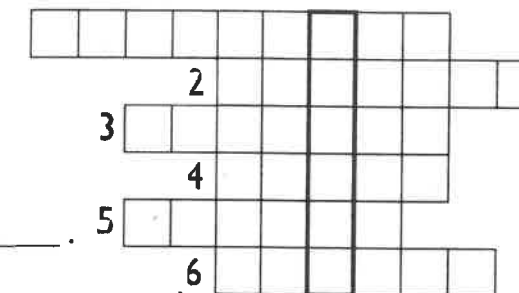
- | | |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |

4 Writing

Copy the scrabble and write in the answers. Discover Mr A's occupation.

Clues:

- 1 Mr B is a man who makes furniture. He's a _____.
- 2 Mrs C is a person who works in a classroom. She's a _____.
- 3 Mrs D is someone who looks after people's teeth. She's a _____.
- 4 Mr E is someone who flies a plane. He's a _____.
- 5 Mr F is someone who looks after people when they are ill. He's a _____.
- 6 Mr G is someone who has a farm. He's a _____.



WHAT DO THEY DO?

Complete the following sentences with a or b.

- 1 This is the shop assistant _____
a. who works in a shop. b. who works in a hospital.
- 2 This is the baker _____
a. who makes furniture. b. who makes bread.
- 3 This is the tailor _____
a. who repairs cars. b. who makes clothes.
- 4 This is the butcher _____
a. who sells meat. b. who sells books.
- 5 This is the waitress _____
a. who serves food. b. who sells food.

WHO ARE THESE PEOPLE?

1. Look for documentation. Find out what these people did.

an Englishman who discovered penicillin – Frenchmen who invented the cinema – a nun who helped the poor in India – an Italian who discovered America – an Indian man who believed in non-violence – a German who invented printing – a Frenchman who invented vaccines – a Frenchman who helped lepers.

Ex: Ruth Lawrence

Ruth Lawrence is an English school girl who passed her doctorate at the age of 16.

• Christopher Columbus: _____

• Gutenberg: _____

• The Lumière brothers: _____

• Mother Teresa: _____

• Raoul Follereau: _____

• Gandhi: _____

• Fleming: _____

• Louis Pasteur: _____

2. Write a paragraph about one of the personalities in exercise 1. Look for documentation (dates, country, city, important facts in their work).

2 Reading and writing

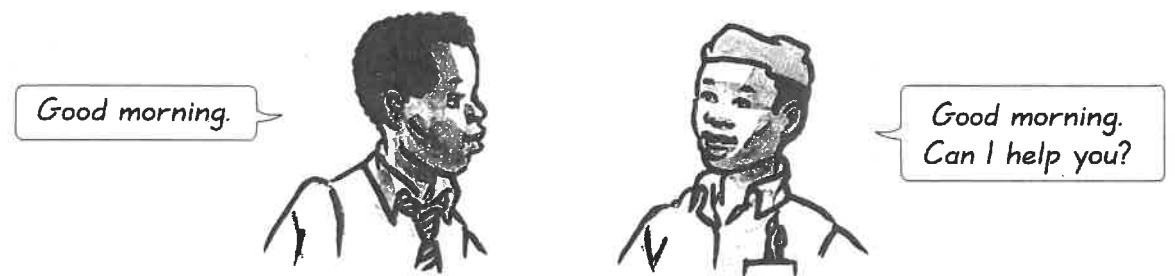
Read the text on page 15 in your book and find the jobs that match the descriptions. Then, write them down.

Ex: Someone who sells water → a water-seller.

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

3 Listening and writing

Listen to your teacher and complete this dialogue.



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

Small jobs

5 Writing

Describe the people at work in the streets of your town.
In the streets of _____, you can see _____

2 Writing

Read the text on page 16 in your book and write your answers to these questions.

- 1 What is Samba's job? _____
- 2 How many customers does he get each day? _____
- 3 What time does he start his job? _____
- 4 How much money does he get each week? _____
- 5 What does he need to do his job? _____



WORD BUILDER!

1. Complete the chart with the verbs in the box. Find the corresponding professions.

to make to keep to drive
to sell to play to polish*

nom	verbe	nom verbal	nom composé
shoe	to polish	polisher	shoepolisher
football			
shop			
water			
taxi			
dress			

to polish* = cirer

2. Define the compound nouns as in the example.

Ex: a car-washer is someone who washes cars.

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



WHAT ARE YOU DOING?

Choose three activities and tell what you need to realize them.

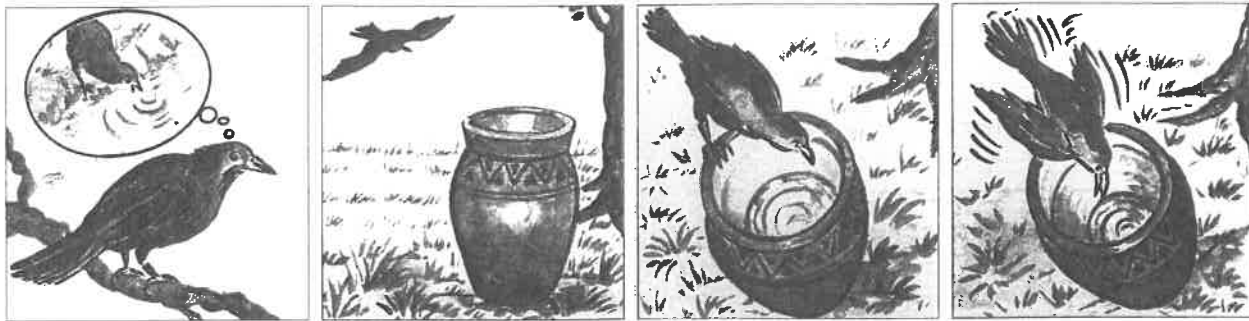
to make a shirt or a dress to make a cake
to clean shoes to polish nails to go on a trip
to make a chicken stew to cook your favourite meal

The clever crow

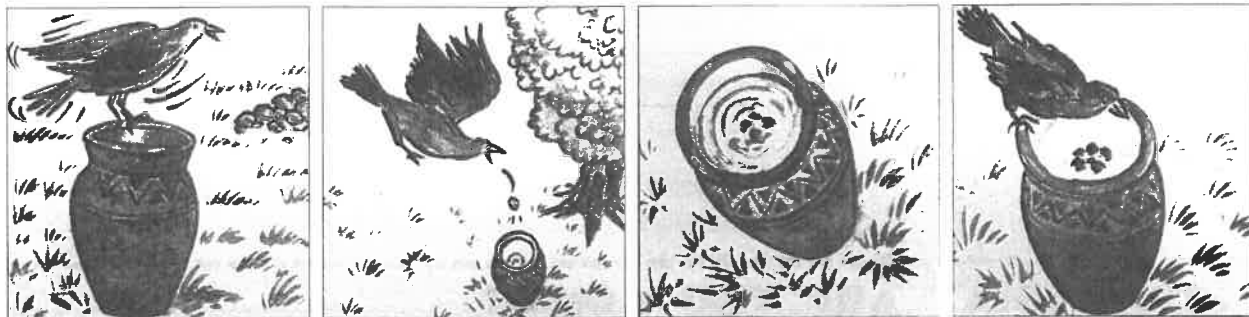
Story-telling in the present simple tense
Expressing feelings

2 Writing

a. Complete the sentences with the missing verbs.



A crow _____ to drink. It _____ a pot under a tree. It _____ inside the pot. It _____ reach the water.



It _____ a lot of stones. It _____ some stones in the pot. It _____ the pot with stones. It _____ reach the water.

b. Now, write the story of the clever crow.



It _____ the water.

4 Listening and writing

Listen to your teacher and write down the lines of the poem 'Tingalayo'.



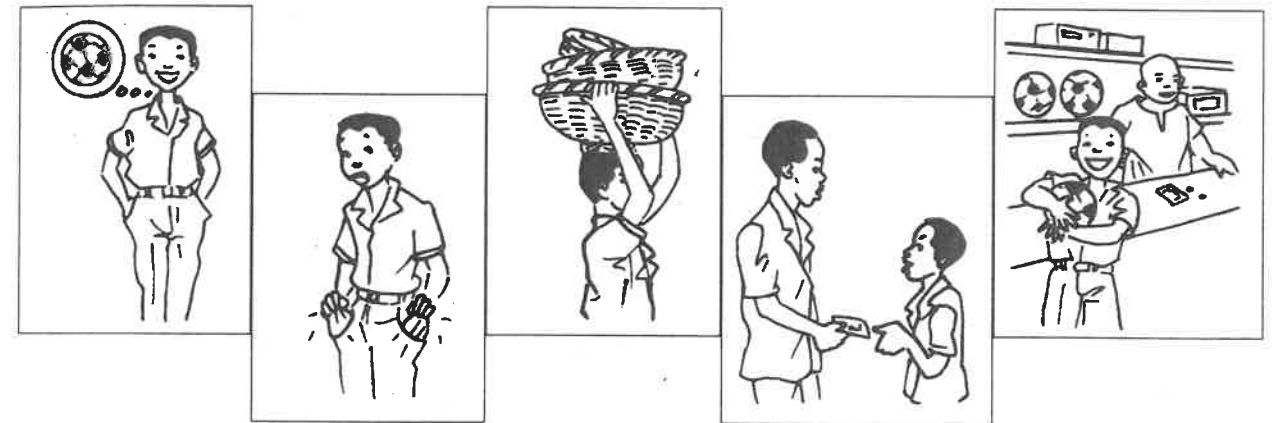
STRANGE NAMES

Re-order the letters to find out the right words.

- | | |
|----------------|----------------|
| 1 RECVEL _____ | 6 NOSTES _____ |
| 2 WROC _____ | 7 KOLO _____ |
| 3 IDENIS _____ | 8 TOP _____ |
| 4 TUP _____ | 9 NRKID _____ |
| 5 LILF _____ | 10 ECRAH _____ |

A CLEVER BOY

Look at the pictures and write the story of the 'clever boy'. Use the present tense.



One day, Hady goes to the market _____

A traditional story

3 Writing

Read the text on page 19 in your book and then answer the questions.

Ex: Why didn't the people grow food a long time ago?
Because they ate pieces of the sky.

- 1 Why did the people throw away pieces of the sky? _____

- 2 Why did the woman cut off a very big piece of the sky? _____

- 3 Why did the sky move high above the earth? _____

- 4 Why did the people learn to grow food? _____



VOCABULAIRE

1. Match sentences in the first column with the sentences in the second column.

- | | |
|-----------------------------|--------------|
| I want some water. | I'm clever. |
| I want some food. | I'm angry. |
| I want more than I can eat. | I'm tired. |
| I want to go to bed. | I'm thirsty. |
| I am good at schoolwork. | I'm hungry. |
| I want to fight somebody. | I'm greedy. |

2. Find six questions. Their answers are in the second column.

- 1 Why do you want some water? → Because I'm thirsty.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

False teeth



1. Match sentences in the first column with sentences in the second column to find out Ananzé's story. An example is given.

- | | |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Ananzé decided... | a to make him very rich before he would marry her. |
| 2 He went... | b to become very, very rich. |
| 3 The village fetishman* wanted... | c go and sleep near the river at night.
There is a girl there for you... |
| 4 Ananzé refused... | d to marry me; I've got a mouth, but I can give you a lot of money. |
| 5 The village fetishman said: 'You must...' | e to sleep again, to see her, but he couldn't.
The fetishman said: 'That was your only chance to become rich. You must now work hard'. |
| 6 At night, Mami Wata came and said: 'I want you...' | f to marry a girl who had no mouth, because he wanted to be very rich. |
| 7 Ananzé wanted her... | g to know the reason. |
| 8 Mami Wata said: 'You marry me first, because I know you want...' | h to say yes, but he woke up. |
| 9 Ananzé wanted... | i to see a village fetishman. |
| 10 He closed his eyes... | j to tell him. |

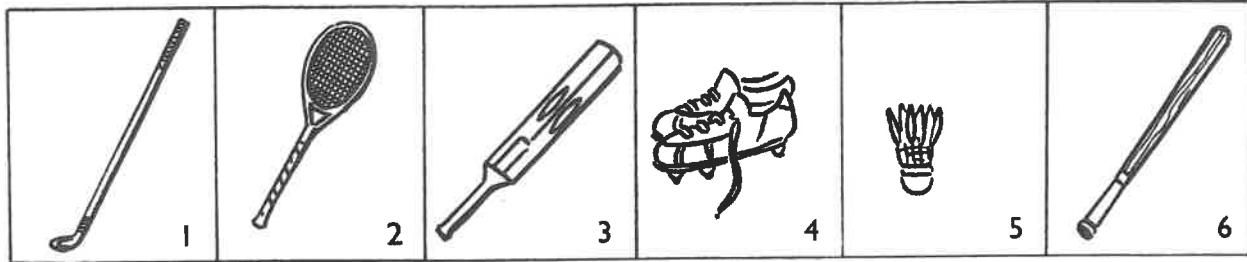
* fetishman = féticheur

2. Rewrite the text in the right order.

3 Reading and writing

Read the text on page 22 in your book again and write the name of each item of equipment, then match each item of equipment with its game.

