

General High School Students' Activities Book



LEVEL: 11th Letters

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Belongs to:
Tel:

2025-2026 Edition

THE ENGLISH SYLLABUS 11th FORM LETTERS:

UNIT S	TOPICS	FUNCTIONS	STRUCTURES	WRITING TASKS
1	- The Importance of English - Education - Modern Communication	- Asking about and Expressing Future Plans - Expressing Purpose - Expressing Quantity - Asking about and Expressing Likes / Dislikes	- Simple Past VS Past Continuous - Comparatives and Superlatives	Writing an Ordinary Letter
2	- Tourism and the Means Of Transportation - Population Growth - Unemployment and Job Hunting	- Asking about and Expressing Capability - Asking for and Giving Opinions: Agreeing/Disagreeing - Comparing and Contrasting - Expressing good Wishes	- Passive Voice - Conditional I and II - I'd rather...than / I'd better...	Writing a Business Letter
3	- Social Values and Cultural Identity - Citizenship Education - Democracy	- Expressing Obligation and absence of Obligation - Apologizing and Responding to Apologies - Making a Request - Expressing Permission and Prohibition	- Relative Clauses - Time Clauses	- Form Filling - Writing a Postcard

NEVER GIVE UP

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LESSON PLAN 1:

Class: 11th form Letters

Duration: 2 hours

Domain: LC

Subject: English

UA: 1

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

Content:

- ❖ Topic: **THE IMPORTANCE OF ENGLISH**
- ❖ Function: **ASKING ABOUT AND EXPRESSING FUTURE PLANS**
- ❖ Structure: **THE SIMPLE PAST VS THE PAST CONTINUOUS**
- ❖ Writing task: **WRITING A SOCIAL LETTER**

CONDUCT OF THE LESSON:

Pre-evaluation:

What's a language according to you?

TOPIC: *the Importance of English.*

Situation problem:

The languages around the world.

Activity 1: Definitions

Instruction:

Work in groups and define the following expressions:

- Native language:
- Second language:
- Official language:
- National language:
- Foreign language:

Instruction:

Work in groups and talk about the importance of English in the world.

Instruction:

Work in groups and answer the questions.

Synthesis:

ACTIVITY 1: English in the world.

Instruction:

Work in groups and talk about the importance of English in the world.

Synthesis:

ACTIVITY 2: Text study.

Text: the Power of the English Language.

The English language was spread by the British colonists; it got an aid from the American G.I.s and was cemented by the multinational corporations. Today, English is the language that all different nationalities around the world use to solve intercommunication problems among themselves.

Teaching English has become a multi-million-dollar business in many countries of the world. English is the most profitable business in Colombia - next to drug trafficking of course. More than a dozen countries have tried to limit the use of English within their territories. But all efforts and strategies were vain. English is still there – continuously spreading on the face of the globe.

The total number of the French-speaking people in the world today, is less than a quarter of those who are conversant in English.

The English language derives its power from various sources among which the world trade and the “Pop” culture can be cited. English is the language of international trade. In Mexico, English speaking secretaries can double their salaries. In Egypt their pays go up 10 times. English pervades the world over.

QUESTIONS:

I. READING COMPREHENSION QUESTIONS:

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

1. In Colombia, English is _____
 - a) the first most profitable business
 - b) the second most profitable business
 - c) a multiple-million-dollar business
 - d) a forbidden language
2. _____ have tried to limit the use of English.
 - a) a dozen countries
 - b) ten countries
 - c) more than twelve countries
 - d) less than twelve countries

B. True/False Statements: copy the true sentences and correct the false ones.

1. The English language is used in England and America only.
2. Drug trafficking is the first most profitable business in Colombia.
3. Chinese is the language that solves intercommunication problems between people.
4. Some countries attempted to limit the use of English within their territories.

C. Answer the following questions based on the text.

1. Who caused the English language to spread?
2. What are the two most profitable businesses in Colombia?

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
aid	Issue
problem	expand
business	profitable
spread	help
	affair

Answers:

Biégni

Function : ASKING ABOUT AND EXPRESSING FUTURE PLANS.

Situation problem:

When you want to do something at a specific time, you get things for it.

Pre-evaluation:

Build three sentences talking about what you decided to do this weekend.

Instruction:

Work in groups and write the sentences.

Synthesis:

1. _____ 2. _____
_____ 3. _____

ACTIVITY 1: Asking about Future Plans.

Instruction:

What question can we ask if we want to know about someone's future plans?

Synthesis:

To know about someone's future plans, you can say:

- What are you doing _____?
 - What are you going to do _____?
 - What will you be doing _____?
- e.g: What are you going to do after class?

Notice:

To talk about future plans in English we can use:

- a. the Present continuous: **am / is / are + V + ing**
- b. Be going to + verb: **am / is / are + going to + verb**
- c. The future continuous: **will be + V + ing**

ACTIVITY 2: Expressing Future Plans.

Instruction:

How do you express future plans?

Synthesis:

To express future plans, say:

- I am doing _____. e.g: I am working on my agriculture project this weekend.
- I am going to _____. e.g: I am going to work on my agriculture project this weekend.
- I will be doing _____. e.g: I will be working on my agriculture project this weekend.

NOTE:

Structure: THE SIMPLE PAST VS THE PAST CONTINUOUS

Pre-evaluation:

Basing on your personal knowledge, conjugate the verb TO GO in the Simple Past and the Past Continuous.

Instruction:

Work in groups and conjugate the verb.

Synthesis:

To think:

Simple past	Past continuous
• I • You • s/he ; it • we • they	• I • You • s/he • we • they

ACTIVITY 1: Form

Instruction:

How do you form the Simple Past and the Past Continuous in English?

Synthesis:

- ❖ **the simple past or preterit** is formed:
 - **Regular verbs:** the simple past of regular verbs in English is formed by adding “ed” to the verb. e.g: to work → I worked
 - **Irregular verbs:** there is no rule for the simple past of irregular verbs in English.
SEE LIST OF IRREGULAR VERBS.
e.g: to write → I wrote; to do → I did, to eat → I ate
- ❖ **The Past continuous or past progressive:** is formed by the auxiliary **to be in the simple past** (was / were) + verb + ing. e.g: to work → I was working, to write → they were writing.

FORMS OF SENTENCES:

Form	Simple past	Past continuous
Affirmative	S + Preterit + C e.g: They went to the zoo	S + was/were + V+ing + C E.g: They were going to the zoo.
Negative	S + did not + V + C e.g: They did not go to the zoo.	S + was/were not +V+ing + C e.g: They were not going to the zoo.
Interrogative	Did + S + V+ C + ? e.g: did they go to the zoo?	Was/were + S + V + ing + C + ? e.g: Were they going to the zoo?
Interro-negative	Did +S + not + V + C + ? e.g: Did they not go to the zoo?	Was/were + S + not + V+ing + C + ? e.g: Were they not going to the zoo?

ACTIVITY 2: USE

Instruction:

How do you use the Simple Past and the Past Continuous in English?

Synthesis:

- ❖ **The Simple Past:** is used to talk about completed actions at a specific time in the past. e.g: she washed the dishes last night.
- ❖ **The Past Continuous:** is used to talk about actions that were happening at a specific time in the past (we don't know if the action was finished).

ACTIVITY 3: WHEN / WHILE

NOTE:

The Simple Past and the Past Continuous are often used with **WHEN** or **WHILE**.

WHEN + SIMPLE PAST

WHILE + PAST CONTINUOUS

The simple past and the past continuous are used with **WHEN** or **WHILE** to:

- To say that an action was interrupted by another action.
e.g: I **was having** a beautiful dream **when** the alarm clock **rang**.
While I **was having** a beautiful dream, the alarm clock **rang**.
- To describe two simultaneous actions.
e.g: I **was studying** **while** she **was making** dinner.
- To say that an action provoked another action.
e.g: **When** the mouse **saw** the cat, it **ran** away.

NOTE:

Writing task : WRITING A SOCIAL LETTER: Personal Letter of Request.

Situation problem:

You need some money to buy your school uniform because it is required at school.

Pre-evaluation:

Send a letter to your uncle asking him to send you some money so that you can buy the uniform.

Instruction:

Work in groups and write the letter.

Synthesis:

Note that a social letter must follow this plan:

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. Final Salutations:

- My best regards to your family.
- All my salutations to your family.
- My best wishes to you.

3. Ending:

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

NOTES:

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LESSON PLAN 2:

Class: 11th form Letters

Duration: 2 hours

Domain: LC

Subject: English

UA: 1

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

Content:

- ❖ Topic: **EDUCATION**
- ❖ Function: **EXPRESSING PURPOSE**
- ❖ Structure: **COMPARATIVES AND SUPERLATIVES**

CONDUCT OF THE LESSON:

Pre-evaluation:

What is education?

TOPIC: *Education.*

Situation problem:

Someone said, “If you educate a man, you educate an individual. If you educate a woman, you educate a nation”.

Activity 1: Types of education

Instruction:

Work in groups , cite and explain the different types of education you know.

Biology

ACTIVITY 2: Text study

Text: Education in the USA.

