

General High School Students' Activities Book



LEVEL: 10TH Form

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75 31 10 72 / 99 11 28 28*

Belongs to:

Tel:

2025-2026 Edition

THE ENGLISH SYLLABUS IN 10TH FORM:

U A	TOPIC	FUNCTIONS	STRUCTURES	WRITING TASKS
1	• Village and city life • Family	• Greeting people and take-leaving • Introducing yourself and others	• The simple present vs the present continuous • The present perfect vs the simple past	• Writing an personal letter
2	• Farming • Foods and meals • Sports and human body	• Asking for and giving information • Asking	• The future tense • Comparatives • Expressing frequency	• Describing people and places
3	• Health • Pollution	• Inviting and responding to an invitation • Asking for and giving directions	• Idiomatic Uses of BE / HAVE • Word order in a sentence	• Writing an essay

NEVER GIVE UP

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LESSON PLAN 1:

Class: 10th Form

Duration: 6 hours

Domain: LC

Subject: English

UA: 1

Competence: *Understand and use spoken English in different situations.*

Content:

- ❖ VILLAGE AND CITY LIFE
- ❖ GREETING PEOPLE AND LEAVE-TAKING
- ❖ THE SIMPLE PRESENT VS THE PRESENT CONTINUOUS
- ❖ WRITING AN ORDINARY LETTER

CONDUCT OF THE LESSON:

TOPIC: VILLAGE AND CITY LIFE

Situation problem:

People choose their living space according to their means, objectives, opportunities... Some prefer village life while others prefer life in the city.

Pre-evaluation:

According to you, what is a village? What is a city?

Instruction:

Work in groups and answer the questions.

Synthesis:

- A village is

- A city is

ACTIVITY 1: Characteristics of village and city life.

Instruction:

What are the main characteristics of village and city life?

Work in groups and answer the question.

Synthesis:

Village life	City life
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

ACTIVITY 2: Text study**Text: the World of New York City**

Like native New Yorkers, foreign residents complain loudest about crime and the high cost of living. Last year there were 1,826 murders in New York City alone and muggings have jumped 22 per cent since 1975.

There are other complaints as well: the city's perfidious weather, its chronic garbage, collection problems, its noise, and its deteriorating subways. But often the real issue is that New York never seems like home. As a result, many immigrants restrict their circle of friends to people from their native lands. The city has many "colonies", ranging from Chinatown in Manhattan to the luxury high rise apartment complexes where the rich Europeans live. Immigration problems do not seem to bother the rich.

Businessmen come mainly in search of markets. Within 60 miles of Manhattan there are 20 million people with an annual buying power of \$150 billion. Manhattan is still a big apple.

News week, 1983**Notes:**

Muggings: aggressions; Noise: bruit; To bother: inquiéter; To complain: se plaindre

QUESTIONS:**I. READING COMPREHENSION QUESTIONS:****A. Multiple Choice Questions: Copy the complete sentence containing the best answer.**

- Life is _____ in New York City.
 - cheap
 - expensive
 - easy
 - pleasant
- Last year there were _____ murders in New York City alone.
 - one thousand six hundred and thirty two
 - two thousand eight hundred and sixty six
 - one thousand eight hundred and twenty six
 - one thousand eight hundred and sixty eight

B. True/ False Questions: Copy the true sentences and correct the false ones.

- New York, native as well as foreign residents complain loudest about crime and the high cost of living.
- The percentage of muggings has jumped since 1975.
- New Yorkers do not complain about the city's perfidious weather and noise.
- Immigration problems seem to bother the rich in New York City.

C. Answer these questions based on the text.

- What are the two main problems for residents in New York City?
- How many murders were there in New York City last year?

II. LANGUAGE:**A. Vocabulary: Copy down each word from the list on the left with one from the right so as to make pairs of opposites.**

A	B
low	city
village	high

poor	friends
enemies	Interesting
	rich

Answers:

Handwriting practice lines (ruled lines) for writing answers.

Function: GREETING PEOPLE AND LEAVETAKING

Situation problem:

Your friend went on holidays in his/her village. Now s/he is back. You meet for the first time after the holidays.

Pre-evaluation:

Build a dialogue where you greet your friend and s/he replies.

Instruction:

Work in groups and write the dialogue.

Synthesis:

Me: _____

My friend: _____

Me: _____

My friend: _____

Me: _____

My friend: _____

ACTIVITY 1: Greeting people.

Instruction:

What can we say when we want to greet someone?

Synthesis:

There are ways of greeting people

Formal greeting	Informal greeting
• Good morning (12a.m – 12p.m) • Good afternoon (12p.m – 6p.m) • Good evening (6p.m - 12a.m) • How are you? • How do you do? • How are you doing? • Hello. • It's been a long time. How have you been? •	• Hello • Hi. • How do you feel? • What's up? • Give me five. • How is life? • What's the news? • Long time no see, what's new? •

ACTIVITY 2: Responding to greetings.

Instruction:

What can we say to reply to someone who greets us?

Synthesis:

To reply to greeting, we can say:

formal	Informal
• Good morning, how are you? • I am fine, thanks. • I am alright.	• Hello, how are you? • I am so-so • I am feeling well

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Structure: The SIMPLE PRESENT vs THE PRESENT CONTINUOUS.**Pre-evaluation:**

Basing on your personal knowledge, conjugate the verb TO DREAM in the simple present then in the present continuous.

Synthesis: to dream

Simple present	Present continuous
I	I
You	You
s/he; it	s/he; it
We	We
they	They

ACTIVITY 1: Form:**Instruction:**

How do you form the simple present and the present continuous in English?

Synthesis:

- ❖ The simple present: is formed by the base form of the verb (infinitive without to) and for the third person singular we add an "s" to the verb.

e.g.: to _____, I _____, she _____

N.B.:

a) Verbs ending in -ch, -sh, -ss, -x, -zz, -o, take "es" at the third person singular.

e.g.: to teach => I teach, he teaches, to fix => I fix, he fixes

b) Verbs ending with consonant + y take "ies" at the third person singular.

e.g.: to rely => I rely, he relies

c) the auxiliary to be is irregular in the simple present.

To be => I am, you are, s/he is, we are, they are

d) The modal verbs do not take "s" at the third person singular.

e.g.: can => I can, he can

- ❖ The Present Continuous: is formed by the auxiliary to be (in the simple present) + verb + ing

e.g.: to _____, I _____, you _____, he _____

	Simple present	Present continuous
Affirmative	They go to school S + V + C	They are going to school. S + am/is/are + V + ing + C
Negative	They do not go to school S + DO NOT + V + C	They are not going to school. S + am/is/are + NOT + V + ing + C +
Interrogative	Do they go to school? Do + S + V + C + ?	Are they going to school? Am/is/are + S + V + ing + C + ?
Interro-negative	Do they not go to school? Do + S + NOT + V + C + ?	Are they not going to school? Am/is/are + S + NOT + V + ing + C + ?

