



**ÉTABLISSEMENT ISLAMIQUE AL AZHAR
NDAME / TOUBA – SÉNÉGAL
DIVISION DES PROGRAMMES, DE L'ENCADREMENT ET DE LA FORMATION
(DPEF)**

**ENGLISH CURRICULUM
(CLASSE DE 3^{ÈME} - BFEM)**

**COMPLETE PEDAGOGICAL MANUAL
COURSES • PROGRESSIVE EXERCISES • DIALOGUES • TEXT STUDIES •
COMPREHENSIVE**

- Educational Level : Cycle Moyen (Collège) – Classe d'Examen du BFEM
- Weekly Quantum : 2H per week
- Institution : Établissement Islamique Al Azhar (Senegal)
- Methodological Orientation : Direct Language Acquisition, Grammar Mastery, Communication & Islamic Cultural Context

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PART 1: PHONETICS & PRONUNCIATION

LESSON 1: QUESTION TAG INTONATION AND SUFFIX STRESS (-LESS / -NESS)

■ 1. COURS THÉORIQUE & RÈGLES D'USAGE

1. L'intonation des Question Tags (Question Tag Intonation) :

Le sens d'un question tag dépend directement de l'intonation employée à l'oral :

- Intonation montante (Rising intonation ↗) : Le locuteur pose une VRAIE question car il a un doute réel et attend une confirmation : 'You live in Touba, don't you? ↗'.
- Intonation descendante (Falling intonation ↘) : Le locuteur est déjà sûr de la réponse et cherche seulement l'accord de son interlocuteur (simple formule de politesse) : 'It is a hot day today, isn't it? ↘'.

2. Accentuation des suffixes -LESS et -NESS :

- Le suffixe privatif '-less' /ləs/ et le suffixe nominalisateur '-ness' /nəs/ ne sont JAMAIS accentués en anglais. L'accent tonique reste toujours sur la syllabe radicale du mot de base :

CARE-less /'keələs/, HOPE-less /'həʊpləs/, KIND-ness /'kaɪndnəs/, DARK-ness /'dɑːknəs/.

🔑 GRAMMAR RULE / RÈGLE : Intonation et Accentuation

- Tag avec doute (True question) -> Intonation Montante ↗.
- Tag sans doute (Agreement check) -> Intonation Descendante ↘.
- Suffixes -less et -ness : voyelle neutre schwa /ə/, jamais accentués.

■ 2. EXEMPLES D'APPLICATION PROGRESSIFS

- You are coming to the English club, aren't you? ↗ (Vraie question)
- The Great Mosque is magnificent, isn't it? ↘ (Certitude, attente d'assentiment)
- His kindness /'kaɪndnəs/ helped the homeless /'həʊmləs/ children.

■ 3. EXERCICES D'APPLICATION PRATIQUE

Exercice 1 : Indiquer si l'intonation est montante ↗ ou descendante ↘ : 1) 'The sun rises in the east, doesn't it?' (évidence). 2) 'You haven't seen my keys, have you?' (doute réel).

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Exercice 2 : Souligner la syllabe accentuée : 1) usefulness, 2) brightness, 3) painless.

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PART 2: GRAMMAR & SENTENCE MECHANICS

LESSON 2: NEGATIVE WORDS, NEITHER, NOR, NOWHERE, NOBODY, NOTHING

■ 1. COURS THÉORIQUE & RÈGLES D'USAGE

En anglais, une règle absolue stipule qu'une proposition ne peut contenir qu'UNE SEULE négation (Double Negative Prohibition). Les mots intrinsèquement négatifs ne doivent donc JAMAIS être combinés avec 'not' ou 'n't' :

- NOBODY / NO ONE (personne) : 'Nobody knows the secret' (et PAS 'Nobody doesn't know').
- NOTHING (rien) : 'Nothing happened' (et PAS 'Nothing didn't happen').
- NOWHERE (nulle part) : 'He went nowhere'.
- NEITHER... NOR (ni... ni) : 'Neither Modou nor Aliou came to class'.
- HARDLY / SCARCELY / SELDOM (à peine, rarement) : adverbess semi-négatifs : 'He hardly speaks'.

🔑 GRAMMAR RULE / RÈGLE : Règle de la Négation Unique

- Mot négatif + Verbe AFFIRMATIF : Nobody came. (Personne n'est venu).

- Verbe NÉGATIF + mot indéfini 'ANY-' : I didn't see anyone. (= I saw nobody).
- Attention : 'I don't know nothing' est incorrect ! Dites : 'I know nothing' ou 'I don't know anything'.

■ 2. EXEMPLES D'APPLICATION PROGRESSIFS

- Neither the teacher nor the students were late today.
- There is nothing in the box; it is completely empty.

■ 3. EXERCICES D'APPLICATION PRATIQUE

Exercice 1 : Corriger les phrases incorrectes : 1) I didn't see nobody at the station. 2) He don't have nothing to say.

Exercice 2 : Compléter avec 'Neither... nor' : '___ Moussa ___ his brother attended the meeting.'

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LESSON 3: MAKING, ACCEPTING AND REFUSING SUGGESTIONS

■ 1. COURS THÉORIQUE & RÈGLES D'USAGE

Savoir formuler, accepter ou décliner une proposition polie est un objectif communicatif essentiel :

1. Formules pour faire une suggestion (Making Suggestions) :

- WHY DON'T WE + Base Verbale ? -> 'Why don't we clean the classroom together?'
- SHALL WE + Base Verbale ? -> 'Shall we go to the library this afternoon?'
- LET'S + Base Verbale ! -> 'Let's revise our English grammar rules!'
- HOW ABOUT / WHAT ABOUT + Verbe en -ING ? -> 'How about playing football on Saturday?'

2. Accepter une suggestion (Accepting Suggestions) :

- That's a great idea! (C'est une excellente idée !)
- Sounds good to me! / Yes, with pleasure! / Sure, why not!