Americans take great pride in their schools and want their children to have the best possible education. Only one percent of the population cannot read and write, compared to twenty percent a century ago. There are more than 57 million students enrolled in schools and universities.

New methods of instruction that encourage children to develop their creative abilities are being devised and tested in schools. Today, there is a strong emphasis on science, mathematics and foreign languages, and effort is being made to broaden the students' knowledge of their people and cultures. Television and motion pictures are widely used in teaching. More effort is being made to guide young people into careers suited to their talents and abilities.

Today, about half of the young people who graduate from secondary school go on to colleges or universities. (In the United States, the term "college" refers to an institution requiring a secondary school certificate for admission and granting a degree after four years of study. It is often used to replace the word university. A college may or may not be part of a university which ordinarily offers post graduate programs and grants professional degrees).

The University of California, the nation's largest university, has over 121,000 on its many branch campuses. The cost of higher education is substantial in private colleges and universities, but is much less in those supported by the states in cities. A large number of students work to help pay their expenses; many receive grants, some of which cover almost the entire expenses of attending college.

Each year, congress votes appropriate funds to assist states in furthering public education programs. In 1965, financial aid was also extended to private and parochial schools for the first time. This substantial federal support helps the states improve the quality of their systems.

QUESTIONS:

I. READING COMPREHENSION QUESTIONS:

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

1. New methods of instruction are being devised to _____ students' creative abilities.
a) shift d) reduce c) increase d) mix
2. _____ of the young graduates from secondary school go on to colleges or universities.
a) nearly 50% b) the majority c) about a quarter d) more than half

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

1. Today twenty five percent of the American population cannot read or write.
2. American students are guided into careers according their talents and abilities.
3. A college is totally the same as a university.
4. Private colleges and universities are very expensive to attend.

C. Answer the Following Questions Basing on the text:

1. What is a college in the American context?
2. How many people of the American population are illiterate today?

II. LANGUAGE:

A. Vocabulary: Find a synonym for each of the following words in the text.

Enlarge skill help ameliorate

ANSWERS:

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Function: EXPRESSING PURPOSE

Pre-evaluation:

What is purpose according to you? Give an example sentence to illustrate your answer.

Instruction:

Work in groups and answer the question.

Synthesis:

ACTIVITY 1: Asking about purpose.

Note:

To know the reason why something is done or created, we can say:

- Why do / did you + verb _____?
- Why have you _____?
- For what reason did / do / have you _____?

ACTIVITY 2: Expressing purpose

Note:

To express purpose, we can use one of the following phrases:

- In order to +verb _____
 - So as to +verb _____
 - To +verb _____
 - In order not to + verb _____
 - So as not to + verb _____
 - Not to + verb _____
 - In order that + subject + modal + verb _____
 - So that + modal + verb _____
- e.g: I read books in order to expand my knowledge.

NOTE:

Do not confuse the purpose and the cause:

- **Purpose:** reason for which something is done or created.
e.g: I practice sport in order to keep fit.
- **Cause:** reason why you did something.

To express cause, we use because.

e.g: I came late because I got a flat tyre.

NOTES:

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:

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 SUPERLATIVE

Instruction:

What does superlative consist of? Give an example.

Synthesis:

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

Superlatives	Long adjectives	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 of superiority	Superlative of superiority
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:

Function: EXPRESSING QUANTITY

Pre-evaluation:

Read the text about “Education in the USA” and write down all the quantifiers it contains.

Synthesis:

ACTIVITY 1: Types of nouns.

Instruction:

What are the different types of nouns you know? Give some examples of each. Work in groups.

Synthesis:

1. Countable nouns: (count nouns):

They are things we can count.

e.g.: _____

2. Uncountable nouns: (mass nouns):

They are things we cannot count.

e.g.: _____

Countable nouns	Uncountable nouns
1. are things we can count.	1. are things we cannot count.
2. are used in singular and plural form.	2. are only used in the singular form.
3. can be used with the indefinite article “a, an”	3. can’t be used with the indefinite article “a, an”

ACTIVITY 2: Quantifiers

Instruction:

What are the different types of quantifiers you know?

Synthesis:

Countable nouns	Uncountable nouns
1. all – the whole	1. all – the whole
2. many – a lot of – plenty of – a large number - most	2. much – a lot of –aplenty of – a large amount -
3. some – any – enough – several – a certain number	3. some – any – enough – a certain amount
4. few – a few – not many	4. little - a little – not much
5. no – not any - none	5. no – not any

ACTIVITY 3: much – many – a lot of – plenty of.

Instruction:

What are the differences between much – many – a lot of – plenty of?

Synthesis:

Much – many – a lot (of) – plenty (of) are synonyms. But they are used in different structures.

Much: is used in Negative and interrogative sentences with uncountable nouns.

e.g: There is not **much** water in the river this year.

Many: is used in negative and interrogative sentences with countable nouns.

e.g: Are there **many** students at school today?

A lot of / plenty of: are interchangeable. They are used in positive (affirmative) sentences with countable and uncountable nouns.

e.g: I have **a lot of / plenty of** friends in Bamako.

BE CAREFUL!

- Do not use a lot of after: too – so – very – as. Use much / many. e.g: he too _____ mouths to feed.
- Do not use a lot of with measurements of time and distances. Use much / many: I spent _____ weeks working on my project.

ACTIVITY 4: (a) few – (a) little.

Instruction:

What are the differences between (a) few and (a) little?

Synthesis:

Few – a few – little – a little are used to express small quantities.

Few – a few: are used with countable nouns.

Few = not enough

A few = a small number

e.g: 1. _____
2. _____

Little – a little: are used with uncountable nouns.

Little = not enough

A little = a small amount

e.g: 1. _____
2. _____

NOTES:

LESSON PLAN 3:

Class: 11th form Letters

Duration: 2 hours

Domain: LC

Subject: English

UA: 1

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

Content:

- ❖ Topic: **MODERN COMMUNICATION**
- ❖ Function: **ASKING ABOUT AND EXPRESSING LIKES / DISLIKES**

CONDUCT OF THE LESSON:

Pre-evaluation:

What is communication?

TOPIC: Modern communication

Situation problem:

Media today.

Activity 1: Advantages and disadvantages of modern means of communication

Instruction:

Work in groups and answer the questions.

Synthesis:

ACTIVITY 2: Text study

TEXT: Social Networking Sites

Social networking sites, such as Facebook, have many advantages. They are clearly an excellent way of keeping in touch with people in your life, friends and family. They are a great way of finding old friends. For example, you can communicate with these people at any time you want and in many ways; you can share your photos, your favorite music and videos with them. Another advantage is that you can join groups with similar interests to yourself, sports, hobbies and your work.

Social networking sites have many disadvantages. Firstly, you are often flooded with requests from unknown or unwanted friends. Secondly, friends and family may find out too much about your private life and you may hear about boring events in their lives. You can be tagged in pictures that you don't want others to see. Finally, the biggest problem is that you can waste too much time on Facebook. Some people can be addicted to it.

Despite the disadvantages, social networking sites are definitely here to stay. They are now one of the main means of communication worldwide. We can't imagine our life without them.

QUESTIONS:

I. READING COMPREHENSION QUESTIONS:

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

1. Groups with similar interests are groups with the _____ interests.
a. same b. different c. nice d. excellent
2. The terminology "worldwide "stands for_____
a. local b. regional c. continental d. universal

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

1. All the requests are from known and wanted friends.
2. Social networking sites are part of our life now.
3. Social networking sites have only advantages.
4. Keeping in touch with friends and family is an advantage of the social networking sites.

C. Answer the Following Questions:

1. What does the first paragraph describe?
2. Quote two disadvantages of social networking from the text.

II. LANGUAGE:

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

A	B
flood	tedious
boring	share
request	drawback
disadvantage	inundation
	solicitation

ANSWERS:

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Function: ASKING ABOUT AND EXPRESSING LIKES / DISLIKES

Pre-evaluation:

From your personal knowledge, build two sentences in which you express **LIKE** and two sentences in which you express **DISLIKE**.

Instruction: Work in groups.

LIKE:

- 1.
- 2.

DISLIKE:

- 1.
- 2.

ACTIVITY 1: Asking about LIKE / DISLIKE

Instruction:

What can we say to ask someone about what s/he likes / dislikes?

Synthesis:

⇒ To ask someone about what s/he likes or dislikes, we can use these questions:

- What do you like / fancy / feel like / enjoy _____?
- What would you like / fancy / feel like / enjoy _____?
- Do you like / fancy / enjoy / feel like _____?
- Are you interested in _____?
- Are you keen on _____?
- Are you fond of _____?
- Are you crazy about / mad of _____?

e.g.: Are you keen on swimming? Do you enjoy swimming?

ACTIVITY 2: Expressing LIKES / DISLIKES.

A) Expressing like:

Instruction:

How can we express what we like?

Synthesis:

To express LIKE, you can say:

- I like / enjoy / fancy / feel like / adore _____
- I am keen on _____
- I am fond of _____
- I am interested in _____
- I am mad of / crazy about _____

e.g.: I am fond sleeping at daytime.

B) Expressing DISLIKE:

Instruction:

How can we express what we dislike?