Writing Task: WRITING A PERSONAL LETTER: Letter with news.

Situation Problem:

Your best friend lives in another. It's been a long time you haven't had any news from each other.

Pre-evaluation:

Send him/her a letter giving your news and asking for his/hers.

Instruction:

Work in groups and write the letter with the appropriate layout.

ACTIVITY 1: Layout and organizations of a personal letter.

Instruction:

How is a personal letter presented on paper?

Synthesis:

A personal letter should follow these steps:

1. Writer's address (without name)	
2. Date	
3. Salutation	
4. Body of the letter: • Paragraph 1: Purpose of the letter • Paragraph 2: Development • Paragraph 3: Final salutation	
5. Ending	
6. Writer's name	

ACTIVITY 2: Things to know

1. Salutation:

- Dear friend / brother / uncle / ...,
- Dear Oumar / Fatoumata,

- Hello / hi.
- How are you?

2. Ending:

- Yours
- Your friend / brother / nephew / cousin...,
- Take care
- Love

NOTES:

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LESSON PLAN 2:

Class: 10th Form

Duration: 6 hours

Domain: LC

Subject: English

UA: 1

Competence: *Understand and use spoken English in different situations.*

Content:

- ❖ **FAMILY LIFE**
- ❖ **INTRODUCING YOURSELF AND OTHERS**
- ❖ **THE PRESENT PERFECT VS THE SIMPLE PAST**

CONDUCT OF THE LESSON:

TOPIC: FAMILY LIFE

Situation Problem:

Societies are composed of families. There are different kinds of families depending on the world regions.

Pre-evaluation:

- What's a family according to you?
- What are the different types of families you know? Explain each of them.

Instruction:

Work in groups and answer the questions.

Synthesis:

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ACTIVITY: Text study.

Text: the Family.

For the African people, the family is a larger circle of members than in European and American context.

In the European or American context, the family is composed only of a father, a mother and two or three children. The brothers and sisters of the father and the mother are not part of the family. They are called in their context relatives. The grandparents generally leave to retirement houses. They are not active part of the family.

In the traditional African society, the family includes parents, children, grandparents and all the immediate relatives. The African family is an extended one contrarily to the European

nuclear and modern family. In Africa two or three brothers and sisters may live in one compound near one another so that the jointed households form a very large family.

The typical Malian family is a large one where the father may have two, three or four wives and each of these wives may have as many children as possible. It is the practice in Africa in general and in Mali in particular to send children to live some months or years with the relatives. These children once they arrive there are considered as entire members of the family where they live. But now African people are turning to the smaller size of the family. It is getting shrunk and the members are also decreasing.

QUESTIONS:

I. Reading Comprehension Questions:

A. Multiple Choice Questions: Copy the complete sentence containing the correct answer.

1. The American family is _____ family.
a. a traditional b. a big c. an extended d. a nuclear
2. The typical Malian family is _____ family.
a. a nuclear b. a modern c. an extended d. a small

B. True / False Questions: Copy the true sentences and correct the false ones.

1. The grandparents are considered as members of the modern family.
2. The African family includes the parents, the children, the relatives, and also the grandparents.
3. The traditional family is the same as the extended family.
4. The nuclear family is bigger than the modern family.

C. Answer the Following Questions based on the Text:

1. What is the difference between the African and the European family?
2. Who are considered as members of the traditional family?
3. How many wives can a Malian take?

II. LANGUAGE:

A. Vocabulary: Copy each word from the list on the left with one from the right so as to make pairs of synonyms.

A	B
wife	constitute
element	spouse
diminish	immediate
compose	decrease
	part

Answers:

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Function: INTRODUCING YOURSELF AND OTHERS

Situation problem:

You are a student in 10th form Lycée Carnot. You come to school for the first time with your father. You go to the Principal's office to introduce yourself and your father to him.

Pre-evaluation:

Build a dialogue where you introduce yourself and your father to the Principal.

Instruction:

Work in groups and write the dialogue.

Synthesis:

ACTIVITY 1: INTRODUCING YOURSELF

Instruction:

What do you say to introduce yourself to people?

Synthesis:

To introduce yourself to someone, you can say:

- Good morning, my name is _____, I am _____
- Hello. My name is _____, I am _____
- Let me introduce myself. I am _____, the _____
- I would like to introduce myself. I am _____, I am _____
- Nice to meet you. I'm _____, the _____
- Pleased to meet you. My name is _____, I am _____

ACTIVITY 2: INTRODUCING OTHERS

Instruction:

What can you say to introduce someone to other people?

Synthesis:

To introduce other people, you can say:

- I would like to introduce Mr/s _____, the _____
- Please meet Mr _____, the _____
- Here is _____, the _____
- This is _____, the _____
- Do you know _____, the _____?

REMEMBER:

When introducing yourself or other people in a formal situation, use full names. **e.g.**: I'm Biégni COULIBALY, the teacher of English.

Structure: THE PRESENT PERFECT AND THE SIMPLE PAST.**Pre-evaluation:**

Basing on your personal knowledge, conjugate the verbs **to work** and **to eat** in the present perfect and then in the simple past.

Instruction:

Work in groups and conjugate the verbs.

Synthesis:

Present Perfect		Simple Past	
To work	To eat	To work	To eat
I You s/he, it we they	i you s/he, it we they	I You s/he, it we they	I You s/he, it we they

ACTIVITY 1: FORM**Instruction:**

How do you form the Present Perfect and the Simple Past of verbs in English?

Synthesis:

- ❖ The Present Perfect: is formed by the auxiliary **to have** (in the simple present) + the **past participle** of the verb. E.g.: to go -> I have gone; to finish -> I have finished
- ❖ The simple Past: (also called Preterit or Past simple) is formed:
 - a) Regular verbs: the simple past of regular verbs is formed by adding **-ed-** to verb. E.g.: to play -> I played
 - b) Irregular verbs: there is no rule for the simple past of irregular verbs.

See list of irregular verbs

FORMS OF SENTENCES:

Form	Present Perfect	Simple Past
Affirmative	They have done the exercise S + have + P.P. + C	They made a mistake. S + Preterit + C
Negative	They have not done the exercise. S + have not + PP + C	They did not make a mistake. S + did not + V + C
Interrogative	Have they done the exercise? Have + S + PP + C + ?	Did they make a mistake? Did + S + V + C + ?
Interro-negative	Have they not done the exercise? Have + S + NOT + PP + C + ?	Did they not make a mistake? Did + S + NOT + V + C + ?

ACTIVITY 2: USE**Instruction:**

How do you use the Present Perfect and the Simple Past in English?

Synthesis:

ACTIVITY 3: FOR – SINCE – AGO

How do you use FOR – SINCE – AGO with the present perfect and the simple past in English.

- **FOR** and **SINCE** are used with **the present perfect** in sentences to talk about something that started in the past and continues into the present.
FOR: (depuis) is used to talk about **the duration** of an action. **e.g.:** I have known Mr CISSE for 10 years.
SINCE: (depuis) is used to talk about **the starting point** of an action. **e.g.:** I have known Mr CISSE since 2014.
- **AGO:** (il y a) is used with the Simple past to talk about the moment an action occurred in the past. **e.g.:** I met him for the first 10 years ago.