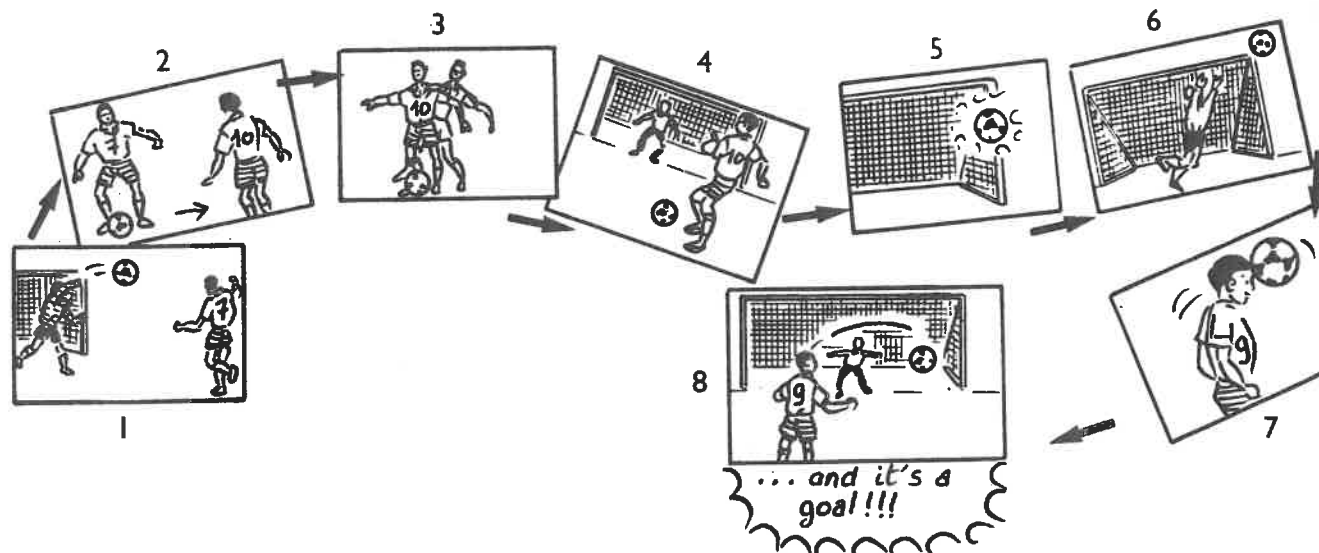
- a. badminton *shuttle*
- b. baseball _____
- c. cricket _____
- d. football _____
- e. golf _____
- f. tennis _____



1	2	3	4	5	6
				a	

5 Writing

You are a sports reporter. Look at the pictures and write a description of the actions from the beginning to the scoring of the goal.



A FAN OF...!

Answer the following questions on your favourite team.

- 1 What is your favourite game? _____
- 2 What is the name of the team you support? _____
- 3 What are its colours? _____
- 4 Who is the captain of the team? _____
- 5 Who is the coach of the team? _____
- 6 Who is the best player in the team? _____
- 7 What is the rank of your team in the championship? _____

DIFFERENT GAMES, DIFFERENT AREAS

Complete the following drawings with names of games. Where do you practise the games (1, 2, 3).

a. _____ b. _____ e. _____ f. volleyball

i. _____

c. _____ d. football g. _____

3. _____

i. golf

25
twenty-five

SPORTS AND PEOPLE

Chose the right word from the box to complete each definition below.

coach fan umpire
spectators team captain referee

- 1 On the court, there are five players in a basketball _____.
- 2 The _____ of a team is the leader of the team, and wears a band round one arm.
- 3 A _____ is someone who trains a team.
- 4 The person who makes the players respect the rules in a football match is the _____.
- 5 In a tennis game, the _____ sits on a high chair and controls the game.
- 6 Many _____ go to the stadium to support their favourite team.
- 7 A _____ is someone who watches a game at the stadium.

REPORTER

Use the following information to write a short biography of Peter Shilton.

Name: Peter Shilton
Date of birth: September 18, 1944
Place of birth: Leicester
Wife's name: Sue
Number of children: two boys
Started playing professional football: Leicester City, 1966
Moved to: Stoke City, 1974
 Nottingham, 1977
 Derby County, 1987
First international game: 1970
Retired from international football: after the 1990 World Cup.

English goalkeeper Peter Shilton was the oldest player in 1990 World Cup. _____



3 Writing

Write a short paragraph about Carl Lewis.



BREAK THE RECORD!

Complete this chart. Write the name of each game and find out the records for your country.

	NAMES	RECORDS (Time - Height - Distance)	YEAR
javelin	1 Ladies':		
	Men's:		
_____	2 Ladies':		
	Men's:		
_____	3 Ladies':		
	Men's:		
_____	4 Ladies':		
	Men's:		
_____	5 Ladies':		
	Men's:		
_____	6 Ladies':		
	Men's:		

REPORTER

1. Read Roger Milla's description and fill out the form below.

Roger Milla of Cameroon was the second oldest player in the 1990 World Cup. He was born on 20th of May, 1952. He started playing professional football in 1967, after the manager of Éclair saw him playing for his school team. He moved to Yaoundé in 1975 to play for FC Tonnerre. After that he moved to France. He retired from football after the 1982 World Cup, but he came out of retirement in 1990 to help the Lions come fifth. Roger Milla is married to Marie Evelyn, and they have two children, a boy and a girl.

Name: _____
 Country: _____
 Date of birth: _____
 Started playing professional football: _____
 1982: _____
 1990: _____
 Wife's name: _____
 Number of children: _____ girls: _____ boys: _____
 Moved to: _____
 Retired: _____
 Came out of retirement: _____

2. Find questions for the answers below.

Ex: Where do you come from? I come from Cameroon.

- 1 _____ ?
 I was born on the 20th May 1952.
- 2 _____ ?
 I started playing professional football in 1967.
- 3 _____ ?
 I moved to Yaoundé to play for FC Tonnerre.
- 4 _____ ?
 I retired from football after the 1982 World Cup.
- 5 _____ ?
 I came out of retirement to help the Lions.
- 6 _____ ?
 No. They did not win, but they came fifth.

28

twenty-eight

Date : _____

5

LESSON 3

Winners and losers

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

4 Writing

a. Read the text on page 24 in your book and write down the words ending in -ly.

- 1 _____ 3 _____
 2 _____ 4 _____

b. A coach is talking to the players.

Look at the adjectives given and complete the message with the correct form of the corresponding adverb.

1 careful	2 clear	3 stupid	4 clever
5 lazy	6 quick	7 brave	8 easy
9 intelligent	10 dangerous	11 respectful	12 angry
13 calm	14 happy		

Listen **1** carefully.

Can you hear me **2** _____? Good.

When you have the ball, don't lose it **3** _____; but don't keep it too long. Try to pass it

4 _____ to another player. If you lose the ball, don't walk around **5** _____;

run **6** _____ back to defend your side.

Defend your side **7** _____. OK?

Don't let them score **8** _____.

Organise your game **9** _____. All right?

Also, don't play **10** _____. The referee will send you off.

Speak to the referee **11** _____.

Don't shout at him **12** _____. Is that clear?

If you lose, walk out **13** _____.

If we win, we'll sing and dance **14** _____. Good luck!

29

twenty-nine

What shall we do tonight?

Vocabulary n
to leisure t
How to ask f
suggestion
How to make
suggestion
How to acce
or refuse
a suggestio



WHAT SHALL WE DO TONIGHT?

Complete the following conversations with the expressions in the box below.

- Thanks for the invitation. I'll make a cake .
- I find it boring.
- Can we get tickets?
- I have to study for a test on Monday.
- I'm too tired. I've cleaned Dad's car.
- What time does it start?

4 Writing and speaking

a. Complete this table with some activities, the time (morning and evening) and the days of the week when it occurs. Don't forget your weekend activities.

DAY	TIME	ACTIVITIES
Monday	8 - 9 a.m.	English class

b. Use the activities in your table to create this dialogue:

Student A (asking for a suggestion)

What _____?

Student B (making a suggestion)

Why _____?

Student A (refusing)

Student B (asking for a suggestion)

_____?

Student A (making his/her suggestion)

Student B (accepting student A's suggestion)

c. Practise the dialogue with your partner.

1 A Why don't we go hunting next Sunday?

B Thanks, but I have to study for a test on Monday.

2 A Would you like to go to the cinema? I have two tickets.

B Great! _____

3 A Shall we go fishing tomorrow?

B Well, I don't know. _____

4 A Do you want to come to my birthday party?

B Certainly! _____

5 A What about going to the concert tonight?

B Good idea. _____

6 A Why don't you come and play football?

B Sorry, but I can't. _____

NO, THANKS!

A friend suggests many things. Say no and give a good excuse.

Ex: A There's a good film on at the Roxy. Would you like to go?

B I'm sorry I can't. I have to help my Dad at the shop.

1 A Next Saturday is my birthday. What about coming to my house?

B That's kind of you but _____

2 A Let's meet outside the Stadium tomorrow at 4 p.m. OK?

B Well, I'm afraid I can't, _____

3 A Would you like a ride on my new bicycle?

B No, thanks, _____

4 A Let's go to the beach this weekend.

B To the beach? I'm sorry, but _____

5 A How about going to the concert tonight. I have two tickets.

B Sorry but _____

WHAT A MESS!

Re-order the words to find the right sentences.

1 Monday / what / do / on / you / to / want / do / ?

2 theatre / shall / to / we / the / go / ?

3 planning / on / they / fish / are / Thursday / to / go / and

4 to / do / have / work / I / sorry / some / but

5 not / I / concert / go / rather / would / to / the

6 sister / go / like / see / and / grand-parents / his / their / would / to

7 mind / she / not / does

8 about / drink / what / having / another / ?



An international star: Youssou Ndour

3 Writing

a. You are a journalist and your partner is Youssou Ndour. Read the text on page 29 in your book and complete Youssou's part.

You When and where were you born?

Youssou _____

You Who nick named you 'Enfant de la Médina'?

Youssou _____

You What style of music do you sing?

Youssou _____

You Why did you choose it?

Youssou _____

You Why did you go to England?

Youssou _____

b. Now write an article about Youssou Ndour based on the interview. Do not refer to the text on page 29 in your book.



REPORTER

Using Youssou Ndour's story write a brief biography of your favourite musician.



What's on?

2 Reading and writing

Read the text on page 30 in your book again and write down the answers to the questions 1 to 5.

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



MOVIES

1. Give information about your favourite film (on TV or cinema).

- 1 What was the title of the film? (It can be in French). _____
- 2 What kind of film was it? _____
- 3 Who were the main actors and/or actresses? _____
- 4 How long did it last? _____
- 5 What was the film about? _____
- 6 How did the film make you feel at the end of it? Why? _____

2. Answer the following questions.

- 1 Do you like going to the cinema? _____
- 2 Do you often go to the cinema? _____
- 3 Who are your favourite actors and/or actresses? _____
- 4 What kind of films do you prefer? _____
- 5 What do you prefer: watching TV or going to the cinema? _____

PAST SIMPLE

1. Find the past forms of the following verbs. Refer to lesson 3, page 30 in your book.

to be	to find	to kidnap	to want	to arrive
to buy	to show up	to ask	can	to get

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

Choose 5 of the above verbs to make sentences in the past form.

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

2. Match film titles in the column on the right with their categories on their left.

Horror movie •	• Lost in the jungle
Detective story •	• Four men and a baby
Romantic film •	• Vampire in the night
Adventure •	• Murder at three o'clock
Science fiction •	• Nancy's passion
Comedy •	• Journey to Jupiter

A Scottish wedding

Vocabulary related to wedding Present continuous (revision)



WHO LOVES WHO?

You have been to your friend's wedding ceremony. Fill out this form.

Bride: _____	Other people present at the wedding: _____
Bride's parents: _____	_____
Bridesmaid: _____	_____
Wedding place: _____	Groom: _____
Wedding date: _____	Groom's parents: _____
	Best man: _____

THE -ING FORM

1. Find the -ing form of the verbs below.

Infinitif	forme en -ing	Infinitif	forme en -ing
to become	<i>becoming</i>	to grow	<i>growing</i>
to buy	_____	to kick	_____
to carry	_____	to leave	_____
to catch	_____	to reach	_____
to clean	_____	to shoot	_____
to close	_____	to smile	_____
to come	_____	to start	_____
to do	_____	to use	_____
to drink	_____	to write	_____

2. Complete this chart. Follow the examples.

The final letter does not change	The final letter is dropped
<i>to clean → cleaning</i>	<i>to leave → leaving</i>
_____	_____
_____	_____
_____	_____
_____	_____

A birthday party

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

2 Reading and writing

Read about Abdou's and Awa's birthday party and write answers to these questions.







- How old is Abdou now? _____
- How old is Awa now? _____
- Where did Abdou and Awa have their birthday party? _____
- Who brought in the birthday cakes? _____
- What song did everybody sing? _____
- What presents did Awa get? _____
- What presents did Abdou get? _____
- What did Abdou and Awa wear at the party? _____

3 Writing

Look at the pictures and write what the parents gave their children for their birthday.

Ex: 1 For Paul's birthday his parents gave him a book.