Synthesis:

To express dislike, you can say:

- I don't like / enjoy / fancy / feel like / adore _____
- I am not keen on _____
- I am not fond of _____
- I am not interested in _____
- I am not mad of / crazy about _____
- I abhor _____
- I loathe _____

e.g.: I abhor watching serials on TV.

NOTES:

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LESSON PLAN 4:

Class: 11th form Letters

Duration: 2 hours

Domain: LC

Subject: English

UA: 2

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

Content:

- ❖ Topic: **TOURISM AND THE MEANS OF TRANSPORTATION**
- ❖ Function: **ASKING ABOUT AND EXPRESSING CAPABILITY**
- ❖ Structure: **THE PASSIVE VOICE**
- ❖ Writing task: **WRITING A BUSINESS LETTER**

CONDUCT OF THE LESSON:

Pre-evaluation:

What is tourism?

TOPIC: *Tourism and the means of transportation.*

Situation problem:

Traveling in the world.

Activity 1: Tourist attractions in Mali

Instruction:

Work in groups and quote some tourist attractions in Mali.

Synthesis:

ACTIVITY 2: ADVANTAGES AND DISADVANTAGES OF TOURISM

Instruction:

Work in groups and talk about the advantages and the disadvantages of tourism on a host country.

Synthesis:

ACTIVITY 3: Text study.

Text: Tourism.

Over the last 15 years, Mali has developed into a spectacular successful tourist destination. According to the World Tourism Organization (2006), the number of international arrivals increased from 40,000 to 143,000 between 1990 and 2005. Most of the tourists visit the "Golden Triangle" of Timbuktu-Djenné-Dogon Country (also known as "Cliff of Bandiagara - Land of the Dogon"); three World Heritage Sites classified by UNESCO between 1988 and 1989, and seem to ignore other secondary destinations, such as the Hombori Mountains. Located 750 km to the northeast of Bamako, this large mountain range reaches 1155 m at its peak, Mount Hombori.

Due to the high cliffs surrounding its summit plateau, Mount Hombori is home to unique unspoiled vegetation and fauna, which have been preserved from pasture and agriculture. More specifically, Mount Hombori houses several plants considered useful or medicinal which are now rare in, or have completely disappeared from, the Hombori region, thus representing a unique opportunity to conserve *in vivo* both those species and their associated knowledge. Furthermore, preliminary studies on the fauna of the Hombori area by Nusslé *et al.* (personal communication) show that several species of rare birds and bats are found in the cliff of the mountain, while the plateau is inhabited by a rich wildlife, possibly including some endemic amphibians and reptiles.

QUESTIONS:

I. READING COMPREHENSION QUESTIONS:

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

1. Between 1990 and 2005 the number of tourists in Mali _____
a) slowed down b) stopped. c) grew up d) succeeded
2. The "Golden Triangle" is _____ in tourism.
a) the destroyer b) an important element c) ignored d) cliff

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

1. Mali has welcomed international tourists for more than a decade.
2. The Hombori Mountains constitute the main destination of the tourists.
3. Mount Hombori is a vast desert area.
4. The birds, the bats and the snakes do not live in the same place.

C. Answer the Following Questions Based on the Texts:

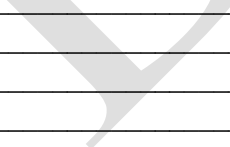
1. Where are the Hombori Mountains located?
2. How far is it from Bamako to the Hombori Mountains?

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
develop	sightseer
useful	summit
peak	grow
unique	advantageous
tourist	

ANSWERS:



Handwriting practice lines consisting of 20 horizontal lines. A large, light gray watermark reading "Biégni" is diagonally across the page.

Function: ASKING ABOUT AND EXPRESSING CAPABILITY

Situation problem:

Here is a dialogue

Peter: hello john, how are you?

John: I am good. What's up?

Peter: Can you accompany me to the gym tonight?

John: Well, I am free tonight; so I can come with you.

Peter: Great I'll pick you up at 4p.m. by car.

John: Really? Are you able to drive a car?

Peter: Of course, I am able to drive a car a few months ago.

John: Congrats.

Peter: Thank you.

Pre-evaluation:

From the dialogue above, write down all the words and expressions that talk about capability.

Instruction:

Work in groups and write the words.

Synthesis:

ACTIVITY 1: Asking about capability

Instruction:

What can we say to ask someone about capability?

Synthesis:

To ask about capability, you can say:

- Can you _____?
 - Are you able to _____?
 - Could you _____?
 - Were you able to _____?
 - Are capable of _____?
- e.g: Are you able to run 8 km without stopping?

ACTIVITY 2: Expressing capability.

Instruction:

What can we say to express to express capability?

Synthesis:

To capability, say:

- I can _____
- I could _____
- I am capable of _____
- I am able to _____
- I was able to _____ **e.g:** I can run more than 8 km without stopping.

NOTES:

Structure: THE PASSIVE VOICE.**Situation problem :**

Here are two sentences :

- The student writes the letter.
- Coronavirus killed many people in Europe.

Pre-evaluation:

Basing on your personal knowledge, turn them into Passive.

Synthesis:

ACTIVITY 1: FORM**Instruction:**

How is formed the passive of an active sentence in English?

Synthesis:

The passive of an active sentence is formed by the auxiliary TO BE (in the same tense as the active verb) + the past participle of the active verb.

TABLE OF ACTIVE TENSES AND THEIR PASSIVE EQUIVALENTS:

Tenses	Active voice	Passive voice
1. simple present	The cat catches a mouse	A mouse is caught by the cat
2. Present continuous (am/is/are +V+ing)		
3. Simple Past		
4. Past continuous: (was/were+V+ing)		
5. Present Perfect: (have/has+P.P)		
6. Past perfect: (had + P.P)		
7. Simple future: (will+V)		
8. Present conditional: (would+Verb)		
9. Past conditional: (would have+P.P)		

NOTES:

The personal pronouns also change from active to passive.

subject	Object
I	Me
You	You
He	Him
She	Her
It	It
We	Us
They	Them

ACTIVITY 2: Double Passive**Note:**

Verbs with two objects can have two possible passive constructions in English, but it is more usual to start the passive sentence with the object that indicates a human being (a person)

e.g: the teacher gave **an exercise to the students**.

1. **An exercise** was given to the students by the teacher.
2. **The students** were given an exercise by the teacher.

Some verbs that can have two objects:

To give – to send – to ask – to promise – to buy – to pay – to report – to tell – to explain – to teach – to show ...

ACTIVITY 3: Passive of negative and interrogative sentences

Note :

The passive of negative and interrogative sentences with DO is formed by replacing DO by BE.

e.g:

Sentence	Active voice	Passive voice
affirmative	The cat caught a mouse.	A mouse was caught by the cat
Negative	The did not catch a mouse	A mouse was not caught by the cat.
Interrogative	Did the cat catch a mouse?	Was a mouse caught by the cat.

ACTIVITY 4: Passive of modal verbs. (can – could – must – may – might – will – would – shall – should – ought to – used to – need – dare)

Instruction:

How is formed the passive of modal verbs?

Synthesis:

The passive of modal verbs is formed by the same **MODAL + BE + PAST PARTICIPLE**

e.g: the citizens **must respect** the law.

→ The law **must be respected** by the citizens.

NOTES:

Blank lined paper with a large, faint, diagonal watermark reading "B10" across the center.

Writing task: WRITING A BUSINESS LETTER: letter of inquiry to a company.

Situation Problem:

You work in the Import Department of AGROMA SA, BP 10001, Bamako, Mali. Your company wants to buy hand-pumps for wells. Write to the Sales Manager of Oyo Pump Co Ltd, 3011 Battery Rd, Ibadan 15, Nigeria, asking for full details of their range of hand-pumps for wells. Ask for details of guarantee, price, weight, reduction for large orders and availability of spare parts.

Pre-evaluation:

Write the letter with the appropriate layout.

Instruction:

Work in groups and write the letter.

Synthesis:

A business letter should be presented on paper in this way:

3. receiver's name -title, company -address 4. salutation 5. Content: - Paragraph 1: purpose - Paragraph 2 : details - Paragraph 3: final salutation 6. ending 7. writer's name 8. signature	1. writer's address 2. Date
--	---

Things to know:

a) Salutation:

- Dear sir
- Dear madam
- Dear Sir/Madam
- Dear Mr. KONE
- Dear Mrs. TOURE
- Dear Sirs

b) Final salutation:

- I look forward to seeing your rely.
- I am available for an interview at any time.
- My best regards to your company / personnel.

c) Ending:

Yours sincerely / sincerely yours
-yours faithfully / faithfully yours
-yours truly / truly yours

NOTES:

Leoni

LESSON PLAN 5:

Class: 11th form Letters

Duration: 2 hours

Domain: LC

Subject: English

UA: 2

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

Content:

- ❖ Topic: **POPULATION GROWTH**
- ❖ Function: **ASKING FOR AND GIVING OPINIONS: agreeing / disagreeing**
- ❖ Structure: **CONDITIOAL I and II**

CONDUCT OF THE LESSON:

Pre-evaluation:

What is population growth?

TOPIC: Population Growth.

Situation problem:

The number of people on earth.