LESSON PLAN 3:

Class: 10th Form

Duration: 6 hours

Domain: LC

Subject: English

UA: 2

Competence: *Understand and use spoken English in different situations.*

Content:

- ❖ **FARMING**
- ❖ **ASKING FOR AND GIVING INFORMATION**
- ❖ **THE FUTURE TENSE**
- ❖ **DESCRIBING PEOPLE AND PLACES**

CONDUCT OF THE LESSON:

TOPIC: FARMING

Pre-evaluation:

- What's farming according to you?
- Talk about the importance of farming in your country.

Instruction:

Work in groups and answer the questions.

Synthesis:

Biology

ACTIVITY: Text study.

Text: Farming.

The life of a farmer is not an easy one. It is a life of hard and rude work. It is the same life on small farms and on big ones. A lot of farmers get up early in the morning because there are many things to do in the day. Most farmers, when they wake up, begin by checking the sky to see if there exists any possibility of rain, for, the rain has a serious impact on the life a farmer, and most things on the farm depend on it. It may rain too much, or it may rain too little. In either case, the result is negative, even disastrous.

Farmers are generally conservative. They do not innovate easily and follow a routine that is as old as farming itself. They regard changes with suspicion, saying that “you can never predict

what the result will be". A lot of farmers in our country today, continue to use traditional tools in a traditional way to grow traditional crops such as millet, corn, peanut and beans which have always been cultivated and eaten, and will continue to be so, for a long time to come.

Notes:

To check: verifier, controller; To regard: considerer; Tool: outil; Grow: planter, sémer

QUESTIONS:

I. READING COMPREHENSION QUESTIONS:

A. MULTIPLE CHOICE QUESTIONS: *Write the complete sentence containing the best answer.*

1. It is a life of hard work means _____
 - a) it is a life of long work
 - b) it is a life of easy work
 - c) it is a life of difficult work
 - d) it is a life of pleasant work
2. In our country _____ farmers continue to use traditional tools.
 - a) a few
 - b) many
 - c) all
 - d) very few

B. TRUE / FALSE STATEMENTS: *Copy the true sentences and correct the false ones.*

1. Only few farmers get up early in the morning.
2. The rain has a capital impact on the life of a farmer.
3. The life of a farmer is very easy.
4. Traditional tools are not used at all today.

C. Answer the following questions based on the text.

1. Why do farmers get up early in the morning?
2. What is the first thing farmers do when they wake up?
3. How do farmers regard changes?

II. LANGUAGE:

A. Vocabulary: *Copy down each word from the list on the left with one from the right so as to make pairs of synonyms.*

A	B
hard	Go on
begin	important
serious	difficult
continue	Start
	come

ANSWERS:

Handwriting practice lines consisting of 20 horizontal lines. A large, faint, diagonal watermark reading "Biégni" is overlaid across the center of the page.

Function: ASKING FOR AND GIVING INFORMATION

Situation problem:

You have just had a new neighbor. There are many you don't know about him/her.

Pre-evaluation:

Build a dialogue where you are asking for information from your neighbor and s/he is replying.

Instruction: Work in groups.



ACTIVITY 1: Asking for information.

Instruction: What are the different types of questions we can use to ask for information? Give some examples of each. Work in groups and answer the questions.

Synthesis:

1. OPEN QUESTIONS:

They are questions we can't answer by YES or NO. We generally use Wh. question words.

e.g.: _____?

-> _____

Wh. question words	Meaning	Examples
Who		
Where		
Why		
When		
What		
Whose		
Whom		
Which		
What time		
How		
How many		
How much		
How long		
How often		
How old		
How far		

2. CLOSE QUESTIONS:

They are questions we can answer by YES or NO. We generally use Auxiliary + subject.

e.g.:

- _____?
- _____?
- _____?

NOTE:

Question tags: are other forms of close questions. They are placed at the end of sentences and translated in French by “n’est-ce pas?”

e.g.: _____, _____?

Formation of question tags:

10

NOTES:

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Structure: THE FUTURE TENSE

Pre-evaluation:

Conjugate the verb **to come** in the simple future.

Instruction:

Work in groups.

To come:

I _____

You _____

s/he; it _____

we _____

they _____

ACTIVITY 1: FORM

Instruction:

How is formed the simple future in English?

Synthesis:

- The simple future is formed by the modal **WILL + VERB**.

e.g: to leave --> I/you/he/we/they will leave

NOTE:

- With the first person singular and plural, we can shall instead of will **e.g:** I **will** leave = I **shall**
- The modal verbs are not used in the future.
- Contraction: I will = I'll; I shall = I'll; I will not = I won't; I shall not = I shan't

FORMS OF SENTENCES:

Affirmative	They will be back soon S + WILL + V + C.
Negative	They will not be back soon. S + WILL NOT + V + C.
Interrogative	Will they be back soon? WILL + S + V + C + ?
Interro-negative	Will they not be back soon? WILL + S + NOT + V + C + ?

ACTIVITY 2: USE

Instruction:

How is used the simple future tense in English?

Synthesis:

The simple future tense is mainly used to:

- Make predictions based on opinions: **e.g:** Don't worry, you will pass the exam.
- Talk about events that are not personal: **e.g:** the winner will get a prize.
- Take a spontaneous decision: **e.g:** I will help you with your homework.
- Make promises: **e.g:** I will buy a new phone.

REMEMBER:

BE GOING TO + VERB is also used to express the future in English.

COMPARE:

Bienvenido

Writing Task: DESCRIBING PEOPLE AND PLACES

Pre-evaluation: What are the different steps you would use to describe a person or a place?

ACTIVITY 1: DESCRIBING A PERSON.

Instruction:

Describe your best friend in a well-organized paragraph.

Synthesis:

There are three steps to follow when you describe a person.

1. Introduction:

- *What is his/her name?
- *how old is s/he?
- *What is his/her occupation?

2. Physical description:

- How tall is s/he?
- What is his/her complexion?
- How does s/he look like?
- Old – young – middle aged – fat – overweight – slim – thin – skinny – well-built – beautiful – cute gorgeous – naughty – smiling...
- *head: big – squared – triangle – round – oval
- *eyes: red – bright – dark
- *nose: long – big – small – pointed – hooked
- Mouth:
- *ears:
- *chest/breast
- *legs:
- *hands:

3. Moral description:

Kind-hearted / wicked-hearted; well-mannered / bad-mannered; bad-tempered / good-tempered; courageous / lazy; respectful / arrogant

>Conclusion: Talk about your personal feelings about her/him.

ACTIVITY 2: describing places:

Instruction:

Describe your country in a well-organized paragraph.

Synthesis:

When describing a place, follow these steps:

- *What is its name?
- *where is it located?
- *How large is it?
- *Who are the people and their activities?
- *How is the social atmosphere?