2 For Emma's birthday her parents gave her a cassette.

Paul  book	Emma  cassette	the twins  tennis rackets	Me  camera	Binta  bracelet	Elvis  sunglasses
-------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------

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



WHAT'S THE DATE?

Write the dates in full letters

Ex: 8th May, 1979 → the eighth of May, nineteen seventy-nine.

- 1st January, 1905 → _____
- 22nd September, 1900 → _____
- 3rd October, 1980 → _____
- 12th April, 2003 → _____
- 9th February → _____
- 5th August → _____

WHAT A MESS!

1. Re-order the words to have correct sentences.

- 1 she / letter / me / wrote / a. _____

- 2 new / him / father / a / bought / his / pen. _____

- 3 sold / he / us / a / paw-paw. _____

- 4 them / presents / I / some / bought. _____

- 5 giving / they / pieces / of / are / guests / wedding cake / the. _____

2. Re-order the following letters and find out words from page 33 in your book.

- | | |
|------------------|-------------------|
| 1 DAHTIYBR _____ | 6 GSTEUS _____ |
| 2 EKAC _____ | 7 SECATESTS _____ |
| 3 SELDNAC _____ | 8 KOSOB _____ |
| 4 OPSERT _____ | 9 DNIRSK _____ |
| 5 TEPERSN _____ | 10 NDNACGI _____ |

CONGRATULATIONS!

Find out words from the following definitions.

- 1 He's a man. He's going to get married. He's the _____.
- 2 She's a woman. She helps the woman who's going to get married to dress.
She's the _____.
- 3 He's a man. He helps the man who's going to get married to dress. He's the _____.
- 4 He's a friend of the family. He's invited at the wedding. He's a _____.
- 5 She's the woman who's getting married. She's the _____.
- 6 Your friend is getting married. You buy a _____ for him or her.

HAPPY BIRTHDAY!

1. Answer the following questions about a birthday party.

- Whose party was it? _____
- How old was this person? _____
- When was the party? _____
- Where was the party? _____
- Who went to the party? _____
- What presents did people give? _____

- What did you eat and drink? _____

2. From these answers, write a paragraph about a birthday party.

I went to _____'s birthday party on _____ at _____.

He/She was _____ (age), _____

Let's celebrate!

2 Listening and writing

Listen to your teacher and write down the dates.

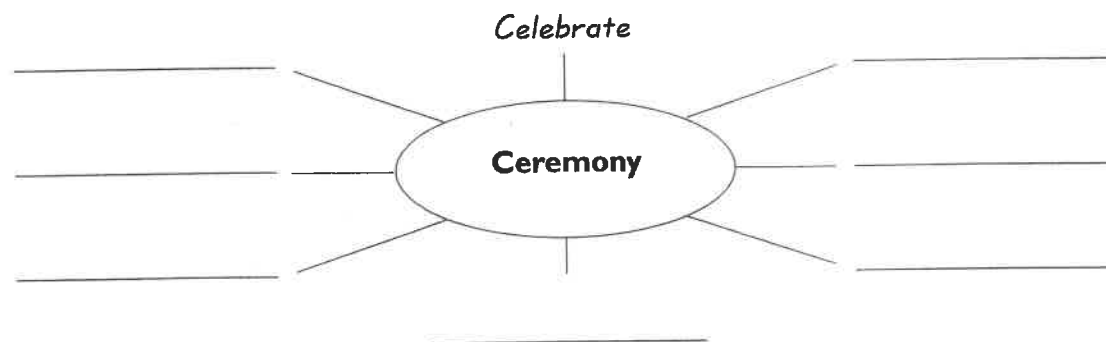
5 Reading and writing

Write an invitation card to your partner giving him/her the necessary information.

CHECK 7

3 Writing about a ceremony

Write down some words you know to describe a ceremony.



4 Inviting a friend to a party

Write a card to invite your friends to your birthday party.

In the past

3 Reading and writing

a. Read the brochure on page 36 in your book and match these place names with their cities.

Pyramids •	• Entebbe
St Paul's cathedral •	• Cairo
Lake Victoria •	• London.

b. Write answers to these questions.

- How long did the journey take from London to the Victoria Falls? _____
- Name the three rivers that meet at Khartoum. _____
- Where is Entebbe? _____
- How long did the journey take from Khartoum to Lake Malawi? _____
- What time did the journey start each morning? _____

c. Complete this list of the places that people saw on the journey.

Cities	Famous buildings	Rivers	Lakes	Waterfalls
London	St Paul's	River Ni_____	Lake Vi_____	The Vic_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



PROPER NOUNS

Add the missing letters to find names of countries, towns or places.

- 1 _ ondon; 2 _ rance; 3 _ arseille; 4 _ taly; 5 _ airo; 6 _ hartoum;
 7 _ udan; 8 _ ganda; 9 _ aint _ aul's; 10 _ athedral.

PREPOSITION

Complete the following texts with the right prepositions.

Preposition of time: at in on after

The brochure describes flying from Europe to Africa ____ 1951. Each day the Flying Boat takes off ____ the morning ____ breakfast and lands ____ the afternoon ____ lunch. ____ the first day it arrives in Marseille ____ 2 p.m. and ____ the last day it lands on the Zambesi River ____ half past two ____ the afternoon. The plane always flies ____ the day, never ____ night.

Other prepositions: at between by from in on over to

- On the first day of its journey the Flying Boat travelled _____ London _____ Marseilles _____ France.
- On the second day it flew _____ the Mediterranean Sea and landed _____ the River Nile.
- Three rivers meet _____ Khartoum _____ Sudan.
- Entebbe is _____ Uganda. It is _____ Lake Victoria.
- After the passengers arrive _____ the airport, they check in and wait _____ the airport lounge.
- Mr Doumbia flies _____ Dakar _____ Ziguinchor very frequently. He has offices _____ both cities. Travelling _____ plane is very fast today. Travelling _____ Flying Boat in 1951 took a long time.

3 Reading and writing

Find a word for these definitions in the timetable on page 37 in your book.

- a chair on a plane → _____
- a woman who gives passengers food and drink on a plane → _____
- a room where passengers wait for a plane → _____
- at the airport, planes take off and land here → _____
- a man who gives passengers food and drink on a plane → _____



THE -ING FORM

Classify the verbs with -ing form referring to the instructions below.

to arrive to check to have to land
 to sleep to take to wait to watch

The final letter does not change	The final letter is dropped

Study these pictures and describe them using the -ing form.



- In picture 1 _____

- _____

Which flight?



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

3 Listening and writing

Mr Dumbia is a businessman who lives in Dakar. He has an office in Dakar and an office in Ziguinchor. He flies between these two cities many times a week. The flight between Dakar and Ziguinchor takes 40 minutes. What flight does he take?

Listen to your teacher and complete the chart.

FLIGHT TIMES	Monday	Tuesday	Wednesday	Thursday	Friday
Dakar to Ziguinchor					
Ziguinchor to Dakar					



PREPOSITIONS

1. What kinds of prepositions do you have?
Tick (✓) the chart below.

in on over by
after at between from

Prepositions	in	on	after	at	over	by	between	from
time								
location								
direction								
manner						✓		

2. Make sentences with the identified prepositions.

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

2 Finding words about air travel

What do you call...

- 1 people travelling on a plane?

- 2 the official document you buy to travel by plane?

- 3 the clothes and things you take with you when you travel?

- 4 the hard surface where the plane takes off and lands?

- 5 a lady who looks after the passengers?

- 6 a man who looks after the passengers?

- 7 the person who flies a plane?

- 8 the room where travellers wait for the plane?

- 9 the travelling document with your photograph?

What do you say...

- 10 when the plane starts to go in the air?
It _____
- 11 when the plane comes to the ground?
It _____
- 12 when the plane moves in the air?
It _____

LESSON 1
Wonderful water

Gerund with prepositions
Quantifiers
Vocabulary related to:

2 Reading and writing

Read the text on page 40 in your book and write short answers to these questions.

- 1 We drink water. What else do we use it for? _____
- 2 How long can a man live without food? _____
- 3 How long can a man live without water? _____
- 4 What happens when there is no water? _____

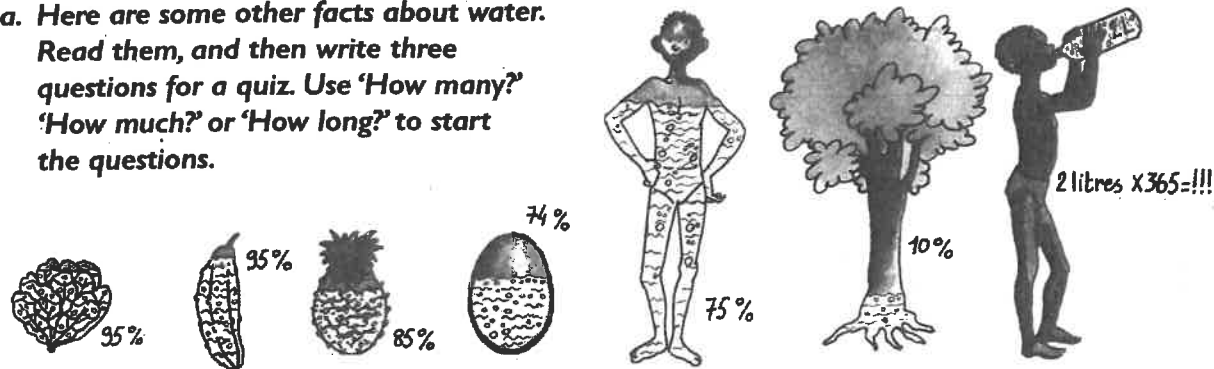
4 Writing and speaking

Did you know that...?

- a camel can go for three weeks without water. But when it drinks, it needs over 120 litres!
- parts of India have over 10,000 mm of rain a year.

a. Here are some other facts about water.

Read them, and then write three questions for a quiz. Use 'How many?' 'How much?' or 'How long?' to start the questions.



b. Now tell your partner to close his/her book. Ask your quiz questions. Is your partner correct?

LESSON 2

Where does water come from?

Infinitive of purpose
Can/must (revision)
Vocabulary related to water

2 Reading and writing

b. Read the text on page 41 in your book again and write answers to these questions.

- 1 Why were the women angry? _____
- 2 What did the women want? _____
- 3 Who were the men waiting for? _____
- 4 Who built the dam in the end? _____
- 5 Did they need an engineer after all? _____

3 Writing

Rewrite the sentences in the right order to make a paragraph about the dam. Start with: 'The new wells were no good'.

- The new wells were no good.
- So the women had to carry water from the old wells.
- The women carried stones and the men cut the stones for the dam wall.
- And in the next dry season there was plenty of water for the village.
- The young people dug the foundations.
- When the rains came, the dam was full of water.
- The women became angry, and they wanted to build a dam.
- The animals were thirsty, and the people needed water for drinking and washing.
- Everybody helped.



WHERE'S THE TRUTH?

Tick (✓) true or false. Refer to page 41, second text.

- 1 The new wells were full of water.
- 2 The old wells were far away.
- 3 The men decided to build a dam themselves.
- 4 The young people cried as they dug the foundations of the dam.
- 5 Some people did not help.
- 6 The women were impatient.
- 7 The children carried the stones.
- 8 The women started work the following day.

true	false

GLUG-GLUG

Study these pictures and write what you can do with water.

Ex: I use water to wash my clothes.



wash/face brush/teeth take/pills water/plants put out/fire

1 _____

2 _____

3 _____

4 _____

5 _____

pills* = comprimés

LESSON 3

Precious water

Gerund with the prepositions (after & before)
Past simple (regular & irregular)

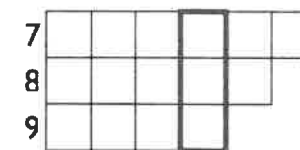
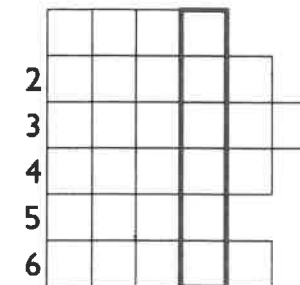
3 Speaking and writing

c. Use the notes you wrote about your partner to write a paragraph about him.



Complete the following passage with words from unit 9.

The water in the seas and oceans is no good for drinking because it is 1 _____ water. But rain water is 2 _____ water and we can drink it. 3 _____, like the Niger, also have drinkable water. In some areas, there is no water in dry seasons, so people make walls with stones and 4 _____ and build 5 _____ across rivers to keep the water. In other places, where the water runs through the earth, it makes 6 _____ under the ground. Kouao, who lives in Côte d'Ivoire, grows cassava, rice and 7 _____. He has plenty of water. But Drissa lives in Mali, which is very dry, and he gets his water from 8 _____. Both Drissa and Kouao live in the country, but there are often problems with water in the 9 _____ too.



CHECK 9

4 Expressing quantities

Make sentences to give the percentage (%) of water.

- 1 cabbage → 95 %
- 2 pineapple → 85 %
- 3 egg → 74 %
- 4 cucumber → 95 %
- 5 human body → 75 %
- 6 tree → 10 %

A cabbage is 95 % water. 95 % of a cabbage is water.

LESSON 1

Be careful!



