



Anglais

4ème

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Lesson 1: A party	6
Grammar: Demonstrative adjectives and pronouns.....	6
I. Forme	6
II. Emploi.....	7
Lesson 2: An unfortunate girl	8
Grammar: The simple present.....	9
I. Forme	9
II. Emploi.....	10
Lesson 3: Family members	11
Grammar: The present progressive.....	11
I. Forme:	11
II. Emploi :	12
Grammar: The possessive case (genitive)	13
I. Forme du génitif	13
II. Emploi du génitif:	14
Lesson 5: Living together	15
Grammar: The modals (may, must, can).....	16
I. Particularités.....	16
II. Sens :	16
Lesson 6: Living in town.....	18
Grammar: Wh-questions	19
Lesson 7: Living in town.....	21
Grammar: Wh-questions (2)	21
Lesson 8: Mbairo, a village in the south of Chad.....	24
Grammar: Not, never, no and nothing.....	24
Lesson 9: My grand father Dôta	26
Grammar: The past simple (preterite simple).....	26

I. Forme	26
II. Emploi.....	27
Lesson 10: Hunting with a net.....	29
Grammar: The past progressive	29
I. Forme: Be (past simple) + Verb+ ing	29
II. Emploi.....	30
Lesson 11: Planning to travel	32
Grammar: Simple future and be going to.....	32
I. Forme	32
II. Emploi.....	33
Lesson 12: Visiting Zakouma National Park.....	34
Grammar: The imperative and the prepositions.....	34
I. Forme	34
II. Emploi.....	35
Lesson 13: Looking for a job	36
Grammar: the conjunctions: but, or, either....or, neither....nor.....	36
Lesson 14: learning good manners.....	38
Grammar: Must/have to/ mustn't/needn't	38
Lesson 15: Girls want to leave home.....	40
Grammar: If clause + simple present or future	40
Lesson 16: Medicines	42
Grammar: If clause + would/would have	42
Lesson 17: Vaccination	44
Grammar: The comparative of adjectives and adverbs	44
Lesson 18: The cholera	47
Grammar: The superlatives	48
Lesson 19: Water.....	50

Grammar: The relative pronouns – Who - Whom- Which - That.....	50
Lesson 20 : Fighting against malaria.....	52
Grammar: Cardinal numbers; Articles (a/an, the, some)	53
Lesson 21: Nelson Mandela, the hero of anti-apartheid	55
Grammar: The Present perfect.....	56
Lesson 22: Slave traders	58
Grammar: The past perfect	58
I. Forme	58
II. Emploi.....	59
Lesson 23: Bemba's departure abroad.....	61
Grammar: Should, ought to, had better.....	61
Lesson 25: Marriage arrangements.....	66
Grammar: The conjunctions of time: when, after, before, as soon as, until, then.....	67
Bibliographie.....	72

Lesson 1: A party

Objectives: At the end of the lesson, the student must be able to introduce a person and to use demonstrative adjectives and pronouns.

Text

Mariam celebrates her success in her exam. She organizes a party in her family's compound. Her friend Adoum, who is back from Dakar where he studies medicine, is among the guests.

Mariam: Hi, Adoum!

Adoum: Hello Mariam! It's nice to see you. How are you?

Mariam: Well, I'm Okay. Thank you for coming. Come! Let me introduce you to my parents. Mum and Dad, this is my friend Adoum. He is just back from Dakar. Adoum, these are my parents.

Adoum: Pleased to meet you, Mrs. and Mr. Alio.

Mr. Alio: Good evening, young man! Welcome back!

Adoum: Thank you very much, sir.

Mrs. Alio: What are you studying in Dakar?

Adoum: I am studying medicine, madam.

Mrs. Alio: That's very nice. I hope you enjoy your stay in Dakar.

Adoum: Yes, madam, very much. People in Senegal are very friendly.

Mariam: Come on now, let's join the others.

Adoum: All right. Goodbye madam, goodbye, sir.

Mr. Alio: Good bye, young man. Have a nice party!

Vocabulary

a compound: une concession

to introduce (someone): présenter (quelqu'un)

to enjoy: se plaisir, jouir

a compound: une concession

to introduce (someone): présenter (quelqu'un)

to enjoy: se plaisir, jouir

Exercise 1

1. I underline the right answer.

- Mariam organizes a party to celebrate her
 - a) marriage
 - b) success
 - c) birthday.
- Mariam organizes the party
 - a) at home
 - b) in a hotel
 - c) in a restaurant.

2. I answer the questions.

- a. What does Adoum study and in which country?
- b. To whom does Mariam introduce Adoum?
- c. Why does Adoum enjoy his stay in Senegal?

Grammar: Demonstrative adjectives and pronouns

I. Forme

Singulier	Pluriel
This	These
That	Those

II. Emploi

a) The demonstrative adjectives

On emploie « this/these » suivis d'un nom pour désigner ce qui est proche de celui qui parle dans le temps et dans l'espace et « that/those » pour désigner ce qui en est éloigné.

Examples: Look at this boy! That boy in the street is my brother.

b) The demonstrative pronouns

On emploie « this/these » suivis directement du verbe pour désigner ce qui est proche de celui qui parle dans le temps et dans l'espace et « that/those » pour désigner ce qui en est éloigné.

Examples: These are my parents. Those are Moussa's friends.

Exercise 2

① I write the following phrases in plural.

- a) that new bicycle.
- b) that open door.
- c) This is an apple.
- d) That is a new shirt.

② I write the following phrases in singular.