Activity 1: Causes of population growth

Instruction:

Work in groups and talk about the main causes of population growth.

Synthesis:

Activity 2: Consequences of population growth.

Instruction:

What can be the consequences of population growth? Answer the question in groups.

Activity 3: Text study.

Text: Population Pressures.

It is generally estimated that each year the world need to house 68 million to 80 million people. According to the United Nations Population Fund, world population passed 6.1 billion in 2001 and is expected to reach between 7.9 and 10.9 billion by 2050. Even more sobering, 98 percent of that growth during the next decades is forecast to occur in developing countries. Those estimates in themselves represent a formidable housing challenge. Yet that challenge is further complicated by the fact that the fastest growing areas in most countries are already overcrowded cities.

Major cities such as New York, London and Tokyo are often viewed as vital symbols of a country's economic growth. As a result, thousands of rural people annually flock to such greener urban pastures, mainly to seek education and employment.

In China, for example, the economy is expanding rapidly. As a result, one report estimates, over the next few decades, more than 200 million new housing units will be needed in the major urban areas

alone. That is almost twice the total number of housing units that currently exist in the entire United States. What housing program could possibly keep up with such demand?

According to the World Bank, “each year, some 12 to 15 million new households, requiring an equivalent number of dwellings, are added to the cities of the developing world”. Since not enough affordable housing exists, these urban poor are forced to find shelter where they can, often where no one else chooses to live.

QUESTIONS:

I. READING COMPREHENSION QUESTIONS:

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

- World population went by.....billion in 2001.
a. 7.9 b. 6.1 c. 10.9 d. 8.1
- The number of housing units that currently exist in the USA is nearly.....million.
a. 200 b. 100 c. 15 d. 12

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

- World population increases drastically every year.
- Population grows more in developed countries.
- Housing challenge is linked to population growth.
- Urban poor live in affordable houses.

C. Answer the following questions:

- Why do thousands of rural people flock to major cities?
- What is happening in China?

II. LANGUAGE:

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

A	B
forecast	To need
seek	Habitation
require	To look for
decaded	To predict
dwelling	

ANSWERS:

Handwriting practice lines (ruled paper) with a large, faint watermark reading "Biégni" diagonally across the page.

Function: ASKING FOR AND GIVING OPINIONS: AGREEING AND DISAGREEING

Situation problem:

Girls schooling is still a big problem in some African societies. Many think that the place of a girl is in the household. So, it is not worthy sending her to school.

Pre-evaluation:

Build a dialogue where you ask for three your friends' opinions about the matter and they give their opinions.

Instruction:

Work in groups and write the dialogue.

Synthesis:

ACTIVITY 1: Asking for opinions.

Instruction:

What can we say to ask someone about his/her opinion?

Synthesis:

To ask someone about his/her opinion, you can say:

- What do you think about _____?
 - What is your opinion about _____?
 - What is your view about _____?
 - How do you feel about _____?
- e.g.: What do you think about the climate change?

ACTIVITY 2: Giving opinions.

Instruction:

What do we say to give our opinion to someone?

Synthesis:

To give your opinion to someone, say:

- I think _____
 - As far as I am concerned, _____
 - To my mind, _____
 - According to me, _____
 - In my opinion, _____
 - My personal view is that _____
 - It seems to me that _____
 - I am of the opinion that _____
 - In my experience _____
- e.g: According to me, climate change is the biggest threat to the planet.

ACTIVITY 3: Agreeing / Disagreeing.

Instruction:

What do you say to agree or disagree with someone?

a) Agreeing:

Structure: CONDITIONAL I and II**ACTIVITY 1: Things to know**

- Conditional sentences generally contain two clauses: **a main clause and a conditional clause.**
- We use conjunctions in conditional sentences.

ACTIVITY 2: Types of conditionals

	Conditional I	Conditional II
1. Form	-Main clause → simple future (will + verb) -Conditional clause → simple present (base form)	-main clause → present conditional (would + verb) -Conditional clause → simple past (Reg: verb +ed; Irreg: list)
2. Example	-I will buy you a new phone if I get my salary.	-I would travel everywhere if I could fly.
3. Conjunctions	-if -on condition that -as long as -unless -provided (that) -except if	-if
4. Use	-possible condition and its probable result	-imaginary / hypothetical condition and its probable result

Notice:**Conditional I:**

- We don't use **will** with **modal verbs**. We use their present form. **e.g.:** You ~~will~~ can drive my car if you pass the driving test.

Conditional II:

- **Would** is not used with **modal verbs**. We use their past form: can → could; may → might; must → must / had to **e.g.:** you ~~would can~~ could pass the exam if you learnt your lessons.
- **To be** becomes **were** after **if**. **e.g.:** If I ~~were~~ were a billionaire, I would give to the poor.

LESSON PLAN 6:

Class: 11th form Letters

Duration: 2 hours

Domain: LC

Subject: English

UA: 2

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

Content:

- ❖ Topic: **UNEMPLOYMENT AND JOB HUNTING**
- ❖ Function: **COMPARING AND CONTRASTING**
- ❖ Structure: **I'D RATHER _____ THAN / I'D BETTER _____**

CONDUCT OF THE LESSON:

Pre-evaluation:

Explain unemployment?

TOPIC: *Unemployment and job hunting.*

Situation problem:

Find a job.

Activity 1: Causes of unemployment.

Instruction:

Work in groups and talk about the major causes of unemployment.

Synthesis:

Activity 2: *Solutions to unemployment.*

Instruction:

Work groups and suggest some solutions to unemployment.

Synthesis:

ACTIVITY: Text study.**Text:** Youth unemployment

The youth population in sub-Saharan Africa is increasing rapidly. The youth of the region are becoming better educated. Estimates show that the proportion of 20-to-24-year-olds who complete secondary education will increase from 42 percent to 59 percent over the next 20 years. Consequently, as sub-Saharan Africa's workforce becomes larger and better educated, there is a vast potential for economic growth and development. Countries must take the opportunity to cultivate the capacity of their youth, a valuable resource for their prosperity.

Youth unemployment remains a barrier to the region's development. Some of the highest rates on the continent are in southern Africa, where 51 percent of young women and 43 percent of young men are unemployed. Communities and nations fail to benefit from what the young people could theoretically contribute.

One of the reasons young people are having trouble finding employment is a limited number of jobs. This challenge causes young people to settle for less-than-ideal employment, such as jobs that are low-paying, temporary, or unsafe, or ones for which they are overqualified. Some enter the informal economy to make ends meet. Others stop looking for jobs altogether.

But the number of available jobs for young people is only part of the problem. While improving, educational systems are still failing to provide a large proportion of youth with the skills they need to secure a living. Without the ability to attain basic skills or the specific ones that match the demands of the labor market, many youths are unable to find employment.

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

- Countries must take the opportunity to _____ of their youth.
a) cultivate the proportion b) increase the population
c) show the proportion d) to cultivate the ability
- One of the reasons for youth unemployment is _____ '
a) only part of the problem b) a limited number of jobs
c) increasing rapidly d) in southern Africa

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

- The youth population in sub-Saharan Africa is diminishing quickly
- Youth unemployment is a barrier to employment.
- In southern Africa, there are more unemployed young women than young men
- One of the reasons for youth unemployment is a limited number of Jobs.

C. Answer these questions based on the text in your own words:

- Explain unemployment in one sentence.
- Give one cause of youth unemployment.

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
youth	obstacle
barrier	percentage
rate	juvenile

employment	population
	work

ANSWERS:

Biégni

Function: COMPARING AND CONTRASTING

Pre-evaluation:

Build three sentences where you are making comparison between men and women.

Instruction: *work in groups and build the sentences.*

Synthesis:

1. _____
2. _____
3. _____

ACTIVITY 1: Comparing

Instruction:

What does comparison consist of? What are the different levels of comparison you know?

Note:

-Comparison consists of about the difference between two things.

e.g.: _____

-There are three levels in comparison:

comparative	Long adjectives	Short adjectives
1. superiority (plus ____ que)	More + adj. + than e.g.:	Adj +er + than e.g.:
2. equality (aussi ____ que)	As/so + adj + as e.g.:	As/so + adj +as e.g.:
3. inferiority (moins ____ que) -Inequality (as aussi ____ que)	Less + adj + than e.g.: not so + adj + as e.g.:	Less + adj + than e.g.: not so + adj +as e.g.:

Activity 2: Comparing and contrasting.

Instruction: *What do comparing and contrasting consist of? Give an example.*

Note:

Comparing and contrasting consist of stating how things are different or similar.

e.g.: _____

To compare and contrast we can use adverbs such as:

much – a lot – a bit – a little – by far – marginally – infinitely – extremely – nearly ...

NOTES:

Irregular adjectives:

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

Notes:

Structure: I'D RATHER _____ THAN / I'D BETTER _____**ACTIVITY 1: I'd rather ...than**

Instruction: Use I'd rather in a sentence and give its meaning.

e.g.: I'd rather wait the afternoon. It's too hot now.

I'd rather is synonym of I'd prefer. It is an idiom. It expresses a preference of action.

I'd rather is the contraction of I would rather.

I'D RATHER = I'D PREFER

BE CAREFUL!