NB: For villages and cities may speak about:

- number of main streets,
- important places,
- market day

C LESSON PLAN 4:

Class: TSS

Duration: 6 hours

Domain: LC

Subject: English

UA: 2

Competence: *Understand and use spoken English in different situations.*

Content:

- ❖ FOODS AND MEALS
- ❖ ASKING FOR AND GIVING OR REFUSING PERMISSION
- ❖ COMPARATIVES AND SUPERLATIVES

CONDUCT OF THE LESSON:

TOPIC: FOODS AND MEALS

Pre-evaluation:

What are the most eaten foods in your country?

What is your favorite food?

Instruction:

Work in groups and answer the questions.

Synthesis:

ACTIVITY: Text Study

TEXT: Food Insecurity

Food insecurity is when a person is not able to obtain a sufficient amount of healthy food on day-to-day basis. The main cause of food insecurity is poverty. Poverty makes it very difficult for people to grow their own food. They do not have money to invest in agriculture. It is estimated that over 1.5 billion people live on less than \$1 a day. These people are unable to buy enough food to keep them healthy. The second leading cause of food insecurity is the growth of human population. The human population has been growing steadily, and the amount of food needed to feed the population has also increased. Overall, the human population is expected to increase by about 2 billion people by 2050, and this will put a serious problem in the availability of food.

As a result of food insecurity, people suffer from chronic hunger and poor nutrition. There are several efforts in place to combat food insecurity. One method to try and combat food insecurity is to provide aid and relief to people or countries that are suffering. For instance, the World Bank provides grants to poor countries to increase their agriculture systems and food supplies. Another method for combating food insecurity is to use advances in technology, such as new farm equipment, fertilizers, pesticides and high volume irrigation systems.

Notes: Healthy: sain Steadily: solidement Increase: augmenter Relief: soulagement, secours

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Function: ASKING FOR AND GIVING OR REFUSING PERMISSION.

Situation Problem:

A friend of yours is celebrating his/her anniversary in a district far from yours. S/he invited you to join.

Pre-evaluation:

Build a dialogue where you are asking for permission from your father to take his car to go to your friend's birthday party and he is replying.

Instruction:

Work in groups and write the dialogue.

Synthesis:

ACTIVITY 1: ASKING FOR PERMISSION

Instruction:

What can we say to ask for permission from someone?

Synthesis:

To ask for permission from someone, you can say:

- Can I _____, please?
- May I _____, please?
- Is it okay if I _____?
- Is it alright if I _____?
- Do you mind if I _____?
- Would you mind if I _____?
- Do you authorize me to _____?
- Can you allow me to _____?

e.g: Please Dad, is it alright if I go out tonight?

ACTIVITY 2: GIVING PERMISSION

Instruction:

What can we say to grant permission to someone?

Synthesis:

To give permission to someone to do something, you can say:

- Yes, you can
- Yes, come on
- Ok, go ahead
- There is no problem
- You are authorized
- Please, feel free.
- No, I don't mind.

e.g.: yes, you can go out tonight.

ACTIVITY 3: REFUSING PERMISSION

Instruction:

How can we deny permission to someone?

Synthesis:

To deny permission to someone, say:

- I am sorry but that's not possible.
- No, please don't do it.
- I'm afraid but you can't.
- You are not authorized to ____
- Yes, I mind.
- The problem is that ____

NOTE:

Bleed

***Structure:* COMPARATIVES AND SUPERLATIVES**

Pre-evaluation:

- What is comparative according to you?
- How many levels comparative do you know? Give an example sentence of each.

Instruction:

Work in groups and answer the questions.

Synthesis:

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ACTIVITY 1: COMPARATIVES.

Instruction:

How do you form the comparative in English?

COMPARATIVES	LONG ADJECTIVES	SHORT ADJECTIVES
1. Superiority (plus ----- que)	more + adjective + than e.g: A sofa is more comfortable than a bench.	Adj +er + than e.g: a dog runs faster than a cat.
2. Equality (aussi ---- que)	As + adjective + as e.g: A tiger is as dangerous as a lion.	As + adjective + as e.g: Peter is as old as John.
3. Inferiority (moins ---- que) -Inequality (pas aussi –que)	-Less + adjective + than e.g: A bench is less comfortable than a sofa. -not so/as + adjective + as e.g: A bench is not so comfortable as a sofa.	-Less + adjective + than e.g: A cat runs less fast than a dog. -not so/as + adjective + as e.g: My result is not so good as I expected.

ACTIVITY 2: THE SUPERLLATIVE

Instruction:

Instructions:
What does superlative consist of? Give an example.

Synthesis:

Superlative consists of comparing one element to a group. There are two levels in superlative:

Suerlatives	Long adjctives	Short adjectives
1. superiority La/la/les plus___	The most + adjective e.g: It's the most delicious meal I've ever eaten.	The + adj + est e.g: He is the richest man in the world.
2. Inferiority Le/la/les moins___	The least + adjective e.g: The rabbit is the least dangerous wild animal.	The least + adjective e.g: Toto is the least strong boy of the group.

ACTIVITY 3: IRREGULAR COMARATIVE S AND SUPERLATIVES

The following adjectives are irregular in the comparative and superlative of superiority.

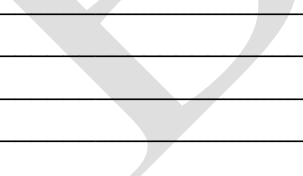
Adjectives	Comparative superiority	of	Superlative superiority	of
Good / well	better		The best	
Bad / badly	worse		The worst	
old	Older, elder		The oldest, the eldest	
far	Farther / further		The farthest / the furthest	
Much / many	more		The most	
little	less		The least	

REMEMBER:

*what's a long adjective? What's a short adjective?

- **LONG ADJECTIVES**: They are adjectives that consist of three (3) or more syllables. e.g: difficult – expensive – comfortable...
- **SHORT ADJECTIVES**: they are adjectives that consist of one (1) syllable. e.g: cold – tall – fast...
- Two-syllable adjectives ending in –er, -le, -ow, -y , are short adjectives. e.g: happy; simple; clever...
- The other two-syllable adjectives are long. e.g: painful, serious, modern...

NOTE:



Football is a good team game. It is a good exercise for the body and needs skills and a quick brain. It is popular and cheap: as a result, it is school favorite game.

Notes:

To have to: devoir To cheer: acclamer Such: tel(le)s skill: habileté brain: cerveau

QUESTIONS:

I. READING COMPREHENSION QUESTIONS:

A. Multiple Choice Questions: Copy the complete sentence containing the correct answer.

1. One of the most surprising things about football in Mali is_____
- a) the great number of supporters b) the knowledge of old people about it
c) small boys' knowledge about it d) none of them
2. Small boys are interested in football because_____
- a) they know the names of the players in the teams
b) they know the results of many matches
c) they know which team will win the match
d) both a, b and c

B. True or False Statements: Copy down the true sentences and correct the false ones.

1. Football is the favorite game of Malians.
2. In the stadium, rich and poor sit side by side.
3. Small boys have no idea about football in Mali.
4. Playing football doesn't require any skill.