- a) these tall boys.
- b) those stupid children.
- c) these fierce animals.
- d) these yellow flowers.

③ I fill in the blank with a demonstrative adjective.

- a) _____ star is called the North Star.
- b) _____ boy sitting beside Moussa is very lazy.
- c) I bought _____ book from _____ library in Degaulle Avenue.
- d) _____ students sitting in the middle there do not work hard as _____ sitting near the door.

④ I translate into English.

- a) L'homme que tu vois là-bas est mon père.
- b) Je suis ravi de vous rencontrer, Madame Alio.
- c) Voici mon frère. Il vient d'arriver de Paris.

d) Les deux personnes assises sous l'arbre sont mes parents. Viens, je vais te les présenter.

Lesson 2: An unfortunate girl

Objectives: At the end of the lesson, the student must be able to describe a person and to talk about the habitual or repeated actions and general truth.

Text

Halimé is a very unfortunate girl. Her family is very poor. She is only 14 years old when her parents decide, without her consent, to marry her to an old rich man. Halimé becomes a housewife very early. Pregnancy and domestic works obliged her to abandon school at form 4.

After five years of marriage, while her second child is still crawling, Halimé becomes pregnant for the third time. She looks very tired and looks older than she really is. The girls of her age are already preparing for their secondary school certificate. When she looks at them going to school every morning, she feels very sad. She worries about her future and she often says: "my dream is to become a nurse but now it is over".

Vocabulary

to be unfortunate: être malheureux (se)

a pregnancy : une grossesse

to be pregnant: être en grossesse

to crawl : ramper

to worry: penser, se soucier de quelque chose

Exercise 1

1. I underline the correct answer.

- Halimé is an unfortunate girl because:
 - a) she is pregnant. b) she is poor. c) she gets married early. d) she works too much.
- Halimé feels sad because:
 - a) she cannot go to school. b) she is married. c) she has many children. d) she is pregnant.

2. I answer the questions.

- a. Why did Halimé abandon school?
- b. What would she have been if she had continued school?
- c. Why does she say 'my dream is over'?

Grammar: The simple present

I. Forme

- Le présent simple se forme de la base verbale (infinitif sans to).

Example : I drink tea.

- On emploie **do/does** à la forme interrogative et **don't/doesn't** à la forme négative.

Examples: Do I play football? / Does he play football?

I don't play football. / He doesn't play football.

Remarque : La troisième personne du singulier prend un s. Elle entraîne la modification orthographique si le verbe se termine par sh, ch, x, ss, ou y après les consonnes.

Examples: to finish (he/she finishes), to teach (he/she teaches) , to express (he/she expresses),(to try (he/ she tries).

II. Emploi

On emploie le présent simple pour :

- décrire une action qui se reproduit souvent.

Example: I take the bus every day to go to school.

- exprimer une vérité générale.

Example: The Earth turns round the Sun.

- raconter une histoire.

Example: Halimé becomes pregnant for the third time.

- exprimer un sentiment ou une sensation.

Example: I like reading.

Exercise 1

① I complete with **do, does, don't, doesn't**

-he like tea? No, he.....
- How.....you feel?
- I.....like this fruit because it is not good.
- She.....work in a bank; she works in a post office.
-you always read newspapers?

② I write the sentences in the negative forms.

- My father works on Sundays.
- We take the bus to go to the market.
- They play football.
- Mariam and Haoua learn English at school.
- These boys look very intelligent.

③ I write the sentences in the interrogative.

- It usually rains in July.
- His parents live in Nigeria.
- They write a letter to their sister.
- Her husband teaches English in grammar school.

④ I write the sentences in singular.

- They read a book every week.
- The girls eat mangoes and bananas.
- Her teachers do not give her a good mark.
- Dogs do not like cats.

Lesson 3: Family members

Objectives: At the end of the lesson, the student must be able to name the family members and to talk about the current actions.

Text

My family lives in Ambatta, in the suburb of Ndjamen. My father, Mandoué, is a tailor. He works in his workshop every day. My mother, Bintou, sells goods in the central market. There are five children in our family. My sister Déné is the first child. She's twenty two years old. She is a nurse. She is going to get married next year. Her future husband's family lives in Abéché, in the Eastern part of Chad.

The second child is my brother Abou. He is studying management at the University of Ndjamen. He will pass his first degree soon. After that he is going to look for a job because he must help my father to support our family. I am the next child after Abou. My name is Moussa. I am in the last year in grammar school. After my baccalaureate, I am going to enter a teacher training college. I want to become a teacher. Fati and Kadi are the last two children of the family. They are twin sisters. They are ten years old and are in primary school.

Vocabulary

a suburb: une banlieue

a tailor: un tailleur

a workshop: un atelier

twin sisters: des sœurs jumelles

to support: supporter, s'occuper de

Exercise 1

1. I underline the correct answer.
 - The second child of the family is called:
 - a) Déné
 - b) Abou
 - c) Moussa
 - d) Fati
 - After his baccalaureate, Moussa is going to enter
 - a) a grammar school
 - b) a teacher-training school
 - c) a private school
 - d) a boarding school
2. I answer the questions.
 - a. Where does the family of Déné's husband live?
 - b. What is Moussa going to do after his baccalaureate?

Grammar: The present progressive

I. Forme:

1. A la forme affirmative, le *present progressive* se forme avec le verbe **to be (au présent) + verbe + ing.**

Example: I'm working in an office.

2. A la forme négative le *present progressive* se forme avec **to be (au présent) + not + le verbe +ing.**

Example: I am not working in an office.