I'd rather + verb

I'd prefer + to + verb / I'd prefer + verb + ing

e.g.:

-I'd rather go by car than go by boat.

-I'd prefer to go by car than go by boat.

-I'd prefer going by car to going by boat.

NB:

When you want somebody else to do something, use **WOULD RATHER + SUBJECT + PRETERIT**

e.g.:

-I'd rather say at home with the children.

-I'd rather my little brother **stayed** at home with the children.

ACTIVITY 2: I'd better

Instruction: Use I'd better in a sentence and give its meaning.

e.g.: I'd better go now otherwise I'll be late.

I'd better is the contraction of I had better. It is synonym of I must/ it is necessary.

Had better expresses a necessity or advice.

HAD BETTER + VERB

	Would rather	Had better
Affirmative	Subject + would rather + verb	Subject + had better + verb
Negative	Subject + would rather + not + verb	Subject + Had better + not + verb
interrogative	Would + subject + rather + verb ...?	Had + subject + better + verb...?
Interro-negative	Would + subject + rather + not + verb	Had + subject + better + not + verb...?

Notes:

Function: EXPRESSING GOOD WISHES

Pre-evaluation:

A friend of yours is celebrating his/her birthday. What would you say to make good wishes to him/her for this special event?

Instruction:

Work with your neighbor and write two different sentences making good wishes to your friend.

Synthesis:

ACTIVITY 1: Definition

Instruction:

What is a wish according to you?

Synthesis:

A wish is the expression of desire or hope for something to happen.

ACTIVITY 2: Examples of good wishes.

Instruction:

How do you express wishes in the following situations?

- ❖ **Birthday:**
 - Happy birthday
 - Many happy returns
- ❖ **Wedding:**
 - good wedding
 - Be happy
- ❖ **New year:**
 - Happy new year!
 - best wishes!
- ❖ **Tabaski:**
 - good Tabaski!
 - Happy tabaski!
- ❖ **Christmas:**
 - Merry Christmas!
 - Merry xmas!
- ❖ **Easter:**
 - Good easter!
- ❖ **Naming ceremony:**
 - Long live the baby!
 - God bless the new boorn!
- ❖ **Journey:**
 - Good trip!
 - Good journey!
- ❖ **Exam:**
 - Good luck!
 - Take courage.
- ❖ **Holidays / Vacations:**
 - Enjoy your holidays.
 - Good stay there.
- ❖ **Meals:**
 - enjoy your meal.
- ❖ **Leave-taking:**

- Goodbye!
- See you!
- ❖ **Going to bed:**
 - Good night!
 - Sweet dreams.
- ❖ **Sickness / accident / injury:**
 - Good recovery.
 - Quick recovery.
- ❖ **Death:**
 - All my condolences.
 - May his / her soul rest in peace.

ACTIVITY 3: Replying to wishes.

Instruction:

How do you reply to wishes?

Synthesis:

To reply to wishes, say:

- Thank you.
- Amen!
- The same to you!

NOTES:

Biology

LESSON PLAN 7:

Class: 11th form Letters

Duration: 2 hours

Domain: LC

Subject: English

UA: 3

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

Content:

- ❖ Topic: **SOCIAL VALUES AND CULTURAL IDENTITY**
- ❖ Function: **EXPRESSING OBLIGATION AND ABSENCE OF OBLIGATION**
- ❖ Structure: **RELATIVE CLAUSES**
- ❖ Writing task: **FORM FILLING**

CONDUCT OF THE LESSON:

Pre-evaluation:

What's a social value?

TOPIC: Social values and cultural identity

Situation problem:

Malian society

ACTIVITY 1: some social values.

Instruction:

Work in groups and talk about social values in your country.

Synthesis:

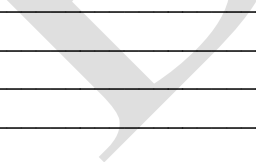
10

ACTIVITY 2: cultural identity.

Instruction:

Work in talk about the importance of cultural identity.

Synthesis:



Function: EXPRESSING OBLIGATION AND ABSENCE OF OBLIGATION.

Pre-evaluation:

Build three sentences where you express obligation about something.

Instruction:

Work in groups and write the sentences.

Synthesis:

- _____
- _____
- _____

ACTIVITY 1: Definition

Instruction:

What is obligation according to you?

Synthesis:

ACTIVITY 2: Expressing obligation and absence of obligation.

Instruction:

How do you express obligation in English?

Synthesis:

To express obligation in English, we use the following modals: MUST – HAVE TO – HAVE GOT TO – BE SUPPOSED TO – BE COMPELLED TO – NEED ... But there are three kinds of obligations:

1. **Strong obligation:** Concerns things we do because of an external force (a law, a regulation, a person...). We don't have any choice in doing what is required.
2. **Weak obligation:** (also called necessity): concerns things we do because they necessary for us. We have free choice.
3. **Absence of obligation:** When there is neither an external force nor a necessity.

<i>Obligation</i>	<i>Modals</i>	<i>examples</i>
<i>Strong obligation</i>	-must, -have to, -be compelled to	Every citizen must respect the law.
<i>Weak obligation</i>	-must, -need, have to,	I need to revise my engine. It's bot working well.
<i>Absence of obligation</i>	-don't have to, don't need to, -need not to	You don't need to write iif you can memorize it.

NOTES:

Structure: RELATIVE CLAUSES**Things to know:**

- A clause is a sentence. e.g: A mechanic is a person.
- A relative clause is sentence that is to another sentence by means of a relative pronoun. e.g: A mechanic is a person who repairs engines.

ACTIVITY 1: Different types of relative pronouns.**Instruction:**

What are the different types of relative pronouns you know?

Synthesis:

The different types of relative pronouns are:

	Subject	Object	Possession
Persons	Who, that	Whom, that	whose
Animals and things	Which, that	Which, that	whose
Persons, animals and things	that	that	Whose

e..g:

- **Person:**
The man **who / that** lives next door is friendly.
The lady **whom / that** we met was pregnant.
I saw a man **whose** car had broken down.
- **Animals and things:**
The dog **which / that** barks belongs to TRAORE.
The book **which / that** you gave is interesting.
The house **whose** door is open is very old.

ACTIVITY 1: Omission of the relative pronoun.**Instruction:**

When can the relative pronoun be omitted?

Synthesis:

The relative pronoun can be omitted when it replaces an object complement.

e.g: The watch which I bought is a Rolex. = the watch I bought is a Rolex.

The man whom you insulted is my brother. = the man you insulted is my brother.

ACTIVITY 3: Which as a connecting relative pronoun.

Note:

Which can be used as a connecting relative pronoun. That means it replaces a whole sentence.

e.g: Modibo knows many people. It is advantageous for him.

→ Modibo knows many people, which is advantageous for him.

NOTICE:

A relative adverb is an adverb that introduces a relative clause. It generally replaces the structure of **PREPOSITION + WHICH**. The most common are:

- **Where:** (place) = in which / at which
e.g: That is the restaurant **where (in which)** we met for the first time.
- **When:** (moment) = on which / in which
e.g: There was famine the year **when (in which)** you were born.
- **Why:** (reason) = for which
e.g: Tell me the reason **why (for which)** you were late.

Writing task: FORM FILLING

Pre-evaluation: Think of the form you were given to fill in during your registration in this school. Reproduce it and fill it correctly.

ACTIVITY 1: A form

Instruction: what's a form? Give some examples of forms.

Synthesis: A form is any printed paper (document) containing questions or blanks that we are given to answer or complete with the required information.

Examples of forms: birth certificates – identity cards – medical files – school admission forms...

ACTIVITY 2: Filling a form.

Instruction: Reproduce and fill correctly this University admission form for yourself.

UNIVERSITY ADMISSION FORM:

PERSONAL INFORMATION:

SURNAME: (FAMILY NAME):

FORENAME(S):

SEX: male ☐ female ☐

DATE OF BIRTH:

PLACE OF BIRTH:

MARITAL STATUS: married ☐ divorced ☐ single ☐

RELIGION: Muslim ☐ Christian ☐ other ☐

ADDRESS:

CONTACT PHONE NUMBER:

SCHOOLING: (EDUCATION)

DATE	SCHOOL	EXAM PASSED

LANGUAGE BACKGROUND:

LANGUAGES	SPEAK	WRITE	READ

WORK EXPERIENCE:

-

OTHER SKILLS:

-

HOBBIES:

-

CAREER AMBITION:

-

LESSON PLAN 8:

Class: 11th form Letters

Duration: 2 hours

Domain: LC

Subject: English

UA: 3

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

Content:

- ❖ Topic: **CITIZENSHIP EDUCATION**
- ❖ Function: **APOLOGIZING AND RESPONDING TO APOLOGIES**
- ❖ Structure: **TIME CLAUSES**
- ❖ Writing task: **WRITING A POSTCARD**

CONDUCT OF THE LESSON:

Pre-evaluation:

What's citizenship education according to you?

TOPIC: *citizenship education*

Activity 1: Definitions

Instruction:

Work in groups and answer the question.

Synthesis:

ACTIVITY 1: Importance of citizenship education

Instruction:

Work in groups and talk about the importance of citizenship education.