3. Refuser poliment une suggestion (Refusing Suggestions) :

- I'm sorry, I can't; I have to study. (Désolé, je ne peux pas...)
- I'd rather not. (Je préférerais ne pas le faire).
- That's a good idea, but I'm busy tonight.

🔑 GRAMMAR RULE / RÈGLE : Structures à mémoriser

- Why don't we + BV ? (Why don't we visit Touba?)
- Let's + BV ! (Let's start now!)
- How about + V-ing ? (How about visiting Gorée?)

■ 2. EXEMPLES D'APPLICATION PROGRESSIFS

- Why don't we organize a study group for the BFEM? - That's a brilliant idea!
- How about going to the mosque early? - Yes, let's do that.

■ 3. EXERCICES D'APPLICATION PRATIQUE

Exercise 1 : Transformer en suggestion avec 'Why don't we' : 'We should plant trees in the courtyard.'

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Exercise 2 : Compléter avec la forme correcte du verbe : 'How about (to clean) ___ the school garden?'

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LESSON 4: AGREEMENTS: SO / NEITHER AND TOO / EITHER

■ 1. COURS THÉORIQUE & RÈGLES D'USAGE

Pour exprimer l'accord avec ce qu'une personne vient de dire ('moi aussi' ou 'moi non plus') :

1. En début de réplique courte (avec inversion) :

- Accord avec une phrase AFFIRMATIVE : SO + Auxiliaire + Sujet.
- 'I love English' -> 'So do I' (Moi aussi).
- 'Modou is happy' -> 'So is Cheikh' (Cheikh aussi).

- 'I can swim' -> 'So can I'.
- Accord avec une phrase NÉGATIVE : NEITHER + Auxiliaire + Sujet (ou NOR).
- 'I don't like pollution' -> 'Neither do I' (Moi non plus).
- 'Fatou cannot come' -> 'Neither can Aminata' (Aminata non plus).

2. En fin de phrase :

- TOO s'emploie en fin de phrase affirmative : 'I like English too'.
- EITHER s'emploie en fin de phrase négative : 'I don't like pollution either'.

🔑 GRAMMAR RULE / RÈGLE : Tableau comparatif SO / NEITHER vs TOO / EITHER

- Phrase [+] -> So + Aux + Sujet / Sujet + Aux + TOO.
- Phrase [-] -> Neither + Aux + Sujet / Sujet + Aux-not + EITHER.
- Attention : Dans 'Neither do I', l'auxiliaire est affirmatif car 'neither' porte déjà la négation !

■ 2. EXEMPLES D'APPLICATION PROGRESSIFS

- A: 'I watched the documentary last night.' - B: 'So did I.' (ou 'I did too.').
- A: 'I haven't visited London.' - B: 'Neither have I.' (ou 'I haven't either.').

■ 3. EXERCICES D'APPLICATION PRATIQUE

Exercice 1 : Répondre en accord avec 'So...' ou 'Neither...': 1) 'I am very tired.' -> ____.

2) 'I didn't understand the exercise.' -> ____.

3) 'She speaks Arabic.' -> ____.

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Exercice 2 : Compléter avec 'too' ou 'either' : 1) Modou likes football and I like it ____.

2) Fatou doesn't want tea, and I don't want it ____.

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LESSON 5: QUESTION TAGS (COMPLETE RULES, INVERSION AND SPECIAL CASES)

■ 1. COURS THÉORIQUE & RÈGLES D'USAGE

Le Question Tag est une courte question ajoutée à la fin d'une phrase déclarative pour demander confirmation (l'équivalent de 'n'est-ce pas ?' en français).

1. Règle fondamentale de polarité inversée :

• Phrase AFFIRMATIVE [+] -> Question Tag NÉGATIF [-] :

- 'You are Senegalese, aren't you?'
- 'Cheikh plays football, doesn't he?'
- 'They will come, won't they?'

• Phrase NÉGATIVE [-] -> Question Tag AFFIRMATIF [+] :

- 'You aren't tired, are you?'
- 'Modou doesn't eat meat, does he?'
- 'She didn't forget her bag, did she?'

2. Règle des auxiliaires :

On reprend l'auxiliaire de la phrase (be, have, will, can, must...). Si le verbe est au présent simple sans auxiliaire, on utilise DO / DOES. Au prétérit, on utilise DID.

3. Cas particuliers indispensables pour le BFEM :

- 'I am' -> Tag : AREN'T I? ('I am right, aren't I?').
- 'Let's' (suggestion) -> Tag : SHALL WE? ('Let's go, shall we?').
- Impératif (ordre / consigne) -> Tag : WILL YOU? ('Close the door, will you?').
- Négations implicites (never, hardly, nobody, nothing) -> le tag est AFFIRMATIF : 'He never lies, does he?'.
• Sujets indéfinis : 'Nobody / Everyone' sont repris par 'THEY' dans le tag : 'Everyone is ready, aren't they?'.

🔑 GRAMMAR RULE / RÈGLE : Exceptions capitales à retenir pour l'examen

- I am late, AREN'T I? (et non 'amn't I').

- Let's begin the exercise, SHALL WE?
- Don't make noise, WILL YOU?
- Nothing is lost, IS IT? (Nothing -> it).
- Nobody called, DID THEY? (Nobody -> they + pluriel).

■ 2. EXEMPLES D'APPLICATION PROGRESSIFS

- The exam is difficult, isn't it? - Yes, it requires careful thinking.
- Aliou has already left for Dakar, hasn't he? - Yes, he has.
- You won't tell anyone, will you? - No, I won't.

■ 3. EXERCICES D'APPLICATION PRATIQUE

Exercice 1 : Compléter avec le question tag approprié : 1) You speak English, ___? 2) Aminata isn't at home, ___? 3) They passed the exam, ___? 4) I am your friend, ___? 5) Let's clean the board, ___?