Conditions with 'if' Negative

LESSON 2

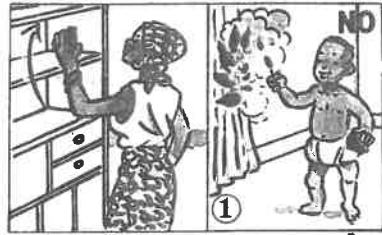
The locusts are back!



Vocabulary related to insects If + future tense in main clause (revision)

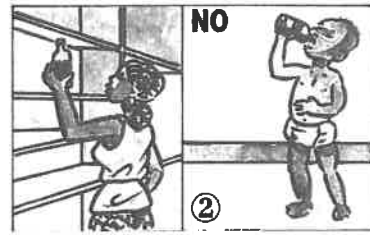
3 Writing

Write the correct sentence for each picture. Un exemple t'est donné.



1 put/matches/shelf/make/fire

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



2 put/medicine/shelf/drink/medicine



3 put/knife/drawer/cut/finger



4 clean/house/eat/dirt



5 close/door/fall down/steps



6 boil/water/drink/dirty/water/become ill

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



WHO KNOWS?

Match each beginning in the first column with its ending in the second.

- | | |
|----------------------------------|--------------------------------------|
| 1 If it doesn't rain | a there will not be anything to eat. |
| 2 If the crops don't grow | b people will die. |
| 3 If there isn't anything to eat | c drinking water will not be dirty. |
| 4 If babies are vaccinated | d there will be water in the dams. |
| 5 If it rains | e the crops will not grow. |
| 6 If there is water in the dams | f they will not become sick. |

3 Listening and writing

Listen to the radio announcement and write down the four precautions.



WORD PUZZLE

1. Circle as many words as possible. Refer to lesson 2 page 45. Words can be read in all directions.

Ex: WINDS

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

2. List the words from the puzzle below.

Help! Fire!

2 Listening and writing

Listen to your teacher and write five things you must do or not do in case of fire.

4 Speaking and writing

Now it is the 'Harmattan'. It is very hot and dry, and there is a risk of fire. Tell a British visitor what she/he must and must not do with these five things and actions.

cigarettes → make a fire
 matches → put out fire

National committee for struggling against bush fire

DANGER!

1 _____

2 _____

3 _____

4 _____

5 _____

Enjoy your holiday!



POEM

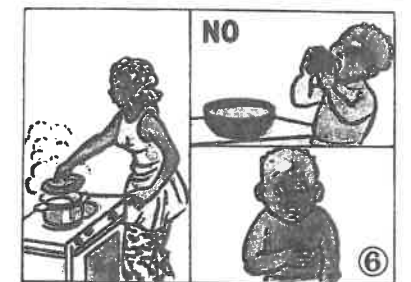
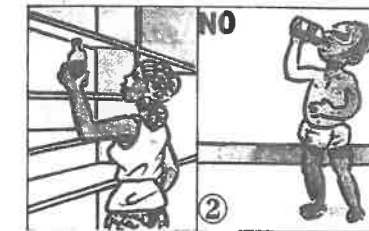
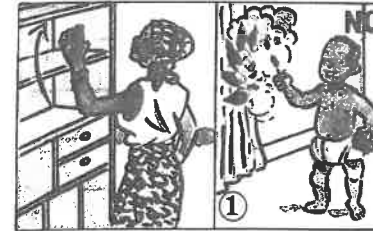
Learn this poem by heart.

The market's burning! The market's burning!
 Get the engines. Get the engines.
 Fire! Fire! Fire! Fire!
 Pour on water. Pour on water.

(D'après London's burning)

1 Expressing condition

b. Look at the pictures. Write what the mother should do and shouldn't do.



1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

CONSOLIDATION

3 Writing and speaking

a. Bob made a lot of mistakes. Read the story again and write them down.

The blind men and the elephant



Making comparisons (like + noun) Descriptive words

3 Writing

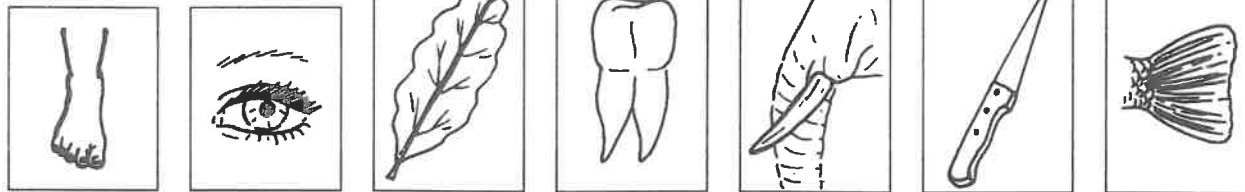
Read the story on page 50 in your book and write short answers to these questions.

- Where did the six men live? _____
- Why couldn't they see the elephant? _____
- Where was the elephant? _____
- What part of the elephant did the fifth man feel? _____
- What part of the elephant did the second man feel? _____
- All six men thought they knew what an elephant was like. Who was right? _____



WHAT DOES IT BELONG TO?

Write the word corresponding to each picture.



a _____ an _____ a _____ a _____ a _____ a _____ a fish _____

2. Complete the sentences with the plural form of the words above.

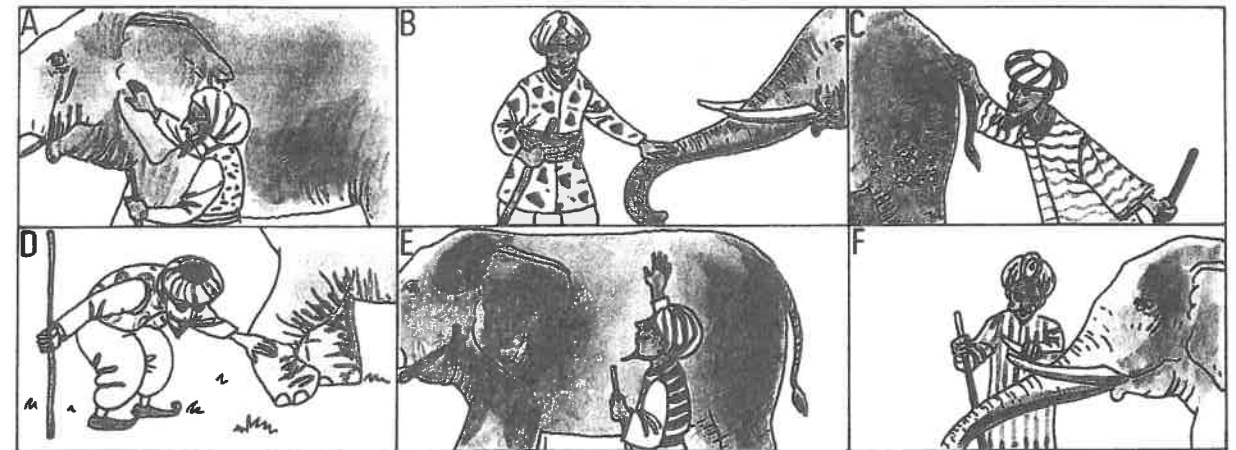
- In some sports, the players can kick the ball with their two _____.
- Sunglasses protect the _____ against the sun.
- The _____ of some trees are used in medicine.
- Sometimes, dentists have to pull out bad _____.
- African elephants usually have two white _____.
- Butchers cut the meat with different _____.
- It is unusual to see an animal with two _____.

3. Classify the words below in the right chart.

arms ears eyes feet hands head
legs mouth nose tail teeth trunk tusks

Parts of an animal	Parts of a human	Parts of animals and humans

4. Study the pictures. Identify each part of the elephant the man touches. Write a sentence for each picture.



- A _____
B _____
C _____
D _____
E _____
F _____

What is it like?

2 Writing

Study this sentence: 'An elephant's trunk is as long and supple as a snake'.
Now write five more sentences like this about the elephant in the story on page 51 in your book.

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



WHAT IS IT LIKE?

Match elements in the first column with elements in the second column.

- | | |
|--------------------------------|----------------------------|
| 1 It is as fast _____ | a He looks just like you. |
| 2 This must be your brother. | b It smells like bad eggs. |
| 3 Listen to the bird! | c It is like a castle. |
| 4 Wow! Look at that big house! | d It looks like a baobab. |
| 5 Can you see the tree there? | e as a hare. |
| 6 Don't eat this food. | f It sounds like a crow. |
| 7 I like your shirt. | g It feels like silk. |

THE SAME OR NOT

Compare and give your opinion.

Ex: fishing/hunting - good
→ I think hunting is as good as fishing;
ou I don't think hunting is as good as fishing;
ou hunting is (not) as good as fishing. That's my opinion.

- 1 football / basketball – interesting _____
- 2 pineapples / mangoes – sweet _____
- 3 rhinoceros / hippopotamus – heavy _____
- 4 mathematics / physics – difficult _____
- 5 plane / train – comfortable _____














LET'S COMPARE

Complete these comparisons using: *as, like, than*.

- 1 Mariam can't be as old _____ her brother. She's 9 and he's 10.
He's older _____ Mariam.
- 2 You aren't _____ your sister. She's nicer _____ you.
- 3 You look _____ Guindo. Are you his brother?
- 4 Is it hotter today _____ yesterday?
- 5 Cats aren't _____ monkeys. But they're _____ friendly.
- 6 A pyramid is not quite _____ other buildings.
- 7 We can travel much faster today _____ a hundred years ago.

AS HAPPY AS A KING!

Use the definitions and images in the second column to fill in the expressions.

Definitions	Expressions
1 not sad	as <i>happy</i> as a  <i>king</i>
2 who can't see	as b_____ as a 
3 not in prison	as f_____ as a 
4 not rich	as p_____ as a church- 
5 who eats too much	as g_____ as a 
6 not noisy	as q_____ as a 
7 occupied	as b_____ as a 
8 not clean	as d_____ as a 
9 not slow	as f_____ as a 
10 courageous	as b_____ as a 
11 not heavy	as l_____ as a 
12 idiot, not intelligent	as s_____ as a 
13 not fierce	as g_____ as a 

What is it?

2 writing and speaking

Choose an animal in your book on page 52 and write a description.



OPPOSITE

Write the opposite of the following words.

- 1 long _____ 2 hard _____ 3 rigid _____ 4 fast _____
5 wide _____ 6 smooth _____ 7 low _____

ORDINALS!

Complete the sentences with the right ordinals.

Wednesday is the _____ day of the week.

Monday is the _____ day of the week.

Thursday is the _____ day of the week.

Sunday is the _____ day of the week.

Saturday is the _____ day of the week.

Friday is the _____ day of the week.

December is the _____ month of the year.

August is the _____ month of the year.

November is the _____ month of the year.

October is the _____ month of the year.

September is the _____ month of the year.

The year 2000 is the year of the _____ century.

1999 is the last year of the _____ century.

1798 is the end of the _____ century.

1800 is the beginning of the _____ century.

LESSON 1
The history of bicycles

Date : _____

Types of cycle
Some prefixes
(uni / bi / tri)

2 Reading and speaking

b. Read the definitions and complete the following sentences.

This bicycle has got three wheels; it is a _____.

Two people ride this cycle; it is a _____.

This one has got two wheels; it is a _____.

This one has got one wheel; it is a _____.

3 Writing and speaking

b. Look at the picture you chose on page 54 in your book. Now, write five questions. Use the words in the box below, following the example. Don't show your partner.

children men people women pushing the pedals wheels

Ex: How many people are on the cycle?

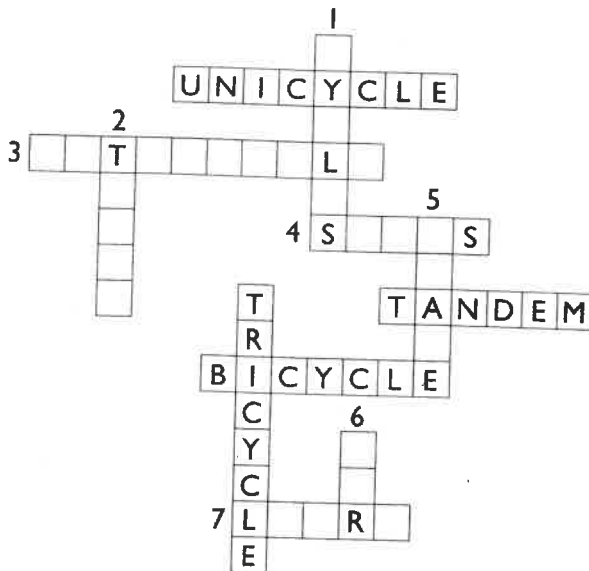
1 _____
2 _____
3 _____
4 _____
5 _____



SCRABBLE

Use the following definitions to complete the scrabble.

- 1 Vehicles with one, two or three wheels.
- 2 It moves on rails.
- 3 It has got four wheels.
- 4 It moves on water.
- 5 It flies in the air.
- 6 It is a synonym of n° 4.
- 7 It can have eighteen wheels and it carries big things.