C. Answer these questions based on the text:

1. What is the most popular game in Mali?
2. Give two things that even smallest boys know about football in Mali?

II. LANGUAGE:

A. Vocabulary: Use each of the following words in your own sentences:

Rich player win popular

ANSWERS:

A sheet of white paper with horizontal ruling lines. A large, faint, light blue watermark of the letters 'BI' is visible in the upper left corner.

Lined area for writing, featuring horizontal lines and a large, faint, diagonal watermark reading "Biégni".

Function: THANKING AND RESPONDING TO THANKS.

Situation problem:

You succeeded in the DEF exam and your uncle rewarded you with a nice laptop.

Pre-evaluation:

Build a dialogue where you thank him and he replies.

Instruction:

Work in groups and build the dialogue.

Synthesis:

ACTIVITY 1: THANKING PEOPLE

Instruction:

What can we say to express our gratitude to someone?

Synthesis:

To thank someone we can say:

- Thanks for _____
- Thank you for being there for me.
- I am indebted to you for _____
- I am really grateful for _____
- That was very kind of you _____
- What you have done means a lot to me.
- You have been very helpful to me _____

ACTIVITY 2: RESPONDING TO THANKS/

Instruction:

-What can we say to reply to thanks?

Synthesis:

To reply to thanks, you can say:

- Oh, don't mention it.
- That's nothing.
- The pleasure is mine,
- Don't worry about that,
- You really deserved it,
- That's not a problem.

NOTE:

❖ EXPRESSIONS OF FREQUENCY:

- Expressions of frequency usually go at the end of sentences.
e.g: I have English class every Wednesday.

NOTES:

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LESSON PLAN 6:

Class: TSS

Duration: 6 hours

Domain: LC

Subject: English

UA: 3

Competence: *Understand and use spoken English in different situations.*

Content:

- ❖ HEALTH
- ❖ INVITING AND RESPONDING TO AN INVITATION
- ❖ IDIOMATIC USES OF “HAVE” “BE”
- ❖ WRITING AN ESSAY

CONDUCT OF THE LESSON:

TOPIC: HEALTH

Pre-evaluation:

Quote five things people should do to keep healthy.

Instruction:

Work in groups and answer the question.

Synthesis:

ACTIVITY: Text study.

TEXT: *Sanitary Problems.*

It is not sanitary to let flies come near food, but what to be done if families, streets, pipes and other places are dirty. In some countries in Africa, sanitation remains a big problem. An opinion poll has revealed that it is due to poverty on the one hand and illiteracy on the other hand.

Who is responsible for this street crime? The local authorities will talk about people's bad behavior; that is, they don't use correctly the garbage cans. People say that the authorities have to make ditches throughout the streets and garbage collectors every month so that they keep on collecting the waste material.

During the rainy season, some places are so dirty that they make our mouths water. Besides, the waterborne diseases such malaria, diarrhea, cholera and tuberculosis destroy several families at the same moment. So, sensitization and information remain the key words to be protected from sanitation trouble.

Notes:

flies: mouches ; pipe: tuyau poll: sondage; garbage cans: poubelles; besides : en plus; ditch : caniveau

QUESTIONS:

Handwriting practice lines consisting of 20 horizontal lines. A large, faint, diagonal watermark reading "Biégni" is overlaid across the center of the page.

Function: INVITING AND RESPONDING TO AN INVITATION.

Situation problem :

You are very pleased with your wife and you want to invite her to the movie tonight.

Pre-evaluation:

Write a dialogue where you invite your wife to the movie and she responds.

Instruction:

Work in groups and write the dialogue.

Synthesis:

ACTIVITY 1: INVITING

Instruction:

What can we say when we want to invite someone for something?

Synthesis:

When you want someone for something, say:

- Do you want to go to _____?
- Would you like to come to _____?
- Would you be interesting in _____?
- I was just wondering if you _____
- I would be very pleased if come to _____
- We would be delighted to have you over for _____

ACTIVITY 2: RESPONDING TO AN INVITATION

You can answer an invitation in two ways:

a) ACCEPTING:

To accept an invitation, say:

- Sure
- I'd love, thanks
- That very kind of you, thanks.
- That sounds lovely, thanks
- What a great idea, thank you.
- There no problem.

b) DECLINING:

To decline an invitation, say:

- I can't, I have to _____
- I would like, but _____
- I am sorry, I must _____
- That's very of you, but I am _____
- I really don't think I can. I am supposed to _____
- The problem is that _____

Structure: IDIOMATIC USES OF “be” / “have”

DEFINITION:

What’s an idiom?

- An idiom is an expression containing a figurative meaning that differs by looking at the individual words. **e.g.:** add insult to injury = make a bad situation worse.

ACTIVITY 1: idiomatic uses of BE

The most common idiomatic uses of be are:

To be hungry:	to be thirsty:
To be sleepy:	to be hot:
To be warm:	to be cold:
To be right:	to be wrong:
To be frightened/ afraid:	to be ashamed:

ACTIVITY 2: Idiomatic uses of have

The most common idiomatic uses of have are:

To have a rest:	to have a party:
To have a holiday	to have a good//bad time:
To have a look:	to have a talk:
To have a shower:	to have bath:
To have a wash:	to have a shave:
To have a haircut:	to have breakfast:
To have lunch:	to have supper:
To have tea:	to have dinner:
To have coffee:	to have porridge:
To have a meal:	to have a sandwich:
To have a drink:	to have an operation:
To have trouble:	

NOTES:

Writing Task: WRITING AN ESSAY

Situation problem:

Pollution is causing many problems to our beautiful world.

Pre-evaluation:

Write a ten-line essay about what people should do to eliminate or reduce pollution throughout the world.

Instruction:

Work in groups and write the essay.

Synthesis:

THINGS TO KNOW:

An essay is a short literary composition on a particular theme or subject. It should obey some criteria.

1. different parts of the essay:

An essay includes three main parts:

- **Introduction:** consists of defining the key word(s).
- **Development:** consists of stating his/her position about the theme or the subject.
- **Conclusion:** consists of summarizing the content of the essay.

2. Characteristics of the essay:

When writing an essay, you should:

- Respect the margin (how many words, lines, pages... are you supposed to write?)
- Respect the instruction (commenting, explaining, discussing, developing, ...)

NOTES:

LESSON PLAN 7:

Class: TSS

Duration: 6 hours

Domain: LC

Subject: English

UA: 3

Competence: *Understand and use spoken English in different situations.*

Content:

- ❖ POLLUTION
- ❖ ASKING FOR AND GIVING DIRECTIONS
- ❖ WORDS ORDER IN A SENTENCE

CONDUCT OF THE LESSON:

TOPIC: POLLUTION

Situation problem:

Pollution is one of the greatest threats to the survival of humanity.