Exercice 2 : Ajouter le tag : 'Moussa never eats pork, ___?'

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LESSON 6: THE ACTIVE AND PASSIVE VOICE (TRANSFORMATION ACROSS ALL TENSES)

■ 1. COURS THÉORIQUE & RÈGLES D'USAGE

La voix passive est l'une des questions les plus fréquentes à l'épreuve d'anglais du BFEM :

1. Règle de transformation active -> passive :

- L'objet (COD) de la phrase active devient le SUJET de la phrase passive.
- On conjugue l'auxiliaire TO BE au MÊME TEMPS que le verbe actif.
- On ajoute le PARTICIPE PASSÉ (Past Participle) du verbe principal.
- Le sujet actif devient le complément d'agent introduit par 'BY' (by the teacher, by the students). Si l'agent est vague (somebody, people, they), on le supprime !

2. Tableau des transformations par temps :

- Present Simple : writes -> IS / ARE written. (The boy writes a letter -> A letter is written by the boy).
- Present Continuous : is writing -> IS / ARE BEING written.

- Past Simple : wrote -> WAS / WERE written. (The boy wrote a letter -> A letter was written by the boy).
- Present Perfect : has written -> HAS / HAVE BEEN written.
- Future Simple : will write -> WILL BE written.
- Modaux : can / must write -> CAN / MUST BE written.

Tense	Active Voice Example	Passive Voice Transformation
Simple Present	He eats an apple.	An apple is eaten by him.
Present Continuous	He is eating an apple.	An apple is being eaten by him.
Simple Past	He ate an apple.	An apple was eaten by him.
Present Perfect	He has eaten an apple.	An apple has been eaten by him.
Simple Future	He will eat an apple.	An apple will be eaten by him.
Modal (Must)	He must eat an apple.	An apple must be eaten by him.

🔑 GRAMMAR RULE / RÈGLE : Formule universelle de la Voix Passive

Passif = Sujet + TO BE (au temps actif) + Participe Passé (+ by agent)

- Present Simple : Clean -> is / are cleaned.
- Past Simple : Cleaned -> was / were cleaned.
- Present Perfect : Has cleaned -> has / have been cleaned.
- Modals : Must clean -> must be cleaned.

■ 2. EXEMPLES D'APPLICATION PROGRESSIFS

- Active : Millions of pilgrims visit Touba every year. -> Passive : Touba is visited by millions of pilgrims every year.

- Active : Plastic bags pollute our environment. -> Passive : Our environment is polluted by plastic bags.
- Active : The government will build a new hospital. -> Passive : A new hospital will be built by the government.

■ 3. EXERCICES D'APPLICATION PRATIQUE

Exercice 1 : Mettre à la voix passive : 1) Modou repaired the bicycle yesterday. 2) Farmers grow peanuts in Senegal. 3) The pupils have cleaned the classroom. 4) We must protect the environment.

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Exercice 2 : Mettre à la voix active : 'English is spoken by millions of people.'

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LESSON 7: REPORTED SPEECH / INDIRECT SPEECH (STATEMENTS, QUESTIONS AND COMMANDS)

■ 1. COURS THÉORIQUE & RÈGLES D'USAGE

Le discours rapporté (Reported Speech) sert à rapporter les paroles prononcées par quelqu'un. Lorsque le verbe introducteur est au passé (he said, she told me), les temps des verbes subissent un recul dans le passé (Backshift of Tenses) :

1. Recul des temps (Tense Shift) :

- Simple Present -> Simple Past ('I work' -> He said he worked).
- Present Continuous -> Past Continuous ('I am working' -> He said he was working).
- Simple Past -> Past Perfect ('I worked' -> He said he had worked).
- Present Perfect -> Past Perfect ('I have worked' -> He said he had worked).
- Will -> Would ('I will help' -> He said he would help).
- Can -> Could ('I can come' -> He said he could come).
- Must -> Had to ('I must go' -> He said he had to go).

2. Modifications des pronoms et des indicateurs de temps et lieu :

• here -> there / now -> then / today -> that day / yesterday -> the day before (or the previous day) / tomorrow -> the next day (or the following day) / this -> that / these -> those.

3. Questions indirectes :

• Question fermée (Yes/No) : on utilise IF ou WHETHER sans inversion sujet-verbe : 'Are you ready?' -> He asked me IF I was ready.

• Question en Wh- : on conserve le mot en Wh- sans inversion : 'Where do you live?' -> He asked me WHERE I lived.

4. Ordres et consignes (Commands) :

• Ordre affirmatif : told / ordered + to + Base Verbale : 'Sit down!' -> The teacher told us TO sit down.

• Ordre négatif : told + NOT to + Base Verbale : 'Don't shout!' -> He told them NOT to shout.

🔑 GRAMMAR RULE / RÈGLE : Règles d'or du discours rapporté

• Pas d'inversion ni de 'do/did' dans les questions rapportées : He asked me where I lived (et NON 'where did I live').

• Ordre négatif = NOT TO + verbe : He told me not to be late.

■ 2. EXEMPLES D'APPLICATION PROGRESSIFS

- Direct : Modou said: 'I am reading an English novel today.' -> Reported : Modou said that he was reading an English novel that day.
- Direct : The doctor said to Aliou: 'Drink plenty of water!' -> Reported : The doctor advised Aliou to drink plenty of water.

■ 3. EXERCICES D'APPLICATION PRATIQUE

Exercice 1 : Transformer au discours indirect : 1) Fatou said : 'I have finished my homework.' 2) The teacher asked Modou : 'Where is your notebook?' 3) Mother said : 'Don't touch the hot pot!' 4) Ousmane said : 'I will travel to Touba tomorrow.'