Synthesis:

ACTIVITY 2: *Rights and duties of the citizen.*

Instruction:

Work with your neighbor and talk about the rights and duties of the citizen.

Synthesis:

Function: APOLOGIZING AND RESPONDING TO APOLOGIES

Situation problem:

Your friend invited you to celebrate his/her birthday. You did not go and he was very disappointed. When you met after, s/he told you about his/her disappointment.

Pre-evaluation:

Write a dialogue where you apologize to your friend and s/he replies.

Instruction:

Work with neighbor and write the dialogue.

Synthesis:

Activity 1: APOLOGIZING

Instruction:

What can we say to apologize to someone about something wrong done?

Synthesis:

To apologize to someone about something wrong, say:

- I am really sorry for _____
- I really must apologize for _____
- Please, forgive me for _____
- Pardon me for _____
- Please, accept my apologies for _____
- I would like to apologize for _____
- It's all my fault _____
- I shouldn't have _____
- I am ashamed of _____

Activity 2: RESPONDING TO APOLOGIES

Instruction:

What can we say to accept apologies?

Synthesis:

To accept apologies, say:

- That's all right.
- Never mind.
- It doesn't matter.
- Don't worry.
- I quite understand.
- Forget about it.
- No harm done.
- Don't mention it.
- That's ok.

NOTES:

Structure: TIME CLAUSES

Things to know:

- A clause is a sentence.
- A time clause is sentence that is connected to another sentence by means of a time conjunction.

Activity 1: FORM

Instruction:

How are time clauses formed in English.

Synthesis:

Time clauses are formed by a **MAIN CLAUSE** and **TIME CLAUSE**.

e.g: I **will inform** you as soon as the boss **arrives**.

We generally use the **SIMPLE FUTURE** and the **SIMPLE PRESENT**.

Main clause → simple future

Time clause → simple present

The most used time conjunctions are:

- When =
- Before =
- After =
- As soon as =
- Till / until =
- By the time =
- Once =

Activity 2: USE

Instruction:

What do time clauses indicate?

Synthesis:

Time clauses are used to indicate the moment of an action.

e.g: I will wait here until you finish your work.

NB:

- The simple past is used in both clauses to talk about completed actions.
e.g: before I came to Bamako, I was very shy.
- Do not use WILL with modal verbs in time clauses.
e.g: You can continue playing until the bell rings.

NOTES:

Writing task: WRITING A POSTCARD: postcard with travel news.

Situation problem:

You have decided to send the coming holidays in another country. You decide to invite your friend about your travel news.

Pre-evaluation:

Write a postcard to your friend telling him about your travel news.

Instruction:

Work with your neighbor and write the postcard.

ACTIVITY 1: Layout and Organization

Instruction:

How is a postcard presented on paper?

Synthesis:

A postcard should be presented in this way:

1. _____ 2. _____ _____ _____ _____ _____ 3. _____ 4. _____	stamp 5. _____ _____ _____
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ACTIVITY 2: Useful expressions.

1. Salutations:

- Dear friend,
- Dear Adama,
- Hello!
- Hi, how are you?

2. Good wishes:

- My best wishes to you.
- Have a nice time.

- May God bless you.
- I wish good recovery.
- All my condolences.
- May s/he rest in peace

4. Endings:

- Yours / your friend – brother – cousin...
- Take care
- love
- Yours sincerely

NOTES:

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

Function: MAKING A REQUEST

Things to know:

A request is the act of asking somebody to do something.

Activity: MAKING A REQUEST.

Instruction:

What can we say to make request from someone?

Synthesis:

To make request from someone, we can use the following modals:

- Can you _____, please?
- Please, can you _____?
- Could you _____?
- Would you mind _____?
- Will you please _____?
- Would you please _____?

e.g: can open the door please?

Would mind opening the door?

Activity 2: ACCEPTING A REQUEST

To accept a request from someone, say:

- Sure
- Sure thing
- No problem
- Of course
- Consider it done

Activity 2: REJECTING A REQUEST

To reject a request from someone you can say:

Informal way:

- No way
- In your dreams
- This is not going to happen

Semi-formal way:

- No, it's just that _____
- No, the thing is _____

Formal way:

- I am afraid _____
- I am sorry, but _____

NOTES:

LESSON PLAN 9:

Class: 11th form Letters

Duration: 2 hours

Domain: LC

Subject: English

UA: 3

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

Content:

- ❖ Topic: **DEMOCRACY**
- ❖ Function: **EXPRESSING PERMISSION**

CONDUCT OF THE LESSON:

Pre-evaluation:

What's democracy according to you?

TOPIC: *Democracy.*

Situation problem:

Political regimes..

Activity 1: The principles of democracy

Instruction:

Talk about the major principles of democracy

Synthesis:

Private only

ACTIVITY: Text study.

Text: DEMOCRACY

Democracy is a form of government in which all eligible citizens have an equal say in the decisions that affect their lives. Democracy allows eligible citizens to participate equally either directly or through elected representatives in the proposal. Democracy is a system of rule by laws not by individuals. In a democracy, the rule of law protects the rights of citizens, maintains order, and limits the power of the government. All citizens are equal under the law. No one may be arrested, imprisoned, or exiled arbitrarily. If you are detained, you have the right to know the charges against you, and presumed innocent until proven guilty according to the law. Anyone charged with a crime has the right to a fair, speedy, and public trial by an impartial court. No one may be taxed or persecuted except by a law established in advance. No one is above the law, not even a king or an elected president. The law is fairly, impartially, and consistently enforced by courts that are independent of the other branches of government. Torture and cruel and inhumane treatment are absolutely forbidden. The rule of law places limits on the power of government. No government official may violate these

limits. No ruler, minister, or political party can tell a judge how to decide a case. Office holders cannot use their power to enrich themselves. Independent courts and commissions punish corruption, no matter who is guilty.

If democracy is to work, citizens must not only participate and exercise their rights but they must also observe certain principles and rules of democratic conduct. People must respect the law and reject violence. Nothing ever justifies violence against your political opponents, just because you disagree with them. Every citizen must respect the rights of his or her fellow citizens, and their dignity as human beings. No one should denounce a political opponent as evil and illegitimate, just because they have different views. People should question the decisions of the government, but not reject the government's authority. Every group has the right to practice its culture and to have some control over its own affairs, but each group should accept that it is part of a democratic state.

QUESTIONS:

I. READING COMPREHENSION QUESTIONS:

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

- In democracy _____ is/are discriminated.
a) some religious groups b) some ethnic groups
c) women d) no one
- In democracy a _____ decides a case.
a) ruler b) minister c) deputy d) judge

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

- Citizens are equal in democracy.
- Democracy is a system of rule by individuals.
- In democracy people are arrested arbitrarily.
- The Government has no authority in democracy.

C. Answer the Following Questions:

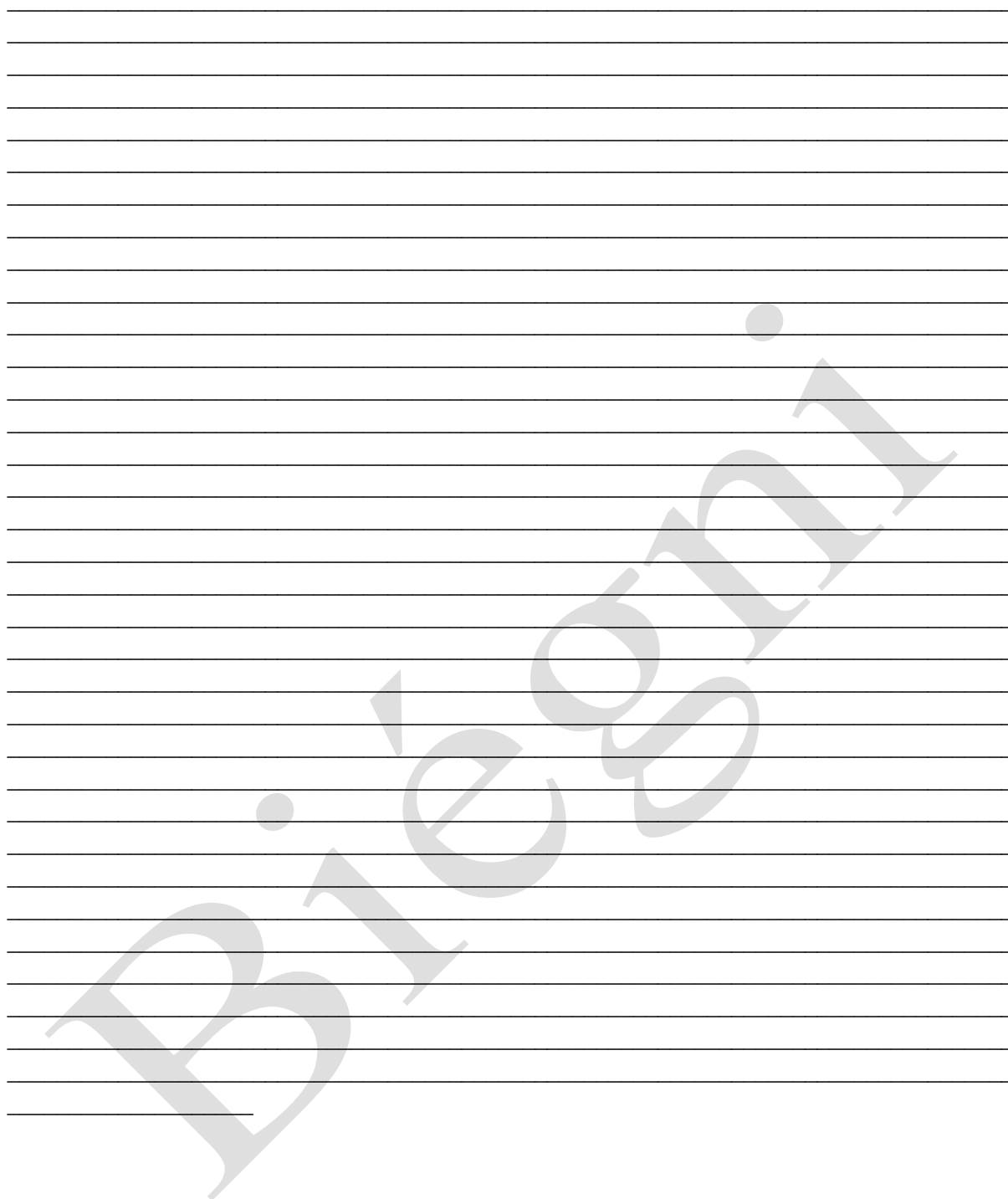
- What is the importance of the rule of law?
- What enforces the law?