3. A la forme interrogative le *present progressive* se forme avec **to be (au présent) + sujet + verbe+ing.**

Example: Am I working in an office?

II. Emploi :

Le *present progressive* s'emploie pour décrire :

1. Une action qui se déroule au moment où l'on parle.

Example: What are you doing now ? – I'm reading a newspaper.

2. Une action qui se déroule pendant une période de temps limitée.

Example: Abou is studying management at the university this year.

3. Une action prévue dans le futur (un projet).

Example: I'm leaving tomorrow.

Exercise 2

- ① I fill in the blank with the right answer.

a) The sun.....in the west.

1) is setting 2) sets

b) I.....milk this morning

1) drink 2) am drinking

c) We to play guitar this week.

1) are learning 2) learn

d) My mother goods at the market everyday.

1) sells 2) is selling

- ② I write the verbs in brackets in the present progressive or in the present simple.

a) I (go) to church every Sunday.

b) The cat (look at) the birds.

c) Be quiet! The teacher (come).

d) Adoum often (clean) his bedroom.

e) Listen! Someone (knock at) the door.

- ③ I translate into English.

a) Chaque semaine Madame Alio nettoie la chambre à coucher et la cuisine.

b) La saison pluvieuse commence en juillet à Ndjaména.

c) Qu'est ce qu'il fait ? Il est en train de jouer au basket.

d) Le professeur est-il en train d'arriver ?

e) Mon grand père se repose toujours dans son fauteuil.

Lesson 4: A family tree

Objectives: At the end of the lesson, the student must be able to describe the relationship between the members of a family and to use possessive case.

Text

A family tree indicates the relationship between the different members of a family.

Ngario is Koutou's husband and Koutou is Ngario's wife. Adoum, Remadji and Djime are Koutou and Ngario's children.

Adoum is Remadji and Djime's brother. Remadji is Adoum and Djime's sister. Adoum is married to Mariam. Remadji is married to Ali and Djime is married to Yamta.

Mariam is Djime's sister- in -law. Adoum is Yamta's brother-in-law. Ngario is Mariam, Yamta and Ali's father-in-law. Koutou is Mariam, Ali and Yamta's mother-in-law.

Adoum and Djime are Adama's and Ahmat's uncles. Ahmat is Adoum, Djime and Remadji's nephew and Adama is their niece. Remadji is the aunt of Issa, Fatou, Madi, Ousmane, Ngaba and Madion.

Issa, Fatou, Madi, Adama, Ahmat, Ousmane, Ngaba and Madion are cousins. Ngario and Koutou are their grand parents.

Vocabulary

a family tree: un arbre généalogique

a relationship : une relation, un lien

Exercise 1

1. Referring to the above family tree above, I indicate the relationship between the different members of the family:

- a. Ngario is.....husband.
- b. Yamta's husband is named.....
- c. Mariam is Koutou's.....
- d. Adama, Madi and Ngaba are.....
- e. Mariam is Ali's.....
- f. Remadji is Djime's.....

2. I fill in the blanks with the right words.

- a. My brother's wife is my.....
- b. Gali is my uncle's child; he is my.....;
- c. Halimé married Alio's son; she is his.....
- d. Adama is my mother's sister; she is my.....
- e. Brahim and Rama are my father's parents. They are my.....

Grammar: The possessive case (genitive)

On appelle 'possessive case' (ou genitive) la marque « 's » ajoutée au possesseur pour indiquer la possession.

I. Forme du génitif

1. Quand le possesseur est singulier la marque du génitif est 's.

Example: This is my father's car.

2. Quand le possesseur est au pluriel.

- Si le pluriel se termine par 's' ou 'es' on ne met que l'apostrophe.

Example: Have you ever visited my parents' house?

- Si le pluriel est irrégulier on utilise ‘s.

Example: The children’s book.

- Si le possesseur est un nom composé, c’est le dernier élément qui prend la marque du génitif.

Example: I’m going to my mother-in-law’s village.

3. Quand il y a plusieurs possesseurs.

- Si la propriété est individuelle on met ‘s à tous les possesseurs.

Example: Ali’s and Adoum’s books (chacun a des livres).

- Si la propriété est collective on met ‘s au dernier possesseur.

Example: Ali and Adoum’s books (ils ont tous les deux les mêmes livres).

II. Emploi du génitif:

1. D’une manière générale, on n’emploie le génitif que si le possesseur est un être animé (personne ou animal).

Example: The horse’s leg - the man’s head.

2. Le génitif s’applique aussi aux mots exprimant la durée, la date ou la distance.

Examples : An hour’s rest (un repos d’une heure), - A five days’ trip (un voyage de 5 jours) - Yesterday’s newspaper (le journal d’hier) – A three kilometers’ walk (une marche de 3 kilomètres).

3. Pour un groupe de personnes.

Example : the Parliament’s session (la session du Parlement).

4. Souvent on sous- entend le nom qui vient d’être employé ou qui va l’être.

Example: Whose book is this? It’s Ali’s.

Exercise 2

① I put the word groups in brackets into the possessive case.

- a) Please, give me (phone number- your father).
- b) I’ll visit you in (time -10 days).
- c) Where is (office -Adoum).
- d) Next week - end I’ll go to (house – the boss).

② I rewrite the sentences using the possessive case.

- a) The dog has black legs.
- b) They have a vacation of 10 days.
- c) She makes a trip of 60 kilometers.
- d) Moussa has a book with a green cover.

③ I translate into English using the possessive case.