Pre-evaluation:

What is pollution? How can we fight it?

Instruction:

Work in groups and answer the questions.

Synthesis:

Blank lined paper with a large, faint, diagonal watermark reading "Brieos" across the center.

ACTIVITY: Text study.

Text: Environmental Pollution.

Environmental pollution is one of the most serious problems facing humanity today. Air, water and soil, all harmed by pollution are necessary to the survival of all living things. Badly polluted air can cause illness and even death. Polluted water kills fish and other marine lives. Pollution of soil reduces the amount of land available for growing food. Environmental pollution also brings ugliness to our beautiful world.

Everyone wants to reduce pollution. But the pollution problem is as complicated as it is serious. It is complicated because things that benefit people cause much pollution. For example exhaust from automobile causes a large percentage of all air pollution. But the

Lined writing area with horizontal lines and a large diagonal watermark reading "Biégni".

Structure: WORD ORDER IN A SENTENCE.

Things to know:

The order of the word in a sentence in English is very strict, that means it doesn't normally change.

1. Normal order:

Words should be placed in the following order in English:

WHO – WHAT – WHERE – WHEN – HOW – WHY
(Subject – Verb/object – Place – time – manner – cause)

e.g: The boys played soccer on the playground at 4.p.m. yesterday with aggressiveness.

2. Order of adjectives:

The adjectives are normally arranged in the following order:

Number - Opinion – size – age - shape – condition – color – pattern – origin – material – purpose
NOSASCCPOMP

e.g: We met three beautiful short young Asian women at the park last weekend.

NB: if one these elements is composed of different arts, go from the smaller unit to the larger one.

e.g.: They live in a flat in a big city in England.

3. Adverbs of frequency: always – usually – normally – often – sometimes – hardly – occasionally - seldom - never

- Adverbs of frequency are placed before ordinary verbs.
e.g: he always comes late for classes.
- Adverbs of frequency come between auxiliary verbs and main verbs.
e.g: he is often sitting here alone.

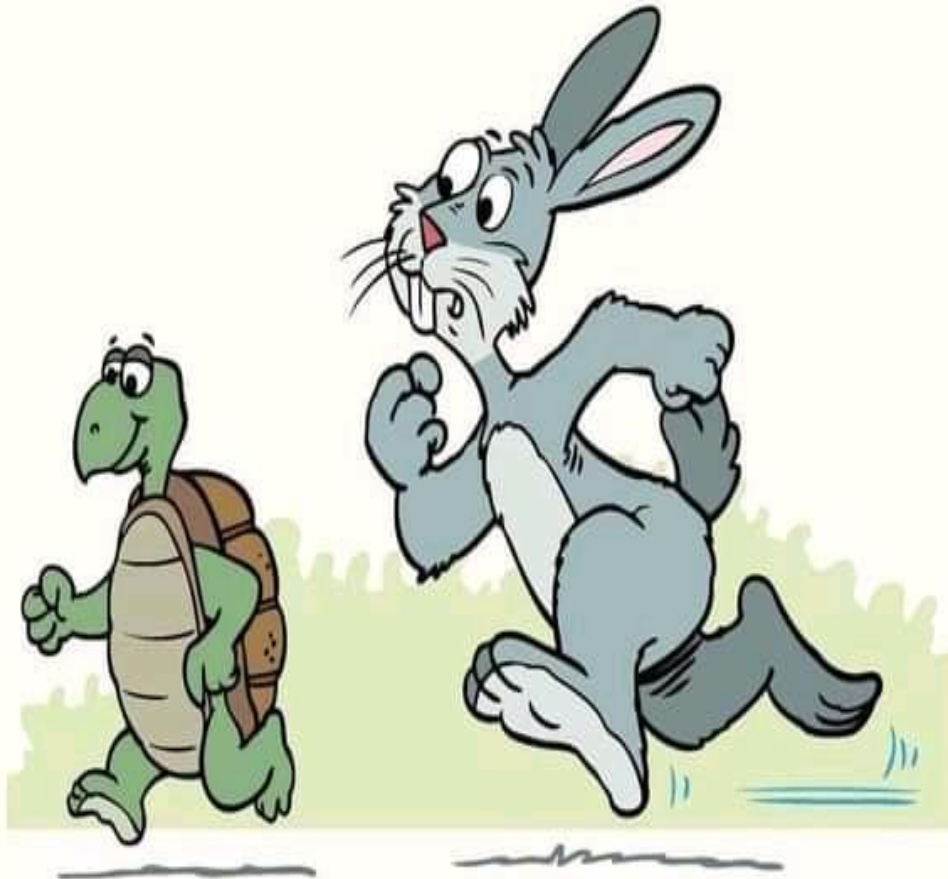
4. expressions of frequency:

The expressions of frequency generally come at the end of sentences.

e.g: I come here four times a week.

NOTES:

When Life is difficult
and when everything turns bad.
Always remember that
**“Even a Tortoise can finish
a race as long as he never
gives up.”**



EXERCISE 1: *Hawa and Oumou are friends. They meet for the first time after a long period. Complete their dialogue with your words.*

Hawa: hello Oumou, _____?

Oumou: _____?

Hawa: _____ your family?

Oumou: _____

EXERCISE 2: *You meet your teacher after the holidays at school. You greet him, then inform him that you are leaving. Imagine your dialogue and reproduce it appropriately.*

Me: _____

The teacher: _____

Me: _____

The teacher: _____

Me: _____

The teacher: _____

EXERCISE 3: *Put the verbs between parentheses in the appropriate tenses: simple present or present continuous.*

1. My tutor (see) me for a tutorial every Monday at two o'clock.
• _____
2. Look! The car (go) so fast.
• _____
3. Keep silent! You (talk) so loudly.
• _____
4. It's 12 o'clock, and my parents (cook) lunch in the kitchen.
• _____
5. I (not stay) at home at the moment.
• _____
6. She (have) a bath every evening.
• _____
7. Hurry up! The bus (come). I (not want) to miss it.
• _____
8. George (be) a vegetarian. He (not eat) meat.
• _____
9. He (be) a teacher, but (not work) now.
• _____
10. Excuse me, (you/speak) English?
• _____
11. Excuse me, I (look for) the teacher of English.
• _____
12. Nurses (take) care of patients in hospitals.
• _____
13. Water (boil) at 100 degrees Celsius.
• _____
14. Ann (watch) television very often when she is at home.
• _____
15. He is very intelligent. He (can) speak seven international languages.
• _____
16. Most people (learn) to swim when they (be) children.
• _____
17. Please don't make so much noise. I (study)
• _____

- _____
- 18. He (not understand) the problem.
- _____
- 19. The baby (cry) when he is hungry.
- _____
- 20. Most stores (close) here at 10:00p.m.
- _____

EXERCISE 4: *Decide whether the underlined verbs in these sentences are right or wrong. Correct the wrong ones.*

Example: -Tom is playing tennis every Saturday. Wrong plays.