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Exercice 2 : Remettre au discours direct : 'He said that he was very happy.'

LESSON 8: TIME PREPOSITIONS: EARLY, LATE AND ON TIME VS IN TIME

■ 1. COURS THÉORIQUE & RÈGLES D'USAGE

Ces expressions temporelles permettent de situer la ponctualité d'une personne ou d'un événement :

1. EARLY (tôt, en avance) : 'I woke up early to catch the 6:00 AM bus'.
2. LATE (tard, en retard) : 'Don't be late for the exam!'.
3. La distinction capitale entre ON TIME et IN TIME :
 - ON TIME (à l'heure exacte, ponctuel, selon l'horaire prévu) :
 - 'The train arrived on time at 8:00 AM' (à l'heure pile).
 - 'Students must arrive on time for lessons'.
 - IN TIME (à temps, suffisamment tôt pour faire quelque chose avant qu'il ne soit trop tard) :
 - 'We arrived in time to catch the train' (à temps pour attraper le train).
 - 'The ambulance arrived just in time to save the patient'.

🔑 GRAMMAR RULE / RÈGLE : ON TIME vs IN TIME

- ON TIME = Ponctualité selon le calendrier ou l'horloge (ni en avance ni en retard).
- IN TIME = Marge suffisante avant une échéance (in time FOR something / in time TO DO something).

■ 2. EXEMPLES D'APPLICATION PROGRESSIFS

- The morning bell rings at 8:00; students must be on time.
- Fortunately, the firemen arrived in time to extinguish the fire.

■ 3. EXERCICES D'APPLICATION PRATIQUE

Exercice 1 : Compléter avec 'on time' ou 'in time' : 1) The flight departed ___ according to the schedule. 2) Run! We must reach the gate ___ to catch the bus. 3) He is very disciplined; he is always ___ for appointments.

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Exercice 2 : Traduire : 'Le médecin est arrivé à temps pour sauver l'enfant.'

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PART 3: TENSES & VERBAL CONJUGATION

LESSON 9: THE PRESENT PERFECT CONTINUOUS TENSE (DURATION AND CONTINUITY)

■ 1. COURS THÉORIQUE & RÈGLES D'USAGE

Le Present Perfect Continuous s'utilise pour insister sur la DURÉE et le DÉROULEMENT ininterrompu d'une action commencée dans le passé et qui se poursuit encore dans le présent.

1. Formation : Sujet + HAVE / HAS BEEN + [Base Verbale + ING].

• Affirmative : I have been studying / She has been reading.

• Négative : Sujet + haven't / hasn't been + V-ing.

• Interrogative : Have / Has + Sujet + been + V-ing ?

2. Différence avec le Present Perfect Simple :

• Present Perfect Simple insiste sur le RÉSULTAT ou l'achèvement de l'action : 'I have written three letters' (les 3 lettres sont finies).

• Present Perfect Continuous insiste sur l'ACTIVITÉ et sa durée : 'I have been writing letters all morning' (j'ai passé toute la matinée à écrire).

3. Mots clés : for, since, all day, all morning, how long.

🔑 GRAMMAR RULE / RÈGLE : Quand employer le Present Perfect Continuous ?

• Action continue qui dure : It has been raining for two hours (il pleut

encore).

• Action qui vient de s'arrêter avec un résultat physique visible : His clothes are wet because he has been washing the car.

■ 2. EXEMPLES D'APPLICATION PROGRESSIFS

- Cheikh has been living in Ndamakou since he was five years old.
- How long have you been learning English? - I have been learning English for three years.

■ 3. EXERCICES D'APPLICATION PRATIQUE

Exercise 1 : Mettre au Present Perfect Continuous : 1) Modou (to study) for three hours without a break. 2) The farmers (to plant) millet since sunrise.

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Exercise 2 : Choisir la forme appropriée : 'I am tired because I (have run / have been running).'

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LESSON 10: IRREGULAR VERBS: LISTS G AND H (GET, GIVE, GO, GROW, HEAR, HIDE, HOLD...)

■ 1. COURS THÉORIQUE & RÈGLES D'USAGE

Voici les verbes irréguliers indispensables pour l'examen du BFEM (lettres G et H) :

Infinitive	Past Simple (Preterit)	Past Participle	Signification (Français)
To get	got	got / gotten	Obtenir / devenir
To give	gave	Given	Donner
To go	went	Gone	Aller

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To grind	ground	Ground	Moudre / broyer
To grow	grew	Grown	Grandir / pousser / cultiver
To hang	hung	Hung	Suspendre / accrocher
To have	had	Had	Avoir
To hear	heard	Heard	Entendre
To hide	hid	Hidden	Cacher
To hit	hit	Hit	Frapper / toucher
To hold	held	Held	Tenir
To hurt	hurt	Hurt	Faire mal / blesser

🔑 GRAMMAR RULE / RÈGLE : Tableau de conjugaison des verbes en G et H

- Give / Gave / Given - Go / Went / Gone
- Grow / Grew / Grown - Hear / Heard / Heard
- Hide / Hid / Hidden - Hold / Held / Held

■ 2. EXEMPLES D'APPLICATION PROGRESSIFS

- The seeds grew quickly after the heavy rain.
- She gave a generous donation to the Islamic charity in Touba.

■ 3. EXERCICES D'APPLICATION PRATIQUE

Exercice 1 : Donner les trois formes (Infinitif, Prétérit, Participe Passé) de : 1) Give, 2) Grow, 3) Hide, 4) Hear.

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Exercice 2 : Compléter avec le prétérit : 'The teacher (hold) ___ a meeting with the parents yesterday.'