- a) La voiture de Gombo est devant la porte.
- b) La maison au bord de la route est celle de mes parents.
- c) La décision du Gouvernement n’était pas bonne.
- d) Il a fait un voyage de 7 jours pour visiter sa mère.
- e) Le journal d’hier n’était pas riche.

Lesson 5: Living together

Objective: At the end of the lesson, the student must be able to express obligation, permission and prohibition.

Text

Adoum's family lives in Moursal. Adoum is the head of the family. He is a teacher. Madji is his wife. They have five children: Djiko is the elder, he is in secondary school. His two young sisters, Neloum and Fatou, are in primary school. Kader, the boy who comes after them is five years old. He is at a nursery school. Ndilbé is the youngest child of the family. He is two years old.

Every evening, after school, children and parents gather in the compound yard. Djiko revises his lessons. Daddy plays with Ndilbé. This afternoon, the two girls and Kader are discussing with their mother:

- May we go and play outside, mummy? Neloum and Fatou ask.
- No, you must do your homework first, mummy says.
- But we can do it after dinner, Neloum says.
- No, I don't want you to sleep in classroom tomorrow! Their mother says.

As the girls insist, Daddy says: 'look, girls! You must obey your mother'.

‘That's all right, Dad’, the two girls say.

Vocabulary

elder: aîné

young: jeune, cadet (te)

the youngest child: le Benjamin

to gather: se rassembler, se réunir

a nursery school: une école maternelle

Exercise 1

I underline the right answer.

1. Adoum is the head of the family means:
 - a) Adoum is the elder of the family.
 - b) Adoum is the father of the family.
 - c) Adoum is the leader of the family.
2. The boy who comes after Neloum and Fatou is called:
 - a) Ndilbé
 - b) Kader
 - c) Djiko
3. Every evening the children :
 - a) discuss with their parents
 - b) write exercises
 - c) play outside
4. Neloum and Fatou are allowed to play outside:
 - a) after dinner
 - b) after homework

c) after housework

Grammar: The modals (may, must, can)

I. Particularités

Les modaux ou auxiliaires de modalité sont des verbes qui :

- n'ont pas d'infinitif : c'est pourquoi on les emploie toujours avec un sujet ;
- n'ont pas de participe passé ;
- n'ont pas de participe présent : donc pas de forme progressive ;
- ne prennent pas de 's' à la troisième personne du singulier ;

Example : *she may come.*

- sont toujours suivis de l'infinitif sans 'to' ;

Example: *you can lift this suitcase.*

- Ne sont pas suivis de 'do' à la forme négative et interrogative : à la forme négative on ajoute 'not' et à la forme interrogative on inverse simplement l'ordre sujet-verbe.

Example: *you must not stay here.*

II. Sens :

- **Must** exprime l'obligation.

Example: - *We must pay our taxes.*

- **Mustn't** exprime une interdiction.

Example: *Children must not smoke cigarettes.*

- **May** exprime une possibilité ne dépendant pas du sujet. Il peut exprimer soit la permission, soit l'incertitude ou l'éventualité d'un fait.

Examples : *It may rain this afternoon (il se peut qu'il pleuve cet après-midi).*

You may watch TV tonight (vous êtes autorisés à regarder la TV ce soir).

- **Can** exprime une permission.

Example: *You can come in (vous pouvez entrer).*

- **May not** and **cannot** expriment une interdiction.

Example: *You cannot/may not leave this morning.*

Exercise 2

① I write the following sentences in the negative form.

- You must answer this question.
- We may watch television tonight.
- She can write with her left hand.
- They must work hard.

② I write the following sentences in the interrogative form.

- We may leave very early.
- She cannot drive a car.
- He must not play outside.

③ I complete with can, can't, must, mustn't, may.

- You.....work hard if you want to succeed.
- You.....go home if you want.
- The sky is cloudy; it.....rain soon.
- You.....enter this room without permission.

④ I translate into English.

- a) Les enfants ne doivent pas boire de l'alcool.
- b) Vous n'êtes pas autorisés à sortir quand il pleut.
- c) Pouvez-vous m'aider ? Je ne peux pas faire ce travail seul.
- d) Il se peut que Moussa vienne ce soir.

Lesson 6: Living in town

Objectives: At the end of the lesson, the student must be able to describe city life and to ask questions.

Text

Danaï: My nephew, I have never been in town. Tell me about it.

Emile: A town is a place where many people live. For instance, in N'djamena, there are about one million inhabitants and it can stretch for about seventeen miles long.

Danaï: Oh! It's very big. At least, I know that the President of Republic and ministers live in the capital, but who leads a town?

Emile: The person who leads a town is the mayor.

Danaï: You have just said that the town is very big. But how do people do to move to their occupations?

Emile: It depends on the means you dispose. Some move to work by their own cars, some by their own motorcycles and some also move with their bicycles. Those who do not dispose means of transport take taxis.

Danaï: And whose are those taxis?

Emile: They are businessmen's.

Danaï: What is interesting in town and what is not?

Emile: Oh! City life offers better living conditions. The roads and streets are clean. It has good sanitation, and garbage management system. It has also supply of pure drinking water. City dwellers enjoy electricity, gas, telephone and other urban and modern facilities provided by city authorities or other service providers. In cities, supply of foods and other goods are better and more than in rural areas. Almost anything can be found in city's markets or shops at any time. There are good medical aids, good schools or colleges, many modern facilities, hospitals and clinics. It's often easier to find work there. But life in the city seems very artificial to me. It's full of din and bustle. People lead a very busy life in polluted environment.