II. LANGUAGE:

A. Vocabulary: Copy down each word from the list on the left with the correct definition from the right.

A	B
eligible	A formal
Proposal	Fit and worthy to be chosen
Principle	What is offered for consideration
Charge	Judicial examination in law court of accused person
trial	

ANSWERS:



Function: EXPRESSING PERMISSION AND PROHIBITION

Pre-evaluation: Build a dialogue out of this situation.

“Sitan wants to join her friend Oumou’s birthday party this Saturday evening. She must ask for permission from her father Soungalo who normally does not let his daughters go out at night”.

Synthesis:

ACTIVITY 1: Asking for permission

Note that you can ask for permission by using the following expressions:

- Can I _____, please? / May I _____, please?
- Is it alright if I _____?
- Do you mind if I _____?
- Do authorize /allow me to _____?
- Is it authorized / permitted / allowed to _____?

ACTIVITY 2: Giving Permission.

To grant permission to someone to do someone, you can say:

- Please, do.
- Alright, there is no problem.
- No, I don’t mind.
- Yes, you are authorized.
- Yes it is allowed/authorized/

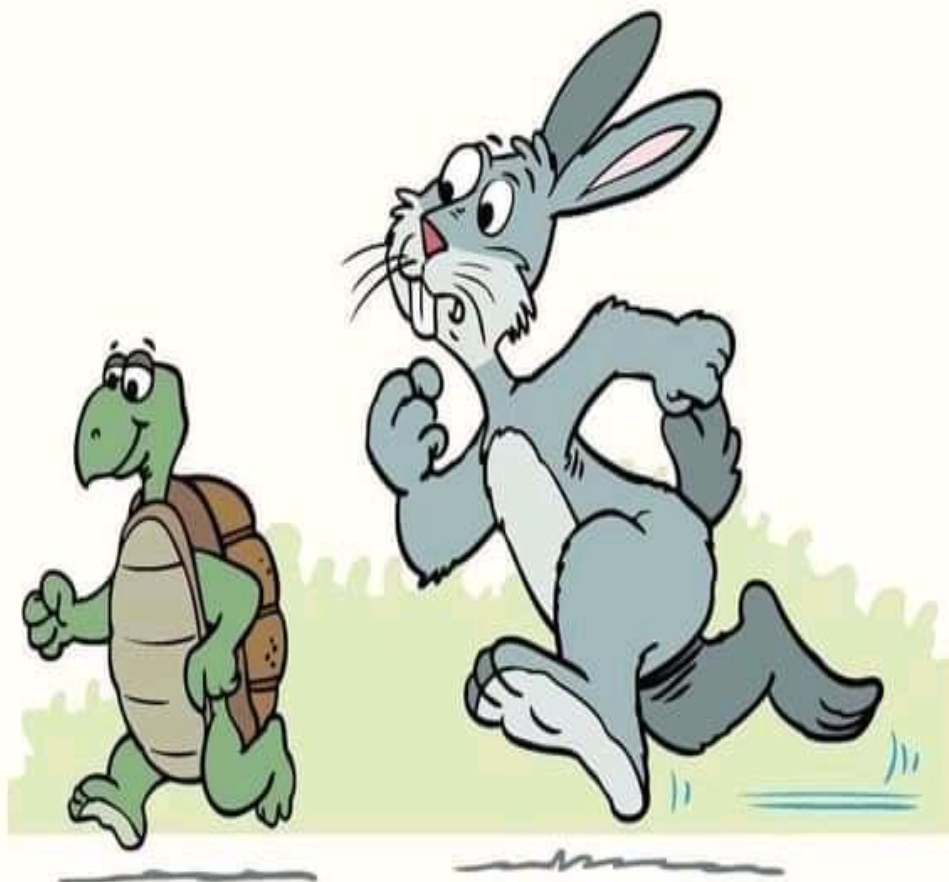
ACTIVITY 3: Expressing Prohibition.

To express prohibition, you can say:

- You are/were not supposed to _____
- It is not authorized / allowed / permitted to _____
- It is forbidden to _____
- You must not _____
- is banned.

Note:

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: Put the verbs between parentheses into the correct tenses: Past continuous or Simple Past.

1. George (fall) _____ off the ladder while he (paint) _____ the ceiling.
2. Last night I (read) _____ in bed when I suddenly (hear) _____ a scream.
3. I (watch) _____ TV when you (call) _____ me.
4. I (break) _____ a plate last night. I (wash) _____ the dishes when it (slip) _____ out of my hand.
5. I (not drive) _____ very fast when the accident (happen) _____.
6. When the bell (ring) _____, the students (enter) _____ the classroom.
7. We (not go) _____ out because it (rain) _____.
8. While my sister (cook) _____, I (watch) _____ a film in the living room.
9. While I (work) _____ in the garden, I (hurt) _____ my back.
10. Last night Helen (take) _____ a bath when the phone (ring) _____. She (get) _____ out of the bathtub and (answer) _____ the phone.

EXERCISE 2:

Salif MARIKO is a pupil in TLL, LAKCC, Segou. He writes a letter to his brother Moussa MARIKO in Accra, Ghana P.O.Box 126, asking him to send him a bilingual dictionary. He tells the importance of the importance of the dictionary in his studies.

Write Salif's letter with the appropriate layout.

Blank area for writing the letter, with a large diagonal watermark reading "Biégni".

EXERCISE 3: Answer these questions with your own words by expressing purpose.

1. Why don't you smoke cigarettes?

2. Why do you study very hard this year?

3. Why do you respect your teachers?

4. Why do you brush your teeth every day?

5. Why don't you go out at night?

6. Why do you pray every day?

7. You are rich. Why don't you stop working?

8. Why do you want to get richer?

9. Why do you practice sport?

10. Why do you respect the law?

EXERCISE 4: 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 5: 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 6: Fill in the gaps with: much – many – a lot of.

- 1. She is a very quiet person. She doesn't say _____
- 2. The woman was badly injured in the accident. She lost _____ blood.
- 3. My grandpa doesn't have _____ hair.
- 4. I can't see _____ stars in the sky tonight.
- 5. Have you made _____ mistakes in your homework?
- 6. I couldn't find _____ information about the new boss.
- 7. There was too _____ noise in the street last night.
- 8. It takes _____ years of experience to be a good doctor.
- 9. They don't know _____ about the story of their family.
- 10. It's not a very lively town. There isn't _____ to do.

EXERCISE 7: Fill in the blanks with: few – a few – little – a little.

- 1. There are _____ tourists at this time of year so the beaches are nice and quiet.
- 2. We didn't have any money. Fortunately, Tom had _____
- 3. He has _____ education. He can't read or write and he can hardly count.
- 4. There are _____ good candidates that have applied so I'm sure we'll find someone for the job.
- 5. I have _____ patience for your stupid questions.

EXERCISE 8: Fill in the blanks with the appropriate quantifiers to make meaningful sentences: much – many – a lot of – little – a little – few – a few.

1. There aren't _____ inhabitants in this village, so very _____ people will come to the concert.
2. Because of the international crisis, there is _____ money available. _____ people are out of work and there are very _____ signs of a quick boost of the economy.
3. There isn't _____ water because there has been _____ rain recently.
4. He can't win the election. _____ people love him.
5. You shouldn't eat so _____ sweets.

EXERCISE 9: Complete this dialogue with your own words expressing LIKE or DISLIKE appropriately.

Oumar: Hello, darling. _____ watching a film tonight?

Wife: Oh, no thanks. I _____ watching a film tonight. How about going out instead?

Oumar: Ok. _____ going to the theater?

Wife: Oh no. I _____ it. _____ Ivorian cuisine?

Oumar: _____. The Ivorian cuisine is alright.