-I am doing my homework now. Right _____

1. Look! Somebody is climbing that tree over there. _____
2. I am usually going to work by car. _____
3. The swimming pool opens at 9:00 every morning. _____
4. The number of people without job is increasing very fast in Mali. _____
5. He don't understand the problem. _____
6. Hey, someone tries to open the door of your car. _____
7. These shoes belong to me. _____
8. How many languages are you speaking? _____
9. He smokes twenty cigarettes a day. _____
10. The climate is changing rapidly. _____

EXERCISE 5: *Mariam COULIBALY is a student in 10th form Lycée Carnot. She comes to school for the first time with her father Mamadou. She goes to the Principal's office to introduce herself and her father to him. Reproduce this dialogue.*

Mariam: _____

Principal: _____

Mariam: _____

Principal: _____

Mamadou: _____

EXERCISE 6: *It is the first day of school. The head teacher Mr. KAMISSOKO goes to the 10th form classroom with Mr. COULIBALY, the new teacher of English. He introduces himself and the teacher to the students. Build that dialogue.*

EXERCISE 7: Put the verbs between parentheses in the appropriate tenses: Present perfect or Simple Past.

1. Bob and Alice are married. They (be) married for 20 years.
- _____
2. My grandfather died 30 years ago. I (never/meet) him.
- _____
3. Abraham Lincoln (be) the President of the U.S. from 1861 to 1865.
- _____
4. I (lose) my keys yesterday at the beach.
- _____

5. I (not/play) tennis when I (be) on vacation.
• _____
6. Solo (not see) his friend for 2 years.
• _____
7. I (love) her since the day we first met.
• _____
8. I (read) five books last week.
• _____
9. Maria is sick. She (get) sick three days ago.
• _____
10. This is the most delicious meal I (ever/eat)
• _____

EXERCISE 8: Fill in the blanks with: for – since – ago.

1. It has been raining _____ I got up this morning.
2. Adama's father has been a policeman _____ 20 years.
3. Have you been studying English _____ a long time?
4. We met her at the park two weeks _____
5. A few years _____, a great rebellion broke out in the north of Mali.
6. I've been teaching _____ you were not born.
7. That's a very old car. I have had it _____ ages.
8. He has had his new car _____ February.
9. Janet has been on vacation _____ three weeks.
10. _____ Christmas, the weather has been quite good.

EXERCISE 9: Complete these sentences with the appropriate question tags.

1. That is a very lively town, _____?
2. You often come here, _____?
3. Cats like milk, _____?
4. Mosquitos can't live more than a week, _____?
5. Bob went to the library yesterday, _____?
6. TLL students generally don't like Mathematics, _____?
7. I am the person you are looking for, _____?
8. We will arrive on time, _____?
9. You have never been to America, _____?
10. These girls weren't at the party last night, _____?

EXERCISE 10: Fill in the blanks with the appropriate wh.question words.

1. _____ do you go to the beach? Once a month.
2. _____ did you meet your wife? I met her in college.
3. _____ did they go there? They went there on scooter.
4. _____ are you late? Because the bus was very slow.
5. _____ years did World War II last? It lasted six years.
6. _____ bike is that? It's Bob's.
7. _____ is that boy over there? That is Boubacar CAMARA.
8. _____ is the weather like in London? It's generally very cold.
9. _____ were you born? I was born on November 2.
10. _____ did you stay in the village during the holidays? I stayed there for two weeks.

EXERCISE 11: You are in class. You want to go to the toilet. You ask for the teacher and he accepts. Build this dialogue with your words.

Me: _____

The teacher: _____

Me: _____

The teacher: _____

EXERCISE 12: Mouna's friend Fatim invites her to celebrate her birthday on Saturday night. She asks for permission from her father Moulaye to join her friend. Unfortunately he doesn't accept his children to go out at especially on weekends. Build the dialogue between Mouna and her father.

Mouna: _____

Moulaye: _____

Mouna: _____

Moulaye: _____

EXERCISE 13: Put the verbs between parentheses in the correct forms using WILL or GOING TO.

1. Don't worry about your exam, you (pass).
2. Oh no, it's 7:30. We (be) late.
3. I think George (like) the present you bought him.
4. He is good in every subject. He (pass) the test easily.
5. Do you think Laura (get) the job?
6. Look at those black clouds. It (rain).
7. "I've got a terrible headache" "Wait here and I (get) you some aspirin.
8. I (see) what I can do for you.
9. We (get) married next week.
10. Alex (not/tell) it to his girlfriend.

EXERCISE 14: Your uncle gave you a nice laptop for your birthday. You are very happy with the present. You want to thank him. Build a dialogue where you are thanking your uncle and he is responding.

Me: _____

My uncle: _____

Me: _____

My uncle: _____

me: _____

my uncle: _____

EXERCISE 15: Build a dialogue out of this situation.

TLL students all passed the baccalaureate exam. They want to show their gratitude towards their teachers by organizing a meeting with them during which they will thank them.

The students: _____

The teachers: _____

The students: _____

The teachers: _____

The students: _____

The teachers: _____

EXERCISE 16: Put the adjectives between parentheses in the comparative of superiority.

1. Her illness was (serious) we thought.
• _____
2. The examination was (easy) we expected.
• _____
3. Don't go by train. It's much (expensive) going by bus.
• _____
4. Let's go by car. It's a lot (cheap) going by train.

- _____
5. Health and peace are (important) money.
- _____
6. I like the country. It's (healthy) and (peaceful) living in the city.
- _____
7. She is (old) she looks.
- _____
8. I know him (well) you do.
- _____
9. The problem is not so complicated. It's (simple) you think.
- _____
10. I am very tired. I can't walk (far)
- _____
11. Your work is not good. I know you can do (good) this.
- _____
12. Horses run (fast) goat.
- _____
13. Modibo speaks English (fluently) the last time I met him.
- _____
14. The situation was (bad) we imagined.
- _____
15. Hotels are normally (comfortable) motels.
- _____
16. The shopping center is usually (crowded) it is today.
- _____
17. They arrive (soon) they announced.
- _____
18. The suitcase seemed (heavy) it really was.
- _____
19. Ann works (hard) most of her friends.
- _____
20. As I waited for my interview, I became (nervous).

EXERCISE 17: Put the adjectives between parentheses in the superlative of superiority.

- _____
1. That was (boring) movie I've ever seen.
- _____
2. Yesterday was (hot) day of the year.
- _____
3. Why does he always come to see me at (bad) possible moment?
- _____
4. Sue is a very nice person. She is one of (nice) people I know.
- _____
5. That's (funny) story I've ever heard.
- _____
6. You are a good friend. You are (good) friend I have.
- _____
7. It was a very bad experience. It was (bad) experience of my life.
- _____
8. Musk is one of (rich) men in the world.

• _____
9. Who is (famous) singer in your country?

• _____
10. This is (difficult) decision I've had to make in years.