They wake up in the morning hearing the sounds of motor vehicles, machines and factories. There are lots of accidents in the streets, murders and mainly the high prices of foodstuffs.

Danaï: Rightly, which foods do people living in town like?

Emile: They also eat cereals like maize, millet, rice and the imported products like pasta, wheat flour, meat, fish and vegetables.

Vocabulary

the mayor: le maire.

the garbage: les ordures ménagères

a din: tapage, bruit.

a bustle: un branle-bras, un remue-ménage.

a foodstuff: une denrée alimentaire.

to stretch for: s'étendre (en longueur)

pasta: pâtes alimentaires

Exercise 1

Answer the questions

1. What are the main characteristics of the town?

2. What makes the cities polluted?
3. What is the most pleasant aspect of city life?
4. What is the most unpleasant aspect of city life?

Grammar: Wh-questions

Les Wh-questions sont les phrases interrogatives qui commencent par les mots **what**, **which**, **whose**, **when**, **whom**.... lesquels mots sont des pronoms, des adjectifs ou des adverbes interrogatifs.

1. **What, who, which, whom**, et **whose** sont des pronoms interrogatifs.

Example: what are you doing ?

2. **Who, which** et **whom** sont des pronoms interrogatifs utilisés pour poser des questions qui portent sur le sujet.

Example: Who is singing? Moussa is singing.

3. **Who (sujet)** est utilisé pour les questions portant sur la personne.

4. **Whom**, simplifié par **Who** complément d'objet sert à poser des questions sur les personnes.

Examples: Who(m) did you drive? Qui conduisez-vous?

Who(m) did you see? Qui avez-vous vu? Qui est-ce que vous avez vu ?

5. **Which** sert à poser des questions pour opérer un choix ou une préférence. Il exprime le choix entre plusieurs possibilités ou objets.

Examples: Which car do you prefer; his or mine?

Which colours do you like the best?

Which car did he take?

6. **What** (sujet ou complément) s'interroge sur une chose ou un animal.

Examples: What are you doing? What are the means of travelling?

7. **Whose** génitif de Who est employé dans une question pour demander le possesseur.

La question commençant par **whose** est suivie du nom de l'objet.

Examples: Whose book is this? Whose hat is this?

Exercise 2

① I ask questions with each of the following interrogative pronouns: *what, who, which, whom, and whose*.

② I answer freely to the following questions.□

- a) What do you usually do on Sundays?
- b) What frightens you the most in the world?
- c) Who wrote the novel titled: *The black boy*?
- d) Which color do you prefer?
- e) Which house is yours?
- f) Whose shoes were under the table?

③ I translate into English the following sentences.

- a) Qui avez-vous vu ?
- b) Qu'est-ce qu'il a fait?
- c) Qui volé ton argent?
- d) Laquelle des deux chemises préfères-tu? La noire ou la blanche?
- e) A qui sont les chaussures sous la table?

④ Essay: I write sentences to describe what the most pleasant aspect of city life is.

Lesson 7: Living in town

Objectives: At the end of the lesson, the student must be able to describe activities in the city and to ask questions.

Text

Emile's uncle continues to ask questions about city life.

Danaï: What are the occupations of people living in cities?

Emile: Their occupations are various. You can find directors or managers, some work in the hospitals like doctors, male nurses and nurses; some are teachers, administrators, magistrates, physicians, engineers. Besides those, there are also businessmen or businesswomen, traders, policemen, soldiers, students and so on.

Danaï: How much time do they work a day?

Emile: It depends on each department. But in general they work for about eight hours a day. Some can do more.

Danaï: There are many people living in town but where do you get your foodstuffs as there are not farmers in town?

Emile: We get foodstuffs from the country. The traders import the foodstuffs produced in the villages. Some are imported from foreign countries.

Danaï: When will you go back?

Emile: I have just one week to spend here. I'll be back next Sunday.

Danaï: Ah! Why can't people from town stay long in the village?

Emile: Because we do not have a long rest like you, my uncle. In the village you can rest several months during the dry season but it's not the same thing in town.

Danaï: You are right. Thank you for giving me some news about the town. I have got more information that I didn't know.

Emile: Thank you my uncle.

Vocabulary

an occupation: une fonction, un métier

a male nurse: un infirmier

a nurse : une infirmière

a businessman : un homme d'affaires

Exercise 1

I answer the questions

1. Give three city occupations which are not listed in the text.
2. What advice would you give to a villager who comes to town for the first time?
3. Where do the citizens get their foodstuff from?
4. Why don't citizens stay a long time in villages?
5. In what periods are the villagers the most occupied?

Grammar: Wh-questions (2)

Les adverbes interrogatifs: **why, when, where et how** servent à poser des questions.

when, where, why représentent respectivement les compléments de temps, de lieu et de cause.

1. **Why** s'emploie dans les questions dont la réponse commence par **because** (parce que) pour exprimer une cause.

Example: Why did you take the taxi? We took a taxi because we had a lot of luggage.

2. **When** sert à poser la question sur le moment ou l'époque.

Example: When did you leave the town? When is your birthday?

3. **Where** s'emploie pour s'interroger sur le lieu.

Example: Where do you live? Where are you going?

4. **How** sert en général à poser des questions sur l'état mental ou physique des êtres et des choses. Il s'interroge aussi sur la manière.

Examples: How is your father? How did the accident happen?

N.B. How s'emploie dans plusieurs autres formes de questions. Par exemple: How many (le nombre) how much (la quantité), how old (l'âge), how far (la distance), how tall (la taille), etc.

Examples: How many days are there in a month?

How much kerosene do you need?