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PART 4: VOCABULARY & THEMATIC FIELDS

LESSON 11: ENVIRONMENTAL POLLUTION: CAUSES, CONSEQUENCES AND SOLUTIONS

■ 1. COURS THÉORIQUE & RÈGLES D'USAGE

La pollution et la protection de l'environnement constituent un thème incontournable du programme de 3^{ème} et des sujets du BFEM :

1. Types de pollution (Types of Pollution) :

- Air pollution (pollution atmosphérique) : caused by vehicle exhaust fumes (fumées d'échappement), industrial smoke, burning trash.
- Water pollution (pollution de l'eau) : caused by chemical waste, dumping plastics into rivers and oceans, sewage (eaux usées).
- Land / Soil pollution (pollution du sol) : caused by plastic bags, litter, toxic pesticides, non-biodegradable waste.

2. Conséquences écologiques et sanitaires (Consequences) :

- Global warming and climate change (réchauffement climatique).
- Respiratory diseases like asthma and lung infections.

- Destruction of marine life and animal habitats.
- Drought, desertification and soil erosion.

3. Solutions citoyennes et étatiques (Solutions) :

- The 3 Rs : Reduce, Reuse, Recycle (Réduire, Réutiliser, Recycler).
- Reforestation and tree planting campaigns (campagnes de reboisement).
- Community clean-up days ('Set-Setal' in Senegal).
- Banning single-use plastic bags.
- Using renewable energies (solar and wind power).

GRAMMAR RULE / RÈGLE : Vocabulaire environnemental clé pour l'examen

- Waste / Rubbish / Garbage / Trash = Déchets, ordures.
- To dump = Jeter illégalement des ordures.
- Eco-friendly = Respectueux de l'environnement.
- Set-Setal = Action civique sénégalaise de nettoyage collectif.

■ 2. EXEMPLES D'APPLICATION PROGRESSIFS

- Plastic waste takes hundreds of years to decompose in nature.
- During the monthly Set-Setal, citizens in Touba clean the streets and gutters.

■ 3. EXERCICES D'APPLICATION PRATIQUE

Exercice 1 : Classer ces causes selon qu'elles polluent l'AIR, l'EAU ou le SOL : 1) car exhaust fumes, 2) plastic bottles thrown in the sea, 3) toxic pesticides on crops.

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Exercice 2 : Citer trois solutions concrètes pour lutter contre les déchets plastiques.

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LESSON 12: WATER RESOURCES: SOURCES, SCARCITY AND PRESERVATION

■ 1. COURS THÉORIQUE & RÈGLES D'USAGE

L'eau est la ressource la plus précieuse sur Terre. Le programme met l'accent sur sa gestion durable :

1. D'où vient l'eau ? (Where does water come from?) :

- Rain (la pluie) - Rivers (les fleuves, ex: Senegal River) - Lakes (les lacs).
- Underground aquifers / Groundwater (les nappes phréatiques).
- Wells / Boreholes (les puits et forages, essentiels dans le bassin de Touba).
- Ocean desalination (le dessalement de l'eau de mer).

2. Le cycle de l'eau (The Water Cycle) :

- Evaporation (évaporation de l'eau sous la chaleur du soleil).
- Condensation (formation des nuages dans l'atmosphère).
- Precipitation (pluie ou neige retombant sur terre).
- Collection / Infiltration (infiltration dans les sols et cours d'eau).

3. Rareté et gaspillage (Scarcity and Wastage) :

- Water scarcity (pénurie d'eau dans les zones sahéliennes).
- To waste water (gaspiller l'eau) <-> To save / conserve water (économiser l'eau).
- Drinkable / Potable water (eau potable).

🚰 GRAMMAR RULE / RÈGLE : Consignes civiques pour économiser l'eau

- Turn off the tap while brushing your teeth!
- Repair leaking pipes immediately.
- Water is life; don't waste it!

■ 2. EXEMPLES D'APPLICATION PROGRESSIFS

- Deep boreholes provide fresh drinking water to the growing population of Touba.
- Without water, neither humans, animals nor crops can survive.

■ 3. EXERCICES D'APPLICATION PRATIQUE

Exercice 1 : Quelles sont les quatre étapes du cycle de l'eau en anglais ?

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Exercice 2 : Traduire : 'L'eau est une ressource vitale que nous devons préserver.'

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LESSON 13: FAMOUS HISTORICAL HERITAGE AND PLACES IN SENEGAL

■ 1. COURS THÉORIQUE & RÈGLES D'USAGE

Le Sénégal possède un patrimoine historique, culturel et religieux exceptionnel :

- Touba : The holy city of Mouridism, founded by Cheikh Ahmadou Bamba, home to the magnificent Grand Mosque and its towering minaret (Lamp Fall), welcoming millions during the Grand Magal.
- Gorée Island (Île de Gorée) : Located off the coast of Dakar, a UNESCO World Heritage site and poignant symbol of the transatlantic slave trade with its historic House of Slaves (Maison des Esclaves).
- Saint-Louis : Historic former capital with colonial architecture, the famous Faidherbe Bridge and its vibrant jazz culture.
- The Pink Lake / Lake Retba (Lac Rose) : Famous for its unique pink color due to micro-algae and traditional salt harvesting.
- Djoudj National Bird Sanctuary : One of the largest bird reserves in the world, home to millions of pelicans and migratory birds.

🕌 GRAMMAR RULE / RÈGLE : Patrimoine et tourisme culturel

- Heritage = Patrimoine culturel ou historique.
- Pilgrimage = Pèlerinage religieux (the Magal of Touba).
- Sanctuary = Réserve naturelle protégée pour la faune.

■ 2. EXEMPLES D'APPLICATION PROGRESSIFS

- Every year, pilgrims from all over the world visit the Grand Mosque in Touba.
- Gorée Island reminds humanity of the tragic history of slavery.

■ 3. EXERCICES D'APPLICATION PRATIQUE

Exercice 1 : Associer chaque lieu à sa particularité : 1) Touba, 2) Gorée, 3) Lake Retba. Particularités : Salt harvesting, Slave Trade History, The Grand Mosque.