Date : _____

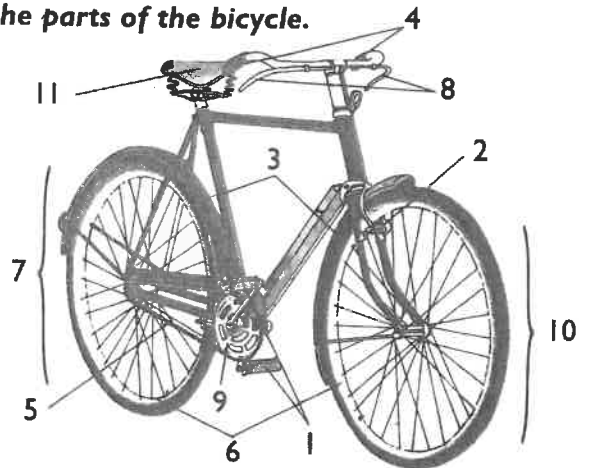
LESSON 2
Riding your bicycle

Names of parts of a bicycle
Rules with should / shouldn't

1 Reading and writing

Read the text on page 55 in your book and label the parts of the bicycle.

- | | |
|---------------|----------------|
| 1 _____ | 6 iron _____ |
| 2 brakes | 7 back _____ |
| 3 _____ | 8 _____ |
| 4 _____ | 9 _____ |
| 5 chain _____ | 10 _____ wheel |
| | 11 _____ |



3 Writing and speaking

a. Look at the picture pairs and read the safety rules. Which is the correct picture for each rule? Write its letter at the end of the rule.

SAFETY RULES - DOS AND DON'TS

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

DON'T RIDE TOO FAST!

b. Rewrite the safety rules 2 to 8 using should or shouldn't.

- 1 You should ride on the correct side of the road.
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____
 7 _____
 8 _____



Three famous personalities invented the bicycles below. Read the descriptions and write the name of each inventor under his bicycle.



Mr _____ Mr _____ Mr _____

Text 1

In 1816, Mr Drais invented the first bicycle. He made it of wood. It had two wheels and there was a seat for the rider. There were handlebars over the front wheel but there weren't any pedals. When the rider wanted to move, he pushed the ground with his feet.

Text 2

Mr Macmillan invented the first modern bicycle in 1839. It had a small front wheel and a big back wheel. He made the wheels of wood, but there weren't any tyres. There was a seat for the rider. Below the handlebars there were the pedals. The rider pushed the pedals with his feet and the back wheel turned.

Text 3

In 1861, Mr Lallement made a better bicycle. It had iron wheels and rubber tyres. The pedals were on a big front wheel.



1 Reading and writing

c. Look again at the picture on page 56 in your book and read the text below. Now write the names of the parts of the car.

The driver opens the 1 and sits on the 2. He puts his hands on the 3. He sees the road through the 4 in front of him. At night, he puts on the 5 to see clearly. The 6 is over his head and the 7 by his side to protect him from the sun and the rain. The car stands on four iron 8. Each wheel has got a black rubber 9 round it. The driver turns the key and we can hear the 10. It is in the front part of the car and under the 11. We put some petrol through the 12. When we travel, we put our things in the 13.

- | | |
|---------|----------|
| 1 door | 7 _____ |
| 2 _____ | 8 _____ |
| 3 _____ | 9 _____ |
| 4 _____ | 10 _____ |
| 5 _____ | 11 _____ |
| 6 _____ | 12 _____ |



Read the definitions. Write the name of each vehicle according to its use.

- It is used to transport injured people. → It is an ambulance.
- It transports oil. _____
- Farmers use it in their fields. _____
- It transports goods by road. _____
- Schools use them to take small groups of children to different places. _____
- People who have not got a car use it to travel. _____
- If there is a fire, it comes quickly. _____

CHECK 12

2 Identifying parts of vehicles

Look at the pictures on page 57 in your book and write the names next to the numbers.

- | | | | | | |
|---------------|---------|---------|---------|----------|----------|
| 1 handle bars | 3 _____ | 5 _____ | 7 _____ | 9 _____ | 11 _____ |
| 2 _____ | 4 _____ | 6 _____ | 8 _____ | 10 _____ | 12 _____ |

B Speaking and writing

Mr Camara is going to London on holiday. He's bought a lot of presents for his friends, but he's only got a small suitcase. Look at the picture on page 58 in your book and write sentences to answer the following questions.

What has Mr Camara packed?

He has packed his jacket. _____

What hasn't he packed?

He hasn't packed his shorts. _____



Look at lesson 1 again on page 58 in your book and make a list of nine things to wear and another list of three things to read.

• Things to wear

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

• Things to read

- 1 _____
- 2 _____
- 3 _____

MASTERMIND

From the definitions name the objects to complete the boxes.

- 1 It tells me the time.
- 2 I show it to the policeman when I travel abroad.
- 3 They protect my feet.
- 4 It gives information every week or month. Jeune Afrique is one.
- 5 It gives us information every day. I read it.
- 6 They protect my eyes from the sun.
- 7 I take pictures with it.
- 8 I wear it when it is cold.
- 9 I clean my teeth with it.
- 10 A pair of these is longer than a pair of shorts.
- 11 I wear it on my head.
- 12 I use it to buy things.
- 13 Men can wear it to go to ceremonies.
- 14 It can contain a present.
- 15 I put it on my toothbrush.

A visit to London

Names of tourist attractions in London
Present perfect in a question:
Has he ...?
Yes, he has/
No, he hasn't

3 Writing

a. Read the text again on page 51 in your book and write answers to these questions.

- 1 Is Harrods a shop or a museum? _____
- 2 Where has Mr Camara seen a play by Shakespeare? _____
- 3 What has he done in Trafalgar Square? _____
- 4 Where has he seen the Changing of the Guard? _____
- 5 Where does the Queen live? _____
- 6 What has he seen at Wembley Stadium? _____

b. Now close your book, and complete the text with the correct prepositions.

from in at to of on for by

Mr Camara comes _____ West Africa. He is having a holiday _____ England. He is staying _____ the hotel Hilton. This is his first visit _____ London.

Mr Camara wanted to see some of the famous places _____ London. He has been _____ Buckingham Palace where the Queen lives and he has watched the Changing of the Guard.

He hasn't been _____ Piccadilly Circus yet, but he has fed the birds _____ Trafalgar Square.

He has seen a play _____ Shakespeare _____ the Globe Theatre. And he has been _____ a football match _____ Wembley Stadium.

He has travelled _____ London _____ buses, trains and the Underground. He hasn't visited Oxford Street yet, but he has been _____ Harrods. Mr Camara has bought a lot of presents _____ his family and friends. He has also visited friends and family who live _____ London.

He is enjoying his holiday.



LET'S DISCOVER LONDON!

Find out and circle the names of famous places and monuments in London. Indicate its direction with an arrow. See the example.

Wembley Stadium
Hyde Park
Harrods
Victoria Station
Heathrow Airport

Oxford Street
Abbey Road
National Theatre
Tower of London

Big Ben
Westminsters
Piccadilly Circus
Houses of Parliament

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

Writing home



Present perfect vs
past simple
Names of tourist
attractions
in Paris

2 Listening and writing

Listen to your teacher and complete the chart. Put a tick (✓) in the correct place.

Places	has visited	has not visited	is going to visit
The Champs-Élysées			
Notre-Dame Cathedral			
The Eiffel Tower			
The Arc de Triomphe			
The Opera			
The Louvre			
The Bastille			

3 Writing and speaking

Imagine you are on holiday in Paris for a week. Use the letter on page 60 in your book to write a letter to a friend about your holiday. Then read it to the class.



WHAT A CHANGE!

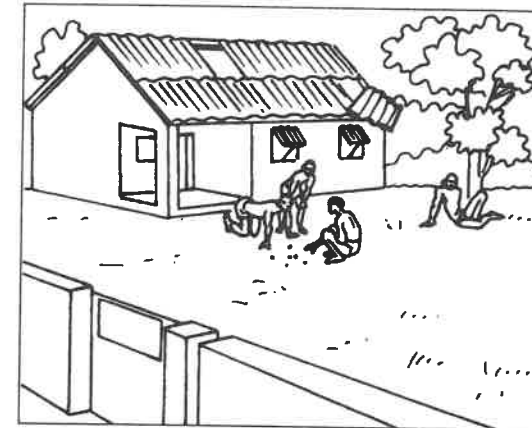
The Zambo family won the jackpot! What changes happened in their house?

1. Write the past participle of the following verbs.

- 1 to build → _____
- 2 to buy → _____
- 3 to change → _____
- 4 to cut → _____
- 5 to get → _____
- 6 to install* → _____
- 7 to keep → _____
- 8 to plant → _____
- 9 to replace* → _____
- 10 to weed → _____

to install(ed)* = installer ; to replace(d)* = remplacer.

2. Look at the two pictures. What are the differences? Use the present perfect tense.



- 1 Zambo/(a car) → _____
- 2 The Zambo family/(the roof of the house) → _____
- 3 Now, they/(a TV) → _____
- 4 They/(a small hut) → _____
- 5 The Zambos/(new trees) → _____
- 6 They/(the gate*) → _____

the gate* = la porte

Mysterious discoveries
in England

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

3 Writing about past events

a. Complete these sentences, changing the verbs in brackets.

- 1 We _____ thirteen units of our book so far. (study)
- 2 We _____ not yet _____ fifteen units of our book. (complete)
- 3 I _____ not _____ this exercise yet. (finish)
- 4 This month we _____ a few tests in our class. (have)

Be careful! The next one is different.

- 5 Our teacher says we _____ well in our exams if we work hard. (do)

b. Write the verbs in brackets in the form to complete each sentence below.

- 1 I _____ my friend yesterday but I _____ her this morning. (see)
- 2 Where is John? _____ you _____ him? (meet) No, I _____. [short form]
- 3 I _____ to the Tower of London last Thursday (go) but _____ to Trafalgar Square yet. (be)

c. Write a short sentence to describe each picture of exercise 2 on page 61 in your book.
Un exemple t'est donné.

- 1 He has lost his pen.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

3 Writing

b. Choose one of the buildings on page 62 in your book and describe it to a pen-friend in a letter.



IT HAPPENED A LONG TIME AGO

Give the same information differently. Follow the example.

Ex: The bicycle was invented in 1820.

So, the bicycle was invented 180 years ago.

- 1 The first man walked on the moon in 1969.
So, _____
- 2 The first basketball game took place in 1894.
So, _____
- 3 Christopher Columbus went to America in 1492.
So, _____
- 4 Jigoro Kano created Judo in 1877.
So, _____
- 5 My country became independent in 1960.
So, _____
- 6 Samory Touré was born in the nineteenth century.
So, _____

A story from China



Understanding and telling stories
Vocabulary related to love and marriage

3 Writing

a. Read the story on page 66 in your book and find the correct words for the numbers on the plate.

- | | | | |
|---|------------|----|-------|
| 1 | The bridge | 6 | _____ |
| 2 | _____ | 7 | _____ |
| 3 | _____ | 8 | _____ |
| 4 | _____ | 9 | _____ |
| 5 | _____ | 10 | _____ |

b. Complete this paragraph with adjectives.

Li was _____. His _____ daughter, Koong-see, loved the _____ secretary, Chang. Li wanted Koong-see to marry Ta-jin, who was _____ and _____. Ta-jin brought a _____ box of jewels. Chang and Koong-see ran away together. They got married and Chang became _____ and _____.



TELL THE STORY

Answer with True or False.

- 1 Li was furious.
- 2 Ta-jin was very poor.
- 3 Chang was courageous.
- 4 Koong-see had a happy marriage.
- 5 Ta-jin was jealous.
- 6 Chang became a doctor.
- 7 Ta-jin was very kind.
- 8 Koong-see wasn't beautiful.
- 9 Chang was brave.

Complete this chart with an adjective or an adverb corresponding to the given word.

adjective	adverb	adjective	adverb
Ex: slow	slowly	6 beautiful	_____
1 quick	_____	7 _____	calmly
2 _____	finally	8 hungry	_____
3 happy	_____	9 _____	greedily
4 dangerous	_____	10 noisy	_____
5 _____	differently	11 _____	luckily
		12 professional	_____

Rewrite each sentence. Replace the linking words in bold by the synonyms. The figure indicates the number of sentences.

Ex: Li saw Koong-see and Chang.

Also Li saw Koong-see. He also saw Chang.

1 Koong-see loved Chang, **but** her father didn't want her to see Chang.

Unluckily _____ (2)

2 Li ordered Koong-see to marry Ta-jin. **Then** he locked her in a hut.

After _____ (1)

3 **While** Li was walking near the orange trees, he saw Chang and his daughter.

When _____ (1)

4 Li told his servants to build a fence around his house. He **also** told Chang to leave immediately.

And _____ (1)

5 **While** Chang and Koong-see were running away, Li saw them and ran after them.

As _____ (1)

6 Ta-jin didn't like Chang. **For this reason**, he decided to kill him.

So _____ (1) ou (2)

A great African traveller

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

2 Writing

a. Read Ibn Battuta's descriptions of some of the places he visited on page 67 in your book. Match the descriptions to the correct places on the map.