How old is your grand father?

How far is your village from N'Djamena?

How high is the building of Moursal?

Exercise 2

- ① I link each question to its answer.

1. Where were you living before?	a) There are eleven players.
2. How old was your grand father?	b) He went in pilgrimage.
3. What did your father go to Mecca for?	c) He was sixty three years.
4. When all men will live in peace?	d) At ten.
5. How many players are there in a football team?	e) A time will come.
6. When will you leave school?	f) I was living in the village.
	g) He was about sixteen.

- ② I ask questions related to the underlined words.

- a) Iko has a large family.
- b) His relatives live in the village.
- c) His grand father went in town last week.
- d) People in town are very busy.
- e) Iko loves his grand father because he is very kind to him.

- ③ I translate the following sentences into English.

- a) Combien y a-t-il de personnes dans ta famille ?
- b) Quand arriveront-ils à la maison?
- c) Quand auras-tu 18 ans ?
- d) Où NgartaTombalbaye est-il né? Quand est-il mort?
- e) Pourquoi venez-vous en retard à l'école?
- f) Combien de temps avez-vous pour finir ce travail ?
- g) Combien de joueurs y a-t-il dans une équipe de football?
- h) Ils ont l'air jeune. Quel âge ont-ils? Environ 13 ans.

④ **Essay.** I compare the activities in town to those in the village.

Lesson 8: Mbairo, a village in the south of Chad

Objectives: At the end of the lesson, the student must be able to describe life in the village and to use the adverbs *not*, *never*, *no* and *nothing*.

Text

Mbairo is a village in the southern part of Chad. It is located in the middle of the forest. Inside the village the huts are grouped in series of five or six units. They have different dimensions and shapes: some are rectangular whereas others are circular. People move about the groups of houses through tortuous lanes.

Huts belonging to the same family are surrounded by a hedge. The well which supplies water to the villagers is located in the middle of the village. It is a place which is never desert: men, women, children and animals always roam about it.

A huge tree dominates the village. Old people used to meet and discuss under its shade. It is also under the shade of this tree that most of the significant events and ceremonies related to the village life take place: marriage, death, judgment, circumcision, etc.

At night, under the moon light, young people gather in the big place: they tell stories; they sing and dance all night long. Life in Mbairo is very peaceful because villagers live close to nature. They satisfy themselves with very few so there is no stress, no pollution, no burglary as in town.

Vocabulary

a shape: une forme

to roam: parcourir, trainer

a hedge: une haie

huge: grand, énorme

a lane: un chemin, un sentier

a well : un puits

a shade: une ombre

a burglary: un cambriolage

Exercise 1

I complete the followings with the correct word.

1. In Mbairo's village people get water from
 - a) the river.
 - b) the well.
 - c) the pond.
2. Life in Mbairo is peaceful because
 - a) there is no stress.
 - b) the villagers are not exigent.
 - c) the villagers don't fight with each other.

Grammar: Not, never, no and nothing

1. **Never** est un adverbe qui exprime la négation.

Examples: This girl never went to school. I have never seen him. Never in my life (Jamais de ma vie).

2. **Not** est un adverbe. Il sert à exprimer la négation.

Example: In village people do not move in car.

3. **No** est un mot négatif qui peut être suivi d'un indénombrable ou d'un dénombrable singulier ou pluriel.

Examples: There is no whisky. There is no bread. She has no husband to help her.

No = not any.

Examples: I have no money = I have not any money. (Je n'ai pas d'argent).

Attention : No indique une absence de quelque chose.

Example: I have no matches. (Je n'ai pas d'allumettes.)

4. **Nothing** est le composé de **no** qui signifie rien.

Examples: I saw nothing. There is nothing interesting in this newspaper.

Exercise 2

① I complete the following sentences with *nothing, never, no or not.*

a) There is..... to eat. b) I have.....eaten this food. c) I haveseen this before. d)Ours neighbours are.....very nice. e) The film was.....good. f) She will.... stay in the village. g) There is.... water in the tank.

② I complete the following text with the appropriate words: *no or not.*

There was.... great deal of wind and we did seem to go very fast. As we got farther from land on one side of the lake and yet seemed to get nearer to the other, I began to get happy. A canoe carried around eighteen persons. In my canoe there was passenger.

③ I translate into French.

At night, under the moonlight, young people gather in the big place: they tell stories; they sing and dance all night long. Life in Mbairo is very peaceful because villagers live close to nature. They satisfy themselves with very few so there is no stress, no pollution, no burglary as in town.

④ Essay: You have decided to spend your holidays in a small village but your friend is against your decision. Try to persuade him.

Lesson 9: My grand father Dôta

Objective: At the end of the lesson, the student must be able to describe past events.

Text

Farming is the principal activity of most people in the villages. They grow millet, corn, cotton, rice and vegetable. Some are herders. They raise cows, goats, pigs and chickens. When it rains, plants grow well. In the past, people used traditional tools but nowadays, some use tractors to plough large surfaces.

A long time ago my grand father Dôta lived in a farmhouse not far from the village. He had six wives and many children. All of them worked together in the farms. They used hoes and machetes to weed then they burnt all the weeds. They spent all the day in the fields. As they worked together, they cultivated large surfaces. They sowed earlier. Their harvest was always important. But they didn't sell their farm products. There was never lack of food in Dôta's family.

During the rainy season, when there was nothing to eat, people came to Dôta's asking for assistance. And he gave each family a big basket of millet. Dôta and his family were very generous. Until now, people talk about their generosity.