• _____
EXERCISE 18: *Your friend's sister is getting married next month. He meets you somewhere and decides to invite you. Build your dialogue.*

My friend: _____

Me: _____

My friend: _____

Me: _____

My friend: _____

Me: _____

EXERCISE 19: *Insert the adverbs at the appropriate positions in these sentences.*

1. I have visited Europe. (never)

• _____
2. You must try your best. (always)

• _____
3. It's difficult to find a place to park in this district. (often)

• _____
4. Because he is so busy, he gets home from work before 7:00p.m. (rarely)

• _____
5. Sarah goes out on Saturday evenings. (always)

• _____
6. I and my wife go for lunch together. (often)

• _____
7. We must answer the questions without reading the text. (never)

• _____
8. They study on their own. (usually)

• _____
9. Do you come here? (often)

• _____
10. You should be rude to customers. (never)

• _____
EXERCISE 20: *build the dialogue out of this situation.*

You meet a stranger who asks you how to get to the stadium "26 Mars".

Stranger: _____

Me: _____

Stranger: _____

Me: _____

Stranger: _____

Me: _____

The Irregular Verbs:

Les Trois Formes sont identiques :			
Infinitifs	Prétérit	Participe Passé	Traduction
To BET	Bet	bet	parier
To burst	Burst	burst	éclater
To cost	Cost	cost	coûter
To cut	Cut	cut	couper
To hit	Hit	hit	frapper
To hurt	Hurt	hurt	blessar
To let	Let	let	laisser ; permettre
To put	Put	put	mettre, poser
To read	Read	read	lire
To set	Set	set	Fixer,mettre
To shut	Shut	shut	fermer
To spread	Spread	spread	Repandre, étaler
To sweat	Sweat/sweated	Sweat/sweated	suer
To wet	Wet	wet	mouiller
Le Preterit et le Participe Passé sont identiques :			
To behold	Beheld	beheld	apercevoir
To bend	Bent	bent	courber
To bind	Bound	bound	attacher
To bleed	Bled	bled	saigner
To breed	Bred	bred	élever
To bring	brought	brought	apporter
To build	Built	built	construire
To burn	Burnt	burnt	brûler
To buy	Bought	bought	acheter
To catch	Caught	caught	attraper
To clothe	(Clad)/clothed	(Clad)/clothed	habiller
To dare	(Durst)/dared	(Durst)/dared	oser
To deal	Dealt	dealt	Traiter ; distribuer
To dig	Dug	dug	creuser
To dream	Dreamt/dreamed	Dreamt/dreamed	rêver
To feed	Fed	fed	nourir
To feel	Felt	felt	Sentir, éprouver
To fight	Fought	fought	Se battre, combattre
To find	Found	found	trouver
To fit	Fit/fitted	Fit /fitted	Aller à
To get	Got	Got/gotten	obtenir
To hang	hung/ hanged	hung /hanged	pendre, accrocher
To have	Had	had	avoir
To hear	Heard	heard	entendre
To hold	Held	held	tenir
To keep	Kept	kept	garder
To kneel	knelt/ kneeled	knelt/kneeled	s'agenouiller
To knit	Knit/knitted	Knit/knitted	tricoter
To lay	Laid	laid	Poser, pondre
To lead	Led	led	Mener, guider

To lean	Leant /leaned	leant/ leaned	s'appuyer
To learn	Learnt/learned	Learnt/learned	apprendre
To leave	Left	left	Quitter ;laisser
To lend	Lent	lent	prêter
To light	Lit	lit	allumer
To lose	Lost	lost	perdre
To mean	Meant	meant	Signifier ; vouloir dire
To make	Made	made	Faire ; fabriquer
To meet	Met	met	rencontrer
To pay	Paid	paid	payer
To say	Said	said	dire
To seek	sought	sought	chercher
To sell	Sold	sold	vendre
To send	Sent	sent	envoyer
To shine	Shone	shone	briller
To shoot	Shot	shot	tirer
To sit	Sat	sat	s'asseoir ; être assis
To sleep	Slept	Slept	dormir
To slide	Slid	slid	glisser
To smell	Smelt	smelt	Senti r(odeur)
To spend	Spent	spent	Depenser, passer (temps)
To spit	Spat/spit	Spat/spit	cracher
To spoil	spoilt	spoilt	abîmer
To stand	stood	stood	être debout/ se tenir
To stick	stuck	stuck	Enfoncer ; coller
To strike	struck	struck	frapper
To sweep	swept	swept	balayer
To teach	taught	taught	enseigner
To tell	told	told	Raconter ; dire
To think	thought	thought	Penser ; réfléchir
To understand	understood	understood	comprendre
To weep	wept	wept	pleurer
To win	won	won	gagner
To wring	wrung	wrung	tordre
Deux Formes sont identiques			
To beat	beat	beaten	battre
To become	became	become	devenir
To come	came	come	venir
To run	ran	run	courir
Les Trois Formes Sont différentes :			
To arise	arose	arisen	Surgir ; s'élever
To awake	Awoke/awaked	Awoken/awaked	S'éveiller
To be	Was/were	been	être
To bear	bore	borne	Porter, supporter
To begin	began	begun	Commencer
To bite	bit	bitten	mordre
To blow	blew	blown	souffler

To break	broke	broken	Casser ; briser
To choose	chose	chosen	choisir
To cleave	Clove/cleft	Cloven/cleft	fendre
To cleave	(Clave)/cleaved	cleaved	adhérer
To do	did	done	faire
To draw	drew	drawn	dessiner
To drink	Drank	drunk	boire
To drive	drove	driven	Conduire (voiture)
To eat	ate	eaten	manger
To fall	fell	fallen	tomber
To fly	flew	flown	Voler(oiseau)
To forbid	forbade	forbidden	interdire
To forget	forgot	forgotten	oublier
To forgive	forgave	forgiven	pardonner
To forsake	forsook	forsaken	abandonner
To freeze	froze	frozen	geler
To give	gave	given	donner
To go	went	gone	aller
To grow	grew	grown	pousser
To hide	hid	hidden	cacher
To know	knew	known	Connaitre ; savoir
To lie	lay	lain	être étendu
To ride	rode	ridden	Aller (à cheval ; velo)
To ring	rang	rung	Sonner ; resonner
To rise	rose	risen	S'élever, se lever
To see	saw	seen	voir
To sew	sewed	Sewn /sewed	coudre
To shake	shook	shaken	sécouer
To show	showed	Shown /showed	montrer
To sing	sang	sung	chanter
To speak	spoke	spoken	parler
To steal	stole	stolen	Voler ; dérober
To swear	swore	sworn	jurer
To take	took	taken	prendre
To tear	tore	torn	déchirer
To throw	threw	thrown	jeter
To tread	trod	Trodden	Fouler ; marcher
To wake up	Woke up/waked up	Woken up/waked up	(Se) reveiller
To wear	wore	worn	Porter (vêtement)
To weave	wove	woven	tisser
To write	wrote	written	écrire

NB : The forms of verbs between parentheses are not very commonly used. They are lacking in some documents.