Descriptions	Places
Description 1	_____
Description 2	_____
Description 3	_____
Description 4	_____

b. Match clauses from the two columns. Then link the two clauses with the correct conjunction from the box. Write out the complete sentences. You can check your answers in your book.

until while as when after

- | | |
|-----------------------------------|----------------------------|
| 1 We came to the city | a the sun came up. |
| 2 I asked about the pyramids | b we said our prayers. |
| 3 I took a camel to the pyramids | c we ate our food. |
| 4 We entered the gates | d the sun was going down. |
| 5 We had to wait outside the city | e the muezzin was calling. |



Make seven different sentences comparing the means of transportation below. Use the comparatives in the box.

coach train taxi plane bus boat bicycle

cheaper safer slower faster
longer more comfortable more expensive*
more dangerous more useful more crowded

expensive* = cher

TRAVELLING IS GREAT!

Complete the following paragraph with the words below.

countries journey maps places
stories travellers visited world

Travelling is good for you. It helps you understand the _____ and life better. Great _____ are people who have _____ many _____ and seen different _____.

They are interesting because when they come back after a long _____ they always have lots of _____ to tell. We have better _____ today thanks to them.

YES, THAT'S RIGHT!

Transform the following statements. Use the superlative.

Ex: There is no bigger stadium than the National Stadium.

→ Yes, that's right. The National Stadium is the biggest.

1 I don't know a better team than the SUPER STARS

→ Yes, that's right. The SUPER STARS _____

2 I've never spent more exciting holidays.

→ Yes, that's true. I've spent _____

3 Everyone says Flora is nicer than all the girls.

→ Yes, really. Flora is _____

4 No one cooks more delicious stews than my aunt Adja.

→ Yes, you are right. Aunt Adja cooks _____

5 I don't know a brighter student than Sékou in this class.

→ Yes, I know. Sékou is _____

6 No singer I know is as famous as Youssou Ndour in Sénégal.

→ Yes, I think so. Youssou Ndour is _____

7 We have never played a worse match in this competition.

→ Yes, that's right. We have played _____

8 Edouard is older than all the children in the family.

→ Yes, you are right. Edouard is _____

9 Football is more popular than any other sport in my country.

→ Yes, that's true. Football is _____

10 I have never seen anyone more beautiful than this woman.

→ Yes, you are right. She is _____

11 There is no church in the world bigger than the Basilica at Yamoussoukro.

→ That's true. The Basilica at Yamoussoukro is _____

12 I don't know a lazier student than my brother in this school!

→ Yes, you're right. Your brother is _____



The trip of my dreams

2 Writing and speaking

a. Ask your partner about one of his or her trips. Complete the chart.

	you	your partner
Where did you leave from?	_____	_____
Where were you going to?	_____	_____
How did you travel? (car, boat, plane, bus, etc.)	_____	_____
How long did your trip take?	_____	_____
How much did it cost?	_____	_____
Who did you go with?	_____	_____
What did you see on your trip?	_____	_____
	_____	_____
	_____	_____

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

_____ went for a trip to _____. He (or She) went by _____. The trip took _____ and it cost _____. He (or She) went with _____ and stayed with _____. He (or She) saw _____.

3 Writing

Complete Ibn Battuta's description of Kairouan in Tunisia.

It was early in the morning _____ I first saw the Great Mosque. _____ reached the city a few hours _____. It was a rich city, and the markets were full of products _____ the country. There were carpets and mats _____ of wool, copper pots, wheat and grain. I _____ at once to the mosque to _____.



Complete the following sentences with the right prepositions.

in since at on during
after on for before

- In some countries, people go to work _____ Sundays.
- Soundiata was born _____ Mali, _____ the 19th century.
- Many schools start _____ 7:30 _____ the morning and close _____ 6:00 _____ the evening.
- I am hungry. I haven't eaten _____ yesterday. What? You mean you haven't eaten _____ two days?
- In the alphabet, P comes _____ Q and _____ O.
- Abou Kondé was born _____ July 30th.

Complete the answer and ask the corresponding question.

1 My pen-friend lives in (name of a city).

2 He was born in , so he is old today.

3 He has brothers and sisters.

4 His family name is .

5 He lives with his 's sister.

6 He goes to school motorcycle.

7 His motorcycle cost dollars.

8 It takes him minutes to go to school.

84

eighty-four



You spend your holidays in England with your parents. Which of these week-ends would you like to spend?

Give your reasons.

Murder Mystery Weekend

FROM ONLY £59

Dinner, Bed and Breakfast

Per person per night

Enjoy the excitement and suspense of a classic mystery murder!

On Saturday morning, you will hear the story of a murder. Then, you will have the chance to interrogate the different 'suspects' and guess who committed the murder. But you'll have to wait until Sunday morning to discover who the 'murderer' is.

An exciting and fun weekend...

Hot Air Ballooning

FROM ONLY £149

Dinner, Bed and Breakfast per night (including flight)

Fly in a hot air balloon and see the British countryside from a different angle!

An adventurous weekend!

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Per person per night (including entry to Cadbury World)

Visit the only exhibition in England devoted to chocolate and discover the secret of the best chocolates in the world. A chance to enjoy freshly made chocolates.

A delicious weekend!

Horse Racing

PICNIC LUNCH & WINE INCLUDED

(Call the hotel direct for more information on prices and dates)

Enjoy a day at the races, with a delicious picnic lunch.

A classic weekend!

85

eighty-five

1 Linking ideas using the conjunctions while, until and after

Complete the conversation below with the right conjunction, either, while, until or after:

MUMMY There is no one else in the house. Can you stay at home _____ I come back from the market?

EDOUARD Yes, Mum. I'll go out only _____ you come back.

MUMMY Good. _____ you are at home, why don't you do your homework?

EDOUARD That's a good idea, Mum.



HELP, DETECTIVE FINDALL!

a. You are detective Findall and you investigate on a suspect. Complete the interview. Use each of these verbs once.

- | | | | | |
|-----------|----------|-----------|---------|--------|
| to arrive | to be | to borrow | to do | to be |
| to go | to leave | to play | to take | to see |

Detective Findall Did you go to school yesterday?
 Suspect Yes I did.
 Detective Findall What time _____ your school?
 Suspect I don't remember. Maybe at six-thirty p.m. I'm not sure.
 Detective Findall _____ any friends with you?
 Suspect No, I was alone.
 Detective Findall All right. Where _____ after school?
 Suspect To my uncle's house. He wanted to give me some money.
 Detective Findall How did you go to your uncle's house? Did you walk?
 Suspect No, I _____ a bus.
 Detective Findall And what _____ the number of the bus?
 Suspect Oh, well, I..., I... I don't remember.
 Detective Findall How surprising! What time was it when _____ home?
 Suspect I don't know. Maybe seven-thirty. You see, I don't have a watch.
 Detective Findall I see. OK... Now, what _____ when you got home?
 Suspect I drank some water, sat down and started listening to some music.
 Detective Findall Tell me; what kind of music _____ ?
 Suspect Some reggae music. I _____ some cassettes from a friend.
 Detective Findall Nobody _____ you after eight?
 Suspect No, I was alone with my brother.

Phonetics and vocabulary

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

Le symbole (*) indique qu'on doit prononcer le son /r/ à la fin du mot si le mot suivant commence par un son voyelle. Par exemple, « better » (/betə*/) se prononce /betər/ quand il précède « answer » : a better answer (/ə betər ɑ:nsə/), mais il se prononce /betə/ quand il précède « 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	/ɪəl/	ear
/dʒ/	jeans	/ɪ/	morning	/ʊ/	pull	/eəl/	chair
/f/	fish	/l/	leg	/u:/	spoon	/ʊəl/	flower
/v/	have	/r/	red	/ɜ:/	girl	/ʌ/	son
/θ/	thin	/j/	yes				
/ð/	this	/w/	we				

A	Unit	
about	2 /ə'baʊt/	environ ou à propos de
above	4 /ə'bʌv/	ci-dessus, au-dessus
acquire (to)	1 /ə'kwɪə/*/	acquérir
across	4 /ə'krɒs/	de l'autre côté, à travers
advertise (to)	3 /ædvə'taɪz/	afficher, faire de la publicité pour
advise (to)	10 /əd'vaɪz/ (vb)	conseiller
afraid/to be afraid	C3 /ə'freɪd/	avoir peur
after	6 /ɑ:ftə*/	après
afternoon	8 /ɑ:ftə'nʌm/	après-midi
airport	8 /eə'pɔ:t/	aéroport
alarm clock	13 /ə'lɑ:mklɒk/	réveil-matin
alive	6 /ə'laɪv/	en vie
all	10 /ɔ:l/	tout, tous, toutes
already	13 /ɔ:l'redɪ/	déjà

alright	6 /ɔ:l'raɪt/	d'accord
amazed	5 /ə'meɪzd/	stupéfait
amount	10 /ə'maʊnt/	quantité
angry	4 /æŋgrɪ/	fâché, en colère
announcement	10 /ə'naʊnsment/	annonce
another	5 /ə'nʌðə*/	un(e)autre
anything	10 /'ʌnɪθɪŋ/	quelque chose, n'importe quoi
applaud (to)	5 /ə'plɔ:d/	applaudir
around	10 /ə'raʊnd/	autour de, aux environs de
arrive (to)	6 /ə'raɪv/	arriver
artist	3 /ɑ:tɪst/	artiste
as (... as)	1 /æz/	aussi ... que, comme
ask (to)	1 /ɑ:sk/	demander
assistant (in shop)	3 /ə'sɪst(ə)nt/	vendeur, vendeuse
attack (to)	10 /ə'tæk/	attaquer
aunt	7 /ɑ:nt/	tante
awake	C2 /ə'weɪk/	éveillé

B Unit		
back/to be back	C1 /bæk/	être de retour
bad at	2 /bæd'æt/	mauvais en ...
baker	3 /'beɪkə*/	boulangier
band	6 /bænd/	orchestre
barber	3 /'bɑ:bə*/	coiffeur pour hommes
basement	C2 /'beɪsmənt/	sous-sol
basketball	5 /'bɑ:skɪtbɔ:l/	basketball
bat	5 /bæt/	batte (de cricket, hockey)
beautiful	7 /'bjʊ:t(ə)ful/	beau, belle
become (to)	4 /br'kʌm/	devenir
bee	5 /bi:/	abeille
beg (to)	6 /beg/	supplier
belief	6 /br'i:lɪf/ (n)	croissance
belongings	13 /br'lɒŋɪŋz/	biens
bench	3 /bentʃ/	banc
best man	7 /bestmæn/	garçon d'honneur
bilharzia	9 /br'l'hɑ:zɪə/	bilharziose
birthday	7 /'bɜ:θdeɪ/	anniversaire
blind	11 /blaɪnd/	aveugle
block	14 /blɒk/	bloc
blow (to) (a whistle)	5 /bləʊ/	siffler
blow out (to)	7 /bləʊaʊt/	souffler, éteindre
body	11 /'bɒdi/	corps
boil (to)	9 /bɔɪl/	bouillir, faire bouillir
bonnet	12 /'bɒnɪt/	capot
boot	5 /bu:t/	coffre(de voiture)
boring	6 /'bɔ:ɪŋ/	ennuyeux
born/to be born	5 /bɔ:n/	naître
both	1 /bəʊθ/	les deux
bottle	3 /'bɒtl/	bouteille
bowls	5 /bəʊlz/	boules (jeu de boules)
box	14 /bɒks/	boîte
bracelet	7 /'breɪslɪt/	bracelet
braid	7 /breɪd/	trousse, natte
brake	12 /breɪk/ (n)	frein
break/(to) a record	5 /breɪk/ (vb)	battre un record
breakfast	7 /'brekfəst/	petit déjeuner
bride	7 /braɪd/	mariée (le jour du mariage)
bridegroom	7 /'braɪdgrʊm/	marié (le jour du mariage)
bridesmaid	7 /'braɪdzmeɪd/	demoiselle d'honneur
brush	11 /brʌʃ/ (n)	brosse
bucket	3 /'bʌkɪt/	seau
build (to)	C1 /bɪld/	construire

burn (to)	8 /bɜ:n/	brûler
bush	10 /bʊʃ/	brousse
busy	3 /'bɪzɪ/	occupé

C Unit		
cake	7 /keɪk/	gâteau
calm	10 /kɑ:m/	calme
camera	13 /'kæm(ə)rə/	appareil photo
candle	7 /'kændl/	bougie
canoe	4 /kə'nu:/	canoë, pirogue
captain	5 /'kæptɪn/	capitaine
career	6 /kə'riə*/	carrière
careful (to be)	10 /'keəfʊl/	faire attention
carefully	C2 /'keəfəli/	avec soin
carpenter	3 /'kɑ:pəntə*/	charpentier, menuisier
carpet	14 /'kɑ:pɪt/	tapis
cart	9 /kɑ:t/	charrette
cassava	9 /kə'sɑ:və/	manioc
cassette	7 /kə'set/	cassette
catch (to)	4 /kætʃ/	attraper
cathedral	10 /kə'ti:dr(ə)l/	cathédrale
cattle	9 /'kætl/	bétail
century	12 /'sentʃəri/	siècle
charcoal	3 /'tʃɑ:kəʊl/	charbon
charcoal-seller	3 /'tʃɑ:kəʊl'selə*/	marchand de charbon
chase (to)	C1 /tʃeɪs/	faire la chasse à
check (to)	7 /tʃek/	vérifier
check in (to)	8 /tʃek'ɪn/	enregistrer (les bagages)
cheer (to)	5 /tʃɪə*/	acclamer
choke (to)	C2 /tʃəʊk/	étouffer, s'étrangler
Christmas	C1 /'krɪsməs/	Noël
cinema	6 /'sɪnəmə/	cinéma
class	2 /klɑ:s/	classe (niveau scolaire)
clay	14 /kleɪ/	argile, glaise
clerk	C1 /klə:k/	employé de bureau
clever	2 /'kleɪvə*/	intelligent(e)
clock	13 /klɒk/	horloge
cloth	13 /klɒθ/	vêtement
cloud	C3 /klaʊd/	nuage
club (golf)	5 /klʌb/	club de golf
coach	5 /kəʊtʃ/ (n)	entraîneur
cold	C2 /kəʊld/	froid(e)
comfort	5 /'kʌmfət/ (n)	confort
complete (to)	6 /kəm'pli:t/	achever, terminer
competition	5 /kəm'pɛtɪʃn/	compétition
compulsory	2 /kəm'pʌls(ə)rɪ/	obligatoire

contain (to)	14 /kən'teɪn/	contenir
cookery	2 /'kʊkəri/	l'art de la cuisine
copper	C3 /'kɒpə*/	cuirre
cough (to)	C2 /kəʊf/	tousser
course	5 /kɔ:s/	terrain de golf
court	5 /kɔ:t/	court de tennis
cousin	7 /'kʌzɪn/	cousin
crawl (to)	1 /kro:ɪl/	ramper
crops	10 /krɒps/	récolte, moisson
cucumber	3 /'kju:kʌmbə*/	concombre
customer	3 /'kʌstəmə*/	client
cut off (to)	5 /'kʌtoʊf/	découper
cut (to)	4 /kʌt/	couper