Vocabulary

farming: agriculture

to weed: désherber

a harvest: une récolte

a farmhouse : une hutte

a seed : une graine

Exercise 1

① I answer the questions.

1. What are the main activities in villages?
2. What do farmers do before sowing seeds?

② I choose the correct answer.

1. Dôta's harvest was always important because
 - a) his family cultivated large surfaces.
 - b) he didn't sell his crop.
 - c) he always sowed early.
2. Dôta shared his crop because
 - a) he was generous.
 - b) he was rich.
 - c) he was a chief.

Grammar: The past simple (preterite simple)

I. Forme

- Le past simple (ou preterite) régulier se forme en ajoutant **ed** à la base verbale (infinitif sans to). La forme du présent est invariable à toutes les personnes.

Examples: I, you, he, she, it, we, they cultivated.

- Pour les verbes qui se terminent par une consonne + y, le y devient i + ed.

Examples: to try: I tried; to reply: she replied.

- Pour les verbes se terminant par e on ajoute simplement d.

Examples: to live : we lived , to like: they liked.

Different forms of past simple

Forme affirmative	Forme négative	Forme interrogative
I worked	I did not work	Did I work?
You worked	You did not work	Did you work?
He, she, it worked	He, she, it did not work	Did he, she, it work?
We worked	We did not work	Did we work?
You worked	<i>You did not work</i>	Did you work?
They worked	They did not work	Did they work?

Les verbes irréguliers ont un présent et un participe passé particuliers, irréguliers qu'il faut apprendre par cœur. (Voir la liste aux dernières pages du livre).

Remarques : La différence entre les verbes réguliers et les verbes irréguliers s'observe seulement à la forme affirmative. Les formes négative et interrogative se conjuguent de la même manière.

Examples: I spent - I did not spend- Did I spend?

I worked. I did not work. Did I work?

II. Emploi.

Le past simple est employé pour parler de faits passés ; Il évoque un passé totalement coupé du présent. Il y a plusieurs utilités :

- Pour relater les événements passés.

Example: He died a long time ago.

- Pour situer un moment précis du passé.

Example: The World war II started in 1939.

- Pour parler d'une action habituelle dans le passé.

Example: when I was young I liked wearing jeans.

On utilise les expressions de temps telles que : yesterday, last year, last week...

Exercise 2

① I write the verbs in the past simple (Pay attention, there are irregular verbs).

Example: I play football (yesterday). I played football yesterday.

- a) They go to Bedjondo (a long time ago). b) Iko buys a lot of sweets (yesterday morning).
- c) My sister looks for a job (last month). d) We hear a big noise (this morning). e) The Sao team wins the CEMAC cup (on December 2014). f) The World War II breaks out (in 1939).

② I write the verbs of the following sentences in the negative and interrogative forms. I use *last night, yesterday, two hours ago, last month, yesterday morning, three weeks ago*.

- a) Ali sometimes washes the house. b) Iko plays football. c) My father often works in the garden. d) We listen to the radio. e) Children watch television.

③ I translate the following sentences into English.

- a) Quand avez-vous écrit une lettre à votre frère qui vit en France? b) Quel est le film que tu aimais quand tu étais en ville ? J'aimais le film d'Alkanto. c) A quelle heure avez-vous pris le petit déjeuner ? d) Etiez-vous chez vous hier soir? Non, j'étais au champ. e) Les enfants se sont-ils bien amusés la dernière fois? f) Hier, maman est allée au marché, elle a acheté beaucoup de nourriture.

④ I translate into French.

- a) Were you at home last night? No, I was at the cinema. b) When did you wash the car? I washed it yesterday morning. c) Did you go shopping on Saturday afternoon? Yes, I did. d) Did you have lunch in a good restaurant? No, I wasn't hungry.

⑤ Essay: Write a short text about a person like Dôta.

Lesson 10: Hunting with a net

Objective: At the end of the lesson the student must be able to describe past events.

Text

In the villages fishing and hunting are the important activities. In the past, people went to hunting with net during the rainy season when the grasses are high, and after a rain. There was a rule to observe in hunting with net. Hunters made two groups: the shouters and the guardians. The first group made a loud noise, beating the leaves on the ground and the animals, frightened, run towards the net. When the hunters were shouting to frighten the animals, the guardians kept quiet. So the animal, wrapped in the net might be caught alive. No one should kill, hurt or shoot the animal during the step of shouting.

Generally the net guardians are the bravest men of the village; most of the shouters are children but there are also some adults.

Hunting was villagers' favorite activity. It was also a lucrative occupation but unfortunately nowadays it is forbidden by the law.

Vocabulary

a hunter: un chasseur

shouters : crieurs

to wrap: enruler

to frighten : effrayer

Exercise 1

① I answer the questions.

- a) When did people in village go hunting with net?
- b) What rule did the hunters observe?
- c) What did the guardians do when the hunters were shouting?
- d) Why was hunting considered as a lucrative activity?

② I underline the right answer.

People do not practice hunting with net nowadays because:

- a) it is not a lucrative activity.
- b) there is no game.
- c) it is forbidden by the law.

Grammar: The past progressive

I. Forme: Be (past simple) + Verb+ ing

Example: to eat

Forme affirmative	Forme négative	Forme interrogative
I was eating	I was not eating	Was I eating?
You were eating	You were not eating	Were you eating?
He, she, it was eating	He, she, it was not eating	Was he, she, it eating?
We were eating	We were not eating	Were we eating?
You were eating	You were not eating	Were you eating?
They were eating	They were not eating	Were they eating?