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Exercice 2 : Traduire : 'Le Sénégal est réputé pour sa riche culture et son hospitalité légendaire (Teranga).'

PART 5: READING & TEXT STUDIES

TEXT STUDY 1: ENVIRONMENTAL POLLUTION: CAUSES, CONSEQUENCES AND SOLUTIONS

■ 1. THEMATIC PRESENTATION & CONTEXT

Cette étude de texte aborde la problématique urgente de la pollution urbaine et environnementale au Sénégal, en analysant ses répercussions sur la santé et les solutions communautaires indispensables.

✦ DEFINITION & KEY CONCEPTS : Essential Vocabulary & Word Meanings

- Environmental degradation : dégradation environnementale
- Plastic waste : déchets plastiques
- Chemical fumes : émanations chimiques toxiques
- Respiratory diseases : maladies respiratoires
- Sustainable development : développement durable

■ 2. READING COMPREHENSION PASSAGE (Support Text)

💡 METHOD & USAGE TIP : Reading: The Environmental Challenge in Modern Africa

[1] Pollution has become one of the most critical challenges facing contemporary human societies. In rapid-growing urban centers like Dakar, Touba and Thiès, environmental degradation is clearly visible. Black exhaust fumes from old vehicles pollute the atmosphere, while millions of single-use plastic bags choke streets, gutters and agricultural land.

[2] The consequences of this ecological carelessness are catastrophic. Air pollution causes severe respiratory ailments, especially among vulnerable children and elderly citizens. In rural

areas, cattle ingest discarded plastic bags, which leads to livestock death and economic hardship for pastoralists. Moreover, when rain washes plastic waste into the ocean, marine life is suffocated and fishing resources are decimated.

[3] To combat this menace, concerted citizen and governmental actions are urgently required. First, the law banning plastic bags must be strictly enforced. Second, massive recycling factories should be built to convert waste into useful products. Finally, community initiatives like the traditional 'Set-Setal' and nationwide tree-planting campaigns must be encouraged to restore the natural beauty and ecological health of our homeland.

■ 3. PARAGRAPH ANALYSIS & CORE IDEAS

- Paragraphe 1 : L'ampleur de la pollution dans les villes sénégalaises (fumées automobiles, prolifération des sacs plastiques).
- Paragraphe 2 : Les conséquences dévastatrices sur la santé humaine (maladies respiratoires), le bétail et la faune marine.
- Paragraphe 3 : Les solutions concrètes (application stricte des lois, recyclage industriel, actions citoyennes Set-Setal et reboisement).

■ 4. TENSES & GRAMMATICAL STRUCTURES USED IN THE TEXT

- Present Perfect pour le constat actuel : 'Pollution has become one of the most critical challenges'.
- Présent simple pour les faits permanents et causes-effets : pollute, causes, ingest, leads, washes.
- Modaux passifs d'obligation : must be enforced, should be built, must be encouraged.

■ 5. READING COMPREHENSION QUESTIONS & EXERCISES

Question 1 : Which three Senegalese cities are mentioned in the first paragraph as facing pollution?

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Question 2 : What happens to cattle in rural areas when they ingest plastic bags?

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Question 3 : How does plastic waste affect marine life?

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Question 4 : List three solutions proposed by the author to fight environmental pollution.

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✍ Guided Writing / Oral Expression Task : Write an argumentative paragraph (5-6 lines) on how students at Al Azhar can keep their school environment clean.

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TEXT STUDY 2: THE HOLY CITY OF TOUBA: FAITH, SOLIDARITY AND HERITAGE

■ 1. THEMATIC PRESENTATION & CONTEXT

Le texte explore l'histoire, la dimension spirituelle et le développement urbain et communautaire exceptionnel de la cité religieuse de Touba.

✦ DEFINITION & KEY CONCEPTS : Essential Vocabulary & Word Meanings

- Sacred city : ville sainte
- Mouridism : le mouridisme
- Minaret : minaret

- Community solidarity : solidarité communautaire
- Pilgrimage : pèlerinage

■ 2. READING COMPREHENSION PASSAGE (Support Text)

💡 METHOD & USAGE TIP : Reading: Touba: A Symbol of Faith and Self-Reliance

[1] Founded in 1887 by the revered Muslim leader and scholar Cheikh Ahmadou Bamba Mbacké (Khadimou Rassoul), the holy city of Touba is today the spiritual capital of the Mouride brotherhood. From a quiet spot in the Baol wilderness, Touba has expanded into Senegal's second largest urban agglomeration, characterized by peaceful devotion and economic vitality.

[2] At the heart of the city rises the Grand Mosque of Touba, one of the most splendid Islamic monuments in West Africa. Its majestic minarets, especially the famous 86-meter-high Lamp Fall, dominate the skyline. Inside, thousands of devout Muslims gather daily to offer prayers, recite the Holy Quran and seek spiritual elevation in profound tranquility.

[3] What makes Touba truly remarkable is its spirit of self-reliance and community solidarity. Local development projects, hospitals, water boreholes and schools like the Al Azhar Islamic Institution are largely financed through voluntary community contributions. Touba stands as a vibrant testament to what faith, hard work and solidarity can accomplish.

■ 3. PARAGRAPH ANALYSIS & CORE IDEAS

- Paragraphe 1 : Fondation de Touba en 1887 par Cheikh Ahmadou Bamba et sa croissance spectaculaire.
- Paragraphe 2 : Architecture de la Grande Mosquée, le minaret Lamp Fall et la ferveur spirituelle quotidienne.
- Paragraphe 3 : Le modèle d'autonomie et de solidarité citoyenne finançant les infrastructures et les écoles Al Azhar.