D Unit		
dam	9 /dæm/	barrage
dance (to)	2 /dɑ:ns/ (vb)	danser
dangerous	10 /'deɪndʒərəs/	dangereux
daughter	15 /'dɔ:tə*/	filie
defeat	5 /dɪ'fi:t/	défaite
deliver (to)	C1 /dɪ'lɪvə*/	livrer
desert	8 /'dezət/	désert
die (to)	9 /daɪ/	mourir
different	C1 /'dɪfrənt/	différent
dirt	10 /dɜ:t/	saleté
dirty	10 /'dɜ:tɪ/	sale
disappear (to)	C2 /dɪ'səpiə*/	disparaître
discover (to)	14 /dɪs'kʌvə*/	découvrir
dove	15 /dʌv/	colombe
drawer	10 /dru:ə*/	tiroir
dream	C2 /dri:m/ (n)	rêve
dressmaker	3 /'dresmekə*/	couturière
drink	3 /drɪŋk/ (n)	boisson
drop	C2 /drɒp/ (n)	goutte
drum	2 /drʌm/	tambour
dry	9 /draɪ/	sec (sèche)
dust	C2 /dʌst/	poussière

E Unit		
early	6 /'ɜ:lɪ/	tôt, en avance
earn (to)	3 /ɜ:n/	gagner
earring	7 /'i:ɪŋ/	boucle d'oreille
earth	4 /ɜ:θ/	terre
education	2 /edʒu'keɪʃn/	éducation
engine	12 /'endʒɪn/	moteur
engineer	9 /endʒɪ'nɪə*/	ingénieur
enjoy (to)	13 /ɪn'dʒɔɪ/	s'amuser, apprécier

event	5 /'vent/	événement
everyone	7 /'evriwʌn/	tout le monde
examination	2 /ɪgzæmɪ'n'eɪʃn/	examen
exciting	6 /ɪk'saɪtɪŋ/	passionnant
expression	1 /ɪk'spreʃn/	expression

F Unit		
face	4 /feɪs/	visage
fail (to)	2 /feɪl/	échouer
faithful	15 /'feɪθfʊl/	fidèle, sûr
fall (to)	10 /fɔ:l/	tomber
false	4 /fəʊls/	faux, fausse
famous	6 /'feɪməs/	célèbre
fan	5 /fæn/	supporter
fantastic	5 /fæn'tæstɪk/	fantastique
farm	3 /fɑ:m/	ferme
fault	6 /fɔ:lt/	faute
favourite	2 /'feɪvərɪt/	favori, favorite
feed (to)	10 /fi:d/	nourrir
feel (to)	C2 /fi:l/	sentir, ressentir
fence	15 /fens/	clôture, barrière
fever	9 /'fi:və*/	fièvre
fill (to)	4 /fɪl/	emplir, remplir
final	11 /'faɪnəl/	finale
find (to)	10 /faɪnd/	trouver
fine (adj)	C1 /faɪn/	beau, bien
finger	7 /'fɪŋgə*/	doigt
fire	4 /'faɪə*/	feu
fit in (to)	C3 /fɪt'ɪn/	aller, tenir (dans un espace)
flight	8 /flaɪt/	vol
float (to)	15 /fləʊt/	flotter
fold (to)	13 /fəʊld/	plier
food	1 /fu:d/	nourriture
football	2 /'fʊtbɔ:l/	football
form	2 /fɔ:m/	niveau de classe ou formulaire
foundation	9 /faʊn'deɪʃn/	fondation
fraternity	5 /frə'tɜ:nɪtɪ/	fraternité
free (to)	C3 /fri:/	libérer
fresh water	9 /'freʃwɔ:tə*/	eau douce
fried	C1 /fraɪd/	frit(e)
friend	6 /frend/	ami
friendly	4 /frendli/	amicalement
front	9 /frʌnt/	(le) devant
fun	C2 /fʌn/	amusant
funny	1 /fʌni/	drôle, amusant
furniture	3 /'fɜ:nɪtʃə*/	meubles, mobilier

G Unit		
game	5 /geɪm/	jeu
gate	14 /geɪt/	porte
get in (to)	4 /getɪn/	entrer dans, monter dans
get (to)	3 /get/	obtenir
give up (to)	5 /gɪvʌp/	abandonner
glass	14 /glɑːs/	verre
glasses	6 /glɑːsɪz/	lunettes
glue	3 /gluː/	colle
go out (to)	6 /gəʊaʊt/	sortir
goal	5 /gəʊl/	but
goalkeeper	5 /gəʊlki:pə*/	gardien de but
god	14 /gɒd/	dieu
gold	4 /gəʊld/	or
good/to be good at	2 /gʊd/	être bon en
goods	4 /gʊdz/	marchandises
grant (to)	C3 /grɑːnt/	accorder
grasshopper	10 /grɑːʃɒpə*/	sauterelle
greedy	4 /griːdi/	gourmand(e)
greengrocer	3 /griːnɡrəʊsə*/	marchand de fruits et légumes
ground	10 /graʊnd/	sol
grow up (to)	1 /grəʊʌp/	grandir
guest	7 /gest/	invité(e)
guilty	C2 /'ɡɪltɪ/	coupable
guitar	1 /ɡɪtɑː*/	guitare

H Unit		
hair	3 /heə*/	cheveux
hairdresser	3 /heədresə*/	coiffeur
hairy	C2 /heəri/	poilu
half time	5 /hɑːftaɪm/	mi-temps
hall	c3 /hɔːl/	salle, entrée
hammer	3 /'hæmə*/	marteau
handball	5 /'hændbɔːl/	handball
handlebar	12 /'hændlbɑː*/	guidon
happen (to)	10 /'hæpən/	arriver, se passer
happy	2 /'hæpi/	heureux
hard	5 /hɑːd/	dur
head (to) a ball	5 /hed/	faire une tête
height	6 /haɪt/	hauteur
helicopter	10 /'helɪkɒptə*/	hélicoptère
high	4 /haɪ/	haut
hit (to)	5 /hɪt/	frapper, taper dans (une balle)
hobby	6 /'hɒbi/	passé-temps
hold (to) a record	5 /'həʊld/	détenir (un record)

hold on (to)	9 /'həʊldən/	tenir, garder
hole	14 /həʊl/	trou
holiday	3 /'hɒlɪdeɪ/	vacances
home	3 /həʊm/	maison, foyer
hope	C1 /həʊp/ (n)	espérer
horse	2 /hɔːs/	cheval
horse riding	5 /'hɔːsraɪdɪŋ/	équitation
housewife	2 /'haʊswaɪf/	femme au foyer
hungry (to be)	4 /'hʌŋɡri/	avoir faim
hurdling	5 /'hɜːdlɪŋ/	course de haies
husband	4 /'hʌzbænd/	mari
hut	15 /hʌt/	hutte, cabane

I Unit		
if	10 /ɪf/	si
ill	9 /ɪl/	malade
in spite of	6 /ɪn'spaɪtəv/	malgré
injured	5 /ɪndʒəd/	blessé
innocent	C3 /ɪ'nɒsənt/	innocent(e)
inside	4 /ɪn'saɪd/	à l'intérieur
invade (to)	10 /ɪn'veɪd/	envahir
invent (to)	12 /ɪn'vent/	inventer
iron	12 /aɪən/	fer
island	15 /aɪlənd/	île

J Unit		
jar	C3 /dʒɑː*/	pot, récipient
jewel	15 /dʒuːəl/	bijou
job	3 /dʒɒb/	métier
jog (to)	5 /dʒɒɡ/ (vb)	faire du jogging, courir à petites foulées
journey	8 /'dʒɜːni/	voyage
jump (long)	5 /dʒʌmp/	saut en longueur
jump (to)	5 /dʒʌmp/ (vb)	sauter

K Unit		
keep (to) + adjective	10 /ki:p/	rester + adj
kick (to)	5 /kɪk/	donner un coup de pied
kilt	7 /kɪlt/	kilt (écossais)
kind/what kind of	6 /kaɪnd/	quelle sorte de...?
king	14 /kɪŋ/	roi
know (to)	1 /nəʊ/	connaître, savoir

L Unit		
lake	8 /leɪk/	lac
land (to)	8 /lænd/ (vb)	atterrir
lap	5 /læp/	tour de piste
large	10 /lɑːdʒ/	grand (e)
last/at last	4 /lɑːst/	enfin
late	6 /leɪt/	tard
late/to be late	8 /leɪt/	être en retard
later	14 /leɪtə*/	plus tard
laugh (to)	4 /lɑːf/ (vb)	rire
lead (to)	5 /liːd/	mener
leaf	11 /liːf/	feuille
leather	3 /'leðə*/	cuir
leopard	14 /'lepəd/	léopard
lever (brake)	12 /'liːvə*/	levier (de frein)
light	12 /laɪt/	lumière, phare de voiture
light (to)	7 /laɪt/	allumer
little	1 /'lɪtl/	petit(e)
lock (to)	10 /lɒk/	fermer à clef
locust	10 /'ləʊkəst/	criquet
long	10 /lɒŋ/	long (longue)
look (to) + adjectif	4 /lʊk/	avoir l'air
look for (to)	6 /lʊk fɔː*/	chercher
lose (to)	5 /lʊːz/	perdre
loss	5 /lɔːs/	perte
lots of	3 /lɒts/	beaucoup de
lounge	8 /laʊndʒ/	salon
love	6 /lʌv/ (n)	amour, passion
love (to)	15 /lʌv/ (vb)	aimer
lower	2 /ləʊə*/	plus bas
lucky	C3 /'lʌki/	qui a de la chance
lunch	3 /lʌntʃ/ (n)	déjeuner

M Unit		
magazine	13 /mæɡə'ziːn/	revue
magnificent	5 /mæɡ'nɪfɪs(ə)nt/	magnifique
make (to)	10 /meɪk/	faire
manage (to)	6 /'mænɪdʒ/	se débrouiller
manager	5 /'mænɪdʒə*/	manager (de foot ball), responsable
marry (to)	7 /'mæri/	épouser
match	10 /mætʃ/ (n)	allumette
mean (to)	C3 /miːn/	signifier, vouloir dire
mechanic	3 /mɪ'kæni:k/	mécanicien
medicine	10 /'medɪsn/	médicament
meet (to)	6 /miːt/	rencontrer
memorable	5 /'mem(ə)rəbl/	mémorable

mender	3 /'mendə*/	réparateur
message	15 /'mesɪdʒ/	message
metre	2 /'miːtə*/	mètre
midday	15 /'mɪd'deɪ/	midi
middle	4 /'mɪdl/	milieu
mind (to) (I don't mind)	6 /maɪnd/	cela m'est égal
miss (to)	5 /mɪs/ (vb)	manquer, rater
mistake	C2 /mɪ'steɪk/	erreur
money	3 /'mʌni/	argent
month	1 /mʌnθ/	mois
moon	C2 /muːn/	lune
motorbike	12 /'məʊtəbaɪk/	mobylette, moto
motor-racing	5 /'məʊtəreɪsɪŋ/	course automobile
move (to)	12 /muːv/	bouger, se déplacer
museum	13 /'mjuːziəm/	musée
music	2 /'mjuːzɪk/	musique

N Unit		
nail cutter	3 /neɪl'kʌtə*/	coupeur d'ongles (petit métier africain)
nail file	3 /neɪlfaɪl/	lime à ongles
need (to)	3 /niːd/	avoir besoin de
needle	3 /niːdl/	aiguille
neither	1 /'neɪðə*/	non plus
newspaper	C1 /'njuːspəpə*/	journal
newsreel	6 /'njuːzriːl/	film d'actualités
nobody	9 /'nəʊbɒdi/	personne
noise	10 /nɔɪz/	bruit
nor	1 /nɔː*/	ne, ni
nothing	4 /'nʌθɪŋ/	rien
now	2 /naʊ/	maintenant