Wife: Well, I _____ the Ivorian cuisine. Let's go.

EXERCISE 10: Complete these sentences with the appropriate words so as to express CAPABILITY.

1. You _____ see the ocean from our bedroom window.
2. When Joe was 16, he _____ run 100 meters in 11 seconds.
3. Bob played very well but in the end Jack _____ to beat him.
4. George has traveled a lot. He _____ speak four languages.
5. Tom _____ drive, but he doesn't have a car.
6. The fire spread quickly, but everyone _____ escape.
7. He had hurt his leg, so he _____ not walk very well.
8. My grandmother loved music. She _____ play the piano.
9. The boy fell into the river, but fortunately we _____ rescue him.
10. Ask Moussa about your problem. He should _____ help you.
11. Fanta might not _____ come tomorrow.
12. She spoke in a low voice, but I _____ understand what she was saying.
13. I am sure he _____ do it if he wants.

EXERCISE 11: Turn the following sentences into PASSIVE.

1. They are building a new shopping center downtown.

2. People don't use this road very often.

3. The airport canceled all the flights because of fog.

4. His colleagues gave him a present when he retired.

5. People speak English in all countries.

6. We will report it to the police as soon as possible.

7. A short circuit could have caused the fire.

8. Did someone throw the old letters away?

9. They have changed the date of the meeting.

10. They gave me two hours to take a decision.

EXERCISE 12: Turn the following sentences into ACTIVE.

1. Ann was not given the job

2. The room is being cleaned by somebody.

3. Hamlet was written by Shakespeare.

4. He was bitten by a dog.

5. The painting was stolen by them.

6. Was the mouse caught by the cat?

7. Have many people been killed by the explosion?

EXERCISE 13:

Yaya DAGNOKO, a farmer in Tiongui, Cercle de Kolondieba, writes to the Sales Manager, SMEGMA, BPE 18100, Bamako, to ask for details of range of tractors because he wants to buy new tractors. He also asks for details of price, terms of payment and availability of spare parts. Write Yaya's letter with the appropriate layout.

Blank area for writing the letter.

EXERCISE 14: Build a dialogue out of this situation:

You ask your friends opinions about equality between men and women

- _____
- _____

- _____
- _____
- _____
- _____
- _____

EXERCISE 15: Put the verbs between parentheses in the correct tenses: CONDITIONAL I or II

1. If I (have) a lot of money, I would marry an Italian girl.

2. _____
She will come if she (change) her mind.

3. _____
They would be very angry if we (not go) to their party.

4. _____
If I were a billionaire, I (give) to the poor.

5. _____
If you (not drop) the gun, I (shoot).

6. _____
You would feel better if you (go) to bed earlier.

7. _____
She gave that ring. She (be) disappointed if (lose) it.

8. _____
You (can) finish if you started writing on time.

9. _____
She (not accept) if I invite her.

10. _____
If she (not come), I will break with her.

EXERCISE 16: Compare the following situations.

1. Orange Mali is efficient at 100%. Moov is efficient at 100%.

2. _____
She is 22. Her sister is 26.

3. _____
A chair is comfortable. A sofa is comfortable.

4. _____
A motorcycle costs 450,000 CFA. A bike costs 75,000 CFA.

5. _____
Tom has two children. Bob has three children.

6. _____
Health is important. Money is important.

7. _____
Tortoises can live one hundred years. Elephants can live fifty years.

8. _____
My salary is high. Your salary is very high.

9. _____
Coronavirus is dangerous. Ebola is more dangerous.

10. _____
Einstein is famous. Darwin is famous.

EXERCISE 17: From the following situations, write other sentences using I'D RATHER ...THAN /I'D BETTER...

1. I don't like traveling by plane. I like traveling by train.

2. _____
Mary suddenly begins to feel sick. You think she should sit down.
3. _____
Joe has just cut himself. You think he should put a Band-Aid on the cut.
4. _____
I prefer reading a book rather than watch television.
5. _____
I prefer eating at home to going to a restaurant.
6. _____
You must take an umbrella with you. It may rain.
7. _____
We need fuel. We must stop at the next oil station.
8. _____
I will not go out with you. I prefer to stay at home.
9. _____
I don't have much time. I would like you to do it.
10. _____
You don't look very well today. I think you must not go to work.

EXERCISE 18: Make good wishes in the following situation.

1. Your father is traveling. _____
2. Your sister is taking an exam. _____
3. Your neighbor invites you to eat but you are ok. _____
4. Your friend is leaving to go home. _____
5. Your classmate made an accident and was injured _____
6. Your best friend is getting married. _____
7. Your Christian friend is celebrating Christmas. _____
8. Your neighbor has got a new baby. _____
9. Your brother is going to bed. _____
10. Your teacher is sick. _____

EXERCISE 19: Complete this dialogue expressing obligation.

Policeman: Don't you know that you _____ stop when the traffic lights are red?

Driver: Sorry Sir, I was so absent-minded that I didn't pay attention to the traffic lights.

Policeman: Well sir, you will _____ pay a fine.

EXERCISE 20: The sentences in this exercise are not complete. Choose the most appropriate ending from the list and make it into a relative clause.

1. Tom work in a factory _____
2. Fatima is the name of the girl _____
3. What was the name of the horse _____
4. The police have caught the men _____
5. Alexander Bell was the man _____

6. A dictionary is a book _____
7. I don't people _____
8. It seem that Earth is the only planet _____
9. A vegetarian is someone _____
10. We saw some people _____

- He invented the telephone
- Their car had broken down
- It can support life
- They are never on time
- It won the race
- They stole my car
- He doesn't eat meat
- It gives you the meanings of words
- It makes shoes
- We met her at the park

EXERCISE 21: Fill in the blanks with the appropriate relative pronouns or adverbs.

1. The woman _____ Bob wants to marry is Mexican.
2. The girl _____ was injured in the accident is now in the hospital.
3. I recently went back to town _____ I was born.
4. This is the present _____ I promised you.
5. An orphan is a child _____ parents are dead.
6. Do you remember the day _____ we first met?
7. A burglar is someone _____ breaks into a house and steals things.
8. Have you found the keys _____ you lost?
9. Are these the books _____ you have been looking for?
10. The girl _____ he loves got married last week.

EXERCISE 21: Seydou DJITTEYE is a student in TSE LMAHT. He lives in Djingareyber – Timbuktu. He would like to continue his studies abroad at the University of Tennessee in the USA. He was given a form to fill in.

He was born on December 11th 1995 in Timbuktu. He is Muslim. His phone number is 76 13 48 52.

His e-mail is sdjittaye@yahoo.fr. He passed the DEF exam in 2010. He speaks Sonrhai, French, Arabic and English. He likes sports and reading. He wants to be scientist.

Write a form and fill in it for Seydou Djitteye using the given information.

(A form covers personal details: name, sex, family status, date of birth, religion, address, contact phone number, schooling and exams passed, languages, hobbies, career ambitions)

[illegible]

[illegible]

EXERCISE 22: Build a dialogue out of this situation.

You ordered a pizza in a restaurant and you realized that it was too salty. You informed the chef and he apologized to you.

• **Prevalence** is the proportion of individuals in a population who have a disease or condition at a specific point in time.

EXERCISE 23:

Amadou always comes late for classes and generally doesn't do his homework. The teacher is not happy with his attitude.

Complete the dialogue between them.

Teacher: I really tired with your coming late all the time, Amadou.

Amadou: I _____, sir. From today on I will try to come.

Teacher: . By the way, why don't you often do your homework?

Amadou: _____, I promise to find as soon as possible.

Teacher: _____

EXERCISE 24: Put the verbs between parentheses in the correct tenses.

1. Farmers (cut) _____ the millet by the time it (be) _____ ripe.
2. We (get) _____ married once she (accept) _____ my proposal.
3. As soon as they (finish) _____ I (collect) _____ their copies.
4. I (send) _____ you a postcard when I (arrive) _____ in London.
5. You (can) _____ tell her about your feeling once you (meet) _____.
6. Before he (come) _____, it (be) _____ too late.
7. I (not let) _____ you go until you (tell) _____ the truth.

8. As soon as the party (start) _____, I (let) _____ you know.
9. I (go) _____ to bed when my father (be) _____ back.
10. We (go) _____ home once we (finish) _____ the test.

EXERCISE 25: Write a dialogue out of this situation.

It is your turn to clean the board but you can do it because you have broken one your fingers. You ask your neighbor to do it for you and he accepts.

EXERCISE 26:

Layna COULIBALY, TSExp, LPVM, Bamako, couldn't take part to the birthday party of her Grace DIARRA, LRM, Banankabougou. She had an emergency. She sent a postcard to apologize to her friend.

Reproduce that postcard with the appropriate layout.

EXERCISE 27: What would you say in the following situations. Give two ways of each.

1. You don't want your friend to enter a private property.

2. Your friend asks you if he can smoke in the school yard.

3. You want to take your father's car to your friend's birthday.

4. Your little brother asks to use laptop and you refuse.

5. Your Muslim friend asks you about marrying two wives in Christianity.

6. You want to know whether the law authorizes beating students in Malian school.

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'élèver, 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.