■ 4. TENSES & GRAMMATICAL STRUCTURES USED IN THE TEXT

- Participes passés et passifs historiques : 'Founded in 1887', 'is characterized by', 'are largely financed'.
- Présent simple pour les réalités vivantes et permanentes : is, rises, dominate, gather, makes, stands.

■ 5. READING COMPREHENSION QUESTIONS & EXERCISES

Question 1 : Who founded the holy city of Touba, and in what year?

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Question 2 : What is the name of the tallest minaret of the Grand Mosque, and how high is it?

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Question 3 : How are hospitals, boreholes and schools largely funded in Touba?

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Question 4 : Why is Touba considered a model of self-reliance?

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 **Guided Writing / Oral Expression Task :** Describe in three sentences what makes the city of Touba special for you.

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TEXT STUDY 3: WONDERFUL WATER: SCARCITY, SOURCES AND PRESERVATION

■ 1. THEMATIC PRESENTATION & CONTEXT

Ce texte examine l'importance vitale de l'eau, les risques de pénurie dans les régions arides et les comportements à adopter pour préserver chaque goutte.

 **DEFINITION & KEY CONCEPTS : Essential Vocabulary & Word**

Meanings

- Precious resource : ressource précieuse
- Groundwater aquifer : nappe phréatique souterraine
- Drought : sécheresse
- Irrigation : irrigation
- Water conservation : préservation de l'eau

■ 2. READING COMPREHENSION PASSAGE (Support Text)

💡 METHOD & USAGE TIP : Reading: Water: The Liquid of Life

[1] Water is the most fundamental element for the survival of all living creatures on Earth. Covering over seventy percent of the globe, water sustains ecosystems, allows agriculture to flourish and quenches the thirst of humanity. In Islamic tradition, water is celebrated as a pure divine blessing that cleanses both body and spirit.

[2] However, freshwater represents less than three percent of global water resources. In the Sahel region of Africa, where rainfall is scarce and droughts are frequent, accessing clean potable water is a daily challenge. In many villages, women and young girls must walk several kilometers every day under intense heat to fetch water from deep traditional wells.

[3] Facing climate change and growing population demands, water conservation has become an imperative duty. We must immediately cease wasting water when washing, bathing or watering plants. Modern techniques like drip irrigation in farming and borehole technology can save immense volumes of water. Protecting our water means protecting our future.

■ 3. PARAGRAPH ANALYSIS & CORE IDEAS

- Paragraphe 1 : L'eau comme fondement universel de la vie et sa haute valeur spirituelle en Islam.
- Paragraphe 2 : La rareté de l'eau douce (moins de 3%) et la pénibilité de la corvée d'eau pour les femmes au Sahel.

- Paragraphe 3 : L'urgence de la préservation, l'adoption de l'irrigation goutte-à-goutte et la fin des gaspillages.

■ 4. TENSES & GRAMMATICAL STRUCTURES USED IN THE TEXT

- Présent simple pour les vérités scientifiques et écologiques (is, sustains, allows, represents, is, walk).
- Modaux d'obligation impérative : 'must walk', 'must immediately cease', 'means protecting'.

■ 5. READING COMPREHENSION QUESTIONS & EXERCISES

Question 1 : What percentage of global water is freshwater?

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Question 2 : What difficulty do women and girls face in dry rural areas of the Sahel?

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Question 3 : What farming technique is recommended in the text to save water?

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Question 4 : True or False : Water wastage is acceptable if you pay for it.

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✍ Guided Writing / Oral Expression Task : Propose two simple actions that students can do at home to save water.

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PART 6: WRITING, DIALOGUES & ORAL EXPRESSION (PRATIQUE ORALE)

ORAL EXPRESSION & DIALOGUE 1: MAKING SUGGESTIONS FOR THE WEEKEND AND PLANNING A TRIP

■ 1. COMMUNICATIVE CONTEXT & SPEECH OBJECTIVES

Deux camarades de 3^e, Moussa et Khadija, discutent de leurs projets pour le week-end et planifient une visite éducative.

✦ DEFINITION & KEY CONCEPTS : Key Functional Expressions & Language Chunks

- What shall we do this weekend? (Que ferons-nous ce week-end ?)
- Why don't we visit the historical museum? (Pourquoi ne pas visiter le musée ?)
- That sounds like a wonderful plan! (Ça semble être un plan magnifique !)
- Let's ask our teacher for permission. (Demandons la permission à notre professeur.)

■ 2. MODEL DIALOGUE (Classroom Demonstration)

🗣️ MODEL DIALOGUE : Making Suggestions for the Weekend and Planning a Trip

Moussa : Assalamu alaykum, Khadija! We have finished our weekly examinations. What shall we do this weekend?

Khadija : Wa alaykumas-salam, Moussa! Why don't we organize an educational visit to the Touba Library?

Moussa : That is a very good idea, but I went there last week. How about visiting the artisan quarter in Ndame instead?

Khadija : Sounds great! We can observe the master carpenters and leather craftsmen at work.

Moussa : Exactly! It will help us with our English project about local crafts and vocations.

Khadija : Shall we invite our classmates Aliou and Aminata to join us?

Moussa : Sure, why not! Let's meet at the school gate on Saturday morning at 9 o'clock.

Khadija : Perfect! See you on Saturday, insha'Allah.

■ 3. PAIR WORK & ROLE-PLAY (Travail en binôme)

Pair practice : À deux, proposez une sortie ou une activité pour le samedi en utilisant 'Why don't we...', 'How about...' et 'Let's...'.

■ 4. ORAL MASTERY EXERCISE

Activity : Formuler une suggestion polie pour inviter un ami à réviser l'anglais à la bibliothèque.

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ORAL EXPRESSION & DIALOGUE 2: ORGANIZING A SCHOOL CLEAN-UP CAMPAIGN ('SET-SETAL')

■ 1. COMMUNICATIVE CONTEXT & SPEECH OBJECTIVES

Deux délégués de classe préparent une grande journée de salubrité pour éliminer les déchets plastiques dans leur collège.