O Unit		
ocean	9 /'əʊʃn/	océan
once	c3 /wʌns/	une fois
opponent	5 /ə'pəʊnənt/	adversaire
order (to)	15 /'ɔːdə*/ (vb)	commander
outside	15 /aʊt'saɪd/	extérieur

P Unit		
pack (to)	13 /pæk/	emballer, faire ses valises
package	14 /'pækɪdʒ/	paquet, colis
palace	13 /'pælɪs/	palais

paper	11 /'peɪpə*/	papier
parliament	13 /'pɑ:ləmənt/	parlement, assemblée des députés
party	7 /'pɑ:ti/	réception, réunion
pass (to)	5 /'pɑ:s/	réussir (à un examen)
passageway	10 /'pæsɪdʒweɪ/	couloir
passengers	8 /'pæsɪdʒə*/	passagers
passport	13 /'pɑ:spɔ:t/	passport
peace	5 /pi:s/	paix
pedal	12 /'pedl/	pédale
penalty shot	5 /'penltɪ/	pénalité
pharaoh	14 /'feərəʊ/	pharaon
photograph	8 /'fəʊtəgræf/	photographie
photographer	3 /'fəʊtəgrəfə*/	photographe
physical	2 /'fɪzɪkl/	physique
piano	1 /'pi:ənəʊ/	piano
pick up (to) someone	6 /'pɪkʌp/	aller chercher quelqu'un
piece	3 /pi:s/	morceau
pilot	3 /'paɪlət/	pilote d'avion
pitch	5 /pɪtʃ/	terrain
plan (to)	6 /plæn/	planifier, prévoir
planet	9 /'plænit/	planète
play (to)	1 /pleɪ/ (vb)	jouer
player	5 /'pleɪə*/	joueur
playing area	5 /'pleɪɪŋ'eəriə/	aire de jeu
pleased	6 /pli:zd/	satisfait
plenty	7 /'plenti/	beaucoup de
pocket	7 /'pɒkɪt/	poche
poison	10 /'pɔɪzn/ (n)	poison
police station	C2 /p(ə)'li:s'steɪʃn/	commissariat de police
poor	15 /puə*/	pauvre
poorly	C2 /'puəli/	souffrant, malade
pop	5 /pɒp/	populaire
poster	3 /'pəʊstə*/	affiche
pot	4 /pɒt/	pot
powerful	C3 /'paʊəfʊl/	puissant
pray (to)	14 /preɪ/	prier
prayer	15 /'preɪə*/	prière
present	7 /'preznt/	cadeau
pretty	7 /'prɪti/	joli(e)
prize	c1 /praɪz/	prix, récompense
problem	c1 /'prɒbəm/	problème
product	14 /'prɒdʌkt/ (n)	produit
promise (to)	C3 /'prɒmɪs/ (vb)	promettre
protect (to)	10 /prə'tekt/	protéger
prove (to)	5 /pru:v/	prouver
pump	9 /pʌmp/ (n)	pompe
put (to)	4 /put/	mettre
pyramid	14 /'pɪrəmɪd/	pyramide

Q Unit		
queen	13 /kwɪn/	reine
quick	c1 /kwɪk/	rapide

R Unit		
race	5 /reɪs/	course
racket	5 /'ræktɪ/	raquette
read (to)	1 /ri:d/	lire
rain	9 /reɪn/	pluie
rainy season	9 /reɪni/	saison des pluies
ransom	6 /'rænsəm/	rançon
rat	C1 /ræt/	rat
rather/(I'd rather)	6 /'rɑ:ðə*/	plutôt, (je préférerais...)
reach (to)	4 /ri:tʃ/	atteindre
ready	6 /'redi/	prêt
reception	7 /ri'sepʃn/	réception
reception desk	10 /ri'sepʃndesk/	bureau d'accueil
record	5 /'rekɔ:d/ (n)	record
referee	5 /'refəri:/	arbitre
region	7 /'ri:dʒən/	région, secteur
relay	5 /'ri:leɪ/	relais
repair	3 /ri'peə*/ (n)	réparation
rest	4 /rest/	reste, surplus
result	2 /rɪzʌlt/ (n)	résultat
retake (to)	2 /ri'teɪk/	repasser (un examen)
rice	C1 /raɪs/	riz
rich	4 /rɪtʃ/	riche
ride (to)	12 /raɪd/	monter à (cheval, vélo)
ring	7 /rɪŋ/ (n)	bague
robbery	C2 /'rɒbəri/	vol, cambriolage
roof	9 /ru:f/	toit
rope	11 /rəʊp/	corde
run away (to)	15 /rʌnə'weɪ/	s'enfuir
run out (to)	15 /rʌn'aʊt/	être à court de
runner-up	5 /rʌnə'ʌp/	second
runway	8 /rʌnweɪ/	piste d'envol

S Unit		
sad	2 /sæd/	triste
saddle	12 /sædl/	selle
safety	10 /'seɪfti/	sécurité
sail (to)	15 /seɪl/	faire de la voile
same	1 /seɪm/	même

sand	C2 /sænd/	sable
schoolwork	2 /sku:lwɜ:k/	travail scolaire
scissors	3 /'sɪzəz/	ciseaux
score (to)	5 /skɔ:*/	marquer
sea	8 /si:/	mer
season	9 /'si:zn/	saison
seat	9 /si:t/	siège
secretary	'sekrətəri/	secrétaire
sharp	11 /ʃɑ:p/	tranchant(e)
shelf	10 /ʃelf/	étagère
shell	15 /ʃel/	écorce, coquille
shiny	4 /ʃaɪni/	brillant
shoe cleaner	3 /ʃu:'kli:nə*/	cireur de chaussures
shoe polish	3 /ʃu:'pɒlɪʃ/	cirage
shot putting	5 /ʃɒt'pʊtɪŋ/	lancement de poids
shout (to)	4 /ʃaʊt/ (vb)	crier
show	6 /ʃəʊ/ (n)	spectacle
show (to)	8 /ʃəʊ/ (vb)	montrer
shoemaker	3 /ʃu:'meɪkə*/	cordonnier
shut (to)	10 /ʃʌt/	fermer
sick	4 /sɪk/	malade
side	3 /saɪd/	côté
signal	12 /'sɪgnl/	signal
silent	5 /'saɪlənt/	silencieux, silencieuse
silk	11 /sɪlk/	soie
silver	14 /'sɪlvə*/	argent (métal)
sing (to)	6 /sɪŋ/	chanter
singer	6 /sɪŋə*/	chanteur, chanteuse
situp (to)	1 /sɪtʌp/	se tenir droit, se redresser
skill	1 /skɪl/	compétence
sky	4 /skaɪ/	ciel
smile	1 /smaɪl/ (n)	sourire
smile (to)	1 /smaɪl/ (vb)	sourire
smoke	C3 /sməʊk/	fumée
smooth	11 /smu:ð/	lisse, uni, doux
soap	3 /səʊp/	savon
softly	C2 /sɒftli/	doucement
solve (to)	C1 /sɒlv/	résoudre
something	1 /'sʌmθɪŋ/	quelque chose
sound (to) + adj	6 /saʊnd/	sembler + adj
spend (to)	C2 /spend/	passer
spirit	5 /'spɪrɪt/	esprit
spiritual	6 /'spɪrɪtʃʊəl/	spirituel
splutter (to)	C2 /'splʌtə*/	bredouiller
sponge	3 /'spʌndʒ/	éponge
spread (to)	C2 /spred/	étaier
square	15 /'skweə*/	carré
stain	C2 /steɪn/	tache
stair	10 /steə*/	escalier
star	6 /stɑ:*/	étoile, vedette

stay (to)	2 /steɪ/	rester
steering wheel	12 /'stiəriŋwi:l/	volant (de voiture)
step	10 /step/	marche (d'escalier)
steward	8 /'stju:əd/	steward
stewardess	8 /'stju:ədəs/	hôtesse de l'air
still	C3 /sti:l/	encore
stone	4 /stəʊn/	Pierre
stool	3 /stju:l/	tabouret
stop (to)	12 /stɒp/	arrêter
story	c2 /'stɔ:ri/	histoire
stream	9 /stri:m/	cours d'eau
street	3 /stri:t/	rue
strength	5 /streŋθ/	force
strong	6 /strɒŋ/	fort
stutter (to)	c2 /'stʌtə*/	bégayer
subject	2 /'sʌbdʒɪkt/	matière
successful	6 /sək'sesfʊl/	qui a du succès
summary	6 /'sʌməri/	résumé
sun	8 /sʌn/	soleil
sunglasses	10 /'sʌŋglɑ:sɪz/	lunettes de soleil
supple	11 /'sʌpl/	souple
sure (to be sure)	5 /ʃʊ:*/	être certain(e)
swarm	5 /swɔ:m/	essaim
swarm (to)	10 /swɔ:m/	former un essaim, essaimer
swim (to)	1 /swɪm/	nager
symbol	5 /'sɪmbəl/	symbole

T Unit		
table tennis	5 /'teɪbltenɪs/	tennis de table, pingpong
tail	11 /teɪl/	queue
tailor	3 /teɪlə*/	tailleur, couturier
take(to) (an exam)	2 /teɪk/	passer un examen
take off (to)	8 /'teɪkɒf/	décoller
tap	9 /tæp/	robinet
teacher	2 /'ti:tʃə*/	professeur
team	5 /ti:m/	équipe
tear	5 /tiə*/	larme
tennis	5 /tenɪs/	tennis
thing	15 /θɪŋ/	chose
thirsty	4 /'θɜ:sti/	avoir soif
those	4 /ðəʊz/	ceux-là, celles-là
thread	3 /θred/	fil
ticket	8 /'tɪkɪt/	billet
time/on time	8 /taɪm/	à l'heure
tired	6 /'taɪə*/	fatigué
together	15 /tə'geðə*/	ensemble
tomb	14 /tu:m/	tombe

tonight	6 /tə'naɪt/	ce soir
tonne	14 /tʌn/	tonne
tooth, teeth	4 /tu:θ/ ou /ti:θ/	dent, dents
toothbrush	13 /'tu:θbrʌʃ/	brosse à dents
tough	5 /tʌf/	dur(e)
tower	13 /'taʊə*/	tour
track	5 /træk/	piste
train (to)	5 /treɪn/ (vb)	entraîner
train	7 /treɪn/	traîne (de mariée)
trainer	5 /'treɪnə*/	entraîneur
tricycle	12 /'traɪsɪkl/	tricycle
trip	15 /trɪp/	voyage
truth	c3 /tru:θ/	vérité
try (to)	4 /traɪ/	essayer
tusk	11 /tʌsk/	défense (d'éléphant)
twin	1 /twɪn/	jumeau, jumelle
tyre	12 /'taɪə/	pneu

U Unit

umpire	5 /'ʌmpaɪə*/	arbitre
uncle	7 /'ʌŋkl/	oncle
unfortunate	6 /ʌn'fɔ:t(ə)nət/	malheureux, malchanceux
university	15 /ju:nɪvɜ:sɪti/	université
unlucky	5 /ʌn'lʌki/	malchanceux
until	2 /ʌn'tɪl/	jusqu'à
upset	6 /ʌp'set/	contrarié

V Unit

valley	14 /'væli/	vallée
village	4 /'vɪlɪdʒ/	village
violin	1 /vaɪə'li:n/	violon
visit (to)	2 /'vɪzɪt/	rendre visite à, visiter

W Unit

wait (to)	9 /weɪt/	attendre
wall	9 /wɔ:l/	mur
wash (to)	9 /wɒʃ/	laver
watch (to)	2 /wɒtʃ/ (vb)	regarder
watch out (to)	10 /wɒtʃaʊt/	veiller
waterfall	8 /'wɔ:təfɔ:l/	chute d'eau, cascade
water-seller	3 /'wɔ:tə'selə*/	vendeur d'eau
wedding	7 /'wedɪŋ/	mariage
weigh (to)	2 /weɪ/	peser
welcome	7 /'welkəm/	bienvenue
well	9 /wel/	puits
western	6 /'westən/	occidental
wet	9 /wet/	humide
wheel	12 /wi:l/	roue
whistle (to)	5 /'wɪsl/ (vb)	siffler
wide	11 /waɪd/	large
wife	7 /waɪf/	femme, épouse
win (to)	5 /wɪn/	gagner
wind	10 /wɪnd/	vent
windscreen	12 /'wɪndskri:n/	pare-brise
windsurfing	5 /'wɪndzɜ:fɪŋ/	planche à voile
winner	5 /'wɪnə*/	gagnant
wish	C3 /wɪʃ/ (n)	souhait
without	9 /wɪ'ðaʊt/	sans
wood	14 /wud/	bois
wool	14 /wul/	laine
world	5 /wɜ:ld/	monde
wrap up (to)	13 /ræp'ʌp/	envelopper

V Unit

year	1 /jɪə*/	an, année
young	6 /jʌŋ/	jeune

Irregular verbs

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