✦ DEFINITION & KEY CONCEPTS : Key Functional Expressions & Language Chunks

- Plastic waste is ruining our courtyard. (Les déchets plastiques ruinent notre cour.)
- We must take collective action. (Nous devons agir collectivement.)
- Cleanliness is an essential Islamic value. (La propreté est une valeur islamique essentielle.)

■ 2. MODEL DIALOGUE (Classroom Demonstration)

🗣️ MODEL DIALOGUE : Organizing a School Clean-up Campaign ('Set-Setal')

Cheikh : Aïcha, look at all these discarded plastic bags near the football field. It looks terrible!

Aïcha : You are completely right, Cheikh. Plastic pollution is dangerous for our health and environment.

Cheikh : Why don't we launch a massive 'Set-Setal' clean-up day next

Wednesday afternoon?

Aïcha : That's a brilliant initiative! We can mobilize all students from 6th Form to 3rd Form.

Cheikh : Let's form three teams: Team A will collect plastic bottles, Team B will gather paper and nylon bags, and Team C will plant green trees.

Aïcha : Excellent strategy! Our Prophet Muhammad (peace be upon him) taught us that cleanliness is half of faith.

Cheikh : Let's speak to the supervisor right now to get trash bags, brooms and gloves.

Aïcha : Yes, let's go! Together, we can make our school spotless and beautiful.

■ 3. PAIR WORK & ROLE-PLAY (Travail en binôme)

Role-play : Deux élèves organisent un plan de nettoyage pour leur école en répartissant le matériel et les tâches.

■ 4. ORAL MASTERY EXERCISE

Activity : Traduire : 'Nous devons ramasser tous les sachets plastiques pour protéger l'environnement.'

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ORAL EXPRESSION & DIALOGUE 3: DIALOGUE ON TRAVEL, HERITAGE AND TOURISM IN SENEGAL

■ 1. COMMUNICATIVE CONTEXT & SPEECH OBJECTIVES

Un touriste étranger échange avec un jeune guide sénégalais sur les sites historiques incontournables du pays.

✈ DEFINITION & KEY CONCEPTS : Key Functional Expressions & Language Chunks

- Which places do you recommend visiting? (Quels endroits recommandez-vous de visiter ?)
- It has a fascinating history. (Cela a une histoire fascinante.)
- You should not miss the Grand Mosque. (Vous ne devriez pas manquer la Grande Mosquée.)

■ 2. MODEL DIALOGUE (Classroom Demonstration)

💡 MODEL DIALOGUE : Dialogue on Travel, Heritage and Tourism in Senegal

Tourist : Good afternoon! This is my first visit to Senegal. Which historical places should I visit?

Guide (Modou) : Good afternoon and welcome! You definitely must visit Gorée Island to understand our history, and the holy city of Touba.

Tourist : What is special about Touba?

Guide : Touba is a world-renowned spiritual center with the majestic Grand Mosque and a rich tradition of hospitality and peace.

Tourist : How do people travel there from Dakar?

Guide : You can travel comfortably by train on the railway or in a private car along the modern Ila Touba highway.

Tourist : That sounds wonderful. How long does the journey take?

Guide : It takes less than two hours by highway. You will enjoy the picturesque landscape of baobab trees along the way.

Tourist : Thank you for your wonderful recommendations!

■ 3. PAIR WORK & ROLE-PLAY (Travail en binôme)

Pair practice : Présentez à un visiteur étranger votre ville ou région préférée au Sénégal.

■ 4. ORAL MASTERY EXERCISE

Activity : Traduire : 'L'île de Gorée est un monument historique mondial.'

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LESSON 14: WRITING WORKSHOP: WRITING AN ARGUMENTATIVE PARAGRAPH FOR BFEM

■ 1. COURS THÉORIQUE & RÈGLES D'USAGE

À l'épreuve de production écrite du BFEM (Writing section), il est souvent demandé aux candidats de donner leur opinion argumentée sur un sujet de société (la pollution, le travail des jeunes, la technologie) :

Structure impérative d'un paragraphe argumentatif (5 à 8 lignes) :

1. Topic Sentence (Phrase introductive d'accroche) : Elle pose le sujet et indique clairement votre thèse (ex: 'In my opinion, protecting the environment is our most urgent collective duty').

2. Supporting Arguments (Développement avec arguments illustrés) :

- 1er argument introduit par 'First / Firstly' + explication.

- 2e argument introduit par 'Furthermore / Moreover / In addition' + exemple concret.

3. Concluding Sentence (Phrase de conclusion) : Elle résume l'idée principale avec un connecteur de conclusion ('To sum up / In conclusion / Therefore, we must act together').

🔑 GRAMMAR RULE / RÈGLE : Critères de notation au BFEM pour la rédaction

- Respect du sujet et de la consigne (Relevance).
- Utilisation de connecteurs logiques (Coherence & Cohesion : First, moreover, therefore).
- Richesse du vocabulaire et correction de la grammaire (Accuracy).
- Ponctuation et majuscules soignées.

■ 2. EXEMPLES D'APPLICATION PROGRESSIFS

- Sample Argumentative Paragraph : 'Plastic pollution is destroying our living environment. First, plastic waste blocks rainwater drainage and causes heavy flooding in cities. Moreover, it kills domestic animals and fish that ingest it accidentally. Therefore, the government should ban plastic bags and citizens must adopt cloth bags.'

■ 3. EXERCICES D'APPLICATION PRATIQUE

Exercice 1 : Rédiger un paragraphe argumentatif de 6 lignes pour expliquer pourquoi les jeunes doivent pratiquer un sport régulièrement.

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Exercice 2 : Quels sont les trois connecteurs logiques recommandés pour structurer un paragraphe de rédaction au BFEM ?

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