II. Emploi

Contrairement au past simple, le past progressive décrit :

- une action en cours dans le passé à un moment bien précis.

Example: *I was working at seven this morning.*

- une action qui était en train de se dérouler lorsqu'une autre est intervenue ou lorsqu'elles se déroulaient simultanément.

Examples. *She was singing while she was playing piano. (Elle chantait pendant qu'elle jouait au piano).* *He was playing when I arrived. (Il jouait quand je suis arrivé).*

He was phoning when her sister entered. (Il téléphonait quand sa sœur est entrée).

Exercise 2

① I write five sentences using both the past simple and the past progressive.

Example: (to phone- to enter) = *He was phoning when her sister entered.*

1. (to see - to rise up) 2. (to sing- to call) 3. (to arrive- to have lunch) 4. (to fall down- to watch) 5. (to walk- to leave).

② I write the verbs in brackets in the past simple or in the past progressive.

- a) My sister (sing) while she (work). b) The baby (cry) when his mother (arrive). c) He (sleep) when the policemen (phone). d) While the group of hunters (shout) to frighten animals, net-guardians (keep) quiet. e) He (ask) what we (do).

③ I write the sentences in the interrogative.

- a) Dôta and his family were very kind to their neighbours. – b) In the past, farmers didn't use tractors to plough. – c) I saw this film last year. – d) We didn't try to open the door. – e) They did not wait for the bus.

④ I translate into English.

- a) Nous prenions du thé dans le jardin quand il nous a téléphoné. b) J'écrivais à mon frère quand un homme m'a apporté sa lettre. c) Quand nous sommes arrivés à la gare, il pleuvait. d) Quand je suis rentré du cinéma, tout le monde dormait. e) Que faisiez-vous quand vous avez entendu le bruit ? Je lisais. e) Je travaillais pendant que j'écoutais la musique.

⑤ I translate into French.

- a) My parents were working in a factory when the war started. b) When Moussa arrived, we were having dinner. c) When I got up this morning, it was raining. d) When the first group

was shouting to frighten the animals, the guardians kept quiet. e) His father was watching TV while he was doing his homework.

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Lesson 11: Planning to travel

Objective: At the end of the lesson, the student must be able to express future events.

Text

It's the end of June and pupils will go on school holidays soon. Abdou's three children are busy to plan the activities they are going to do during the holidays. They don't know that their father is thinking about what they are going to do and where they will go. One day, after dinner, he called his children and asked them to know how they are going to spend their holidays. Sarah, his elder daughter, told him that she wanted to travel to Douala. Djim, his young boy, wanted to attend English lessons organized by the American Embassy. Mariam, the youngest girl, preferred to stay at home with her mother. "I am very happy that all of you have planned to do something during the holidays", Abdou said. "Since you have all succeeded in your exams, I'll reward you with good holidays. Nevertheless I suggest a little change in your planning. Sarah will go to Douala because she has been invited since last year by her aunt. I am going to prepare all you need for your travelling. When everything is ready, I'll pay the ticket at the bus agency for you". But Sarah was not happy with her father's proposal because she wanted to travel by plane.

Vocabulary

to attend : suivre

to succeed : réussir

to reward : récompenser

nevertheless: néanmoins

Exercise 1

1. I answer the questions.
 - a. What activities is each child planning for his holidays?
 - b. Why was Sarah not happy with her father's proposal?
 - c. Why did Abdou reward his children?
2. I discuss with my classmates about making a trip.

Grammar: Simple future and be going to

En anglais Il n'y a pas de temps futur mais il y a de nombreuses manières de l'exprimer. On le forme souvent à l'aide de *will* ou (*shall*), mais aussi avec d'autres expressions telles que *be going to*.

I. Forme

- a) **Will ou shall + base verbale** (ils s'écrivent 'll à la forme contractée).

Examples :

- **Affirmative**

<i>I shall (will) travel (I'll travel)</i>	<i>We shall (will) travel (we'll travel)</i>
<i>You will travel (you'll travel)</i>	<i>you will travel (you'll travel)</i>
<i>She/he will travel (he'll or she'll)</i>	<i>they will travel (they'll travel)</i>

- **Negative:** *I shall not (shan't) travel. He will not (won't) travel*

- **Interrogative:** *Shall I travel? Will you travel?*

Remarque : De nos jours, on emploie **will** à toutes les personnes. **Shall** est surtout utilisé dans les questions exprimant une suggestion (ou pour marquer une volonté expresse).

Example: Shall I open the door? Voulez-vous que j'ouvre la porte ?

b) Be going to + base verbale.

Examples: I am going to travel. I am not going to travel. Are you going to travel?

II. Emploi

On emploie le futur simple:

- pour parler d'une action qui se passera dans l'avenir

Example: my father will go to France next week.

- pour parler d'une action que l'on ne peut pas contrôler.

Example: petrol will be very expensive in a few years.

- pour exprimer une intention ou une prévision on utilise **be going to**.

Examples: What are you going to do? I am going to work.

It's going to cost you a fortune.

Exercise 2

① I match the questions in column A to their answers in column B.

A	B
1. Are you going to sleep already?	a. I am going to cook some rice with meat.
2. Will she come back this evening?	b. Yes, I am so tired.
3. Shall I introduce you to my friend?	c. Yes, with pleasure.
4. Will he buy the bus ticket tomorrow?	d. Yes, my aunt sent me a ticket.
5. Are you going to travel by plane?	e. No, I am not.
6. What are you going to cook for dinner?	f. Yes, she will.
7. Shall I help you with those heavy bags?	g. No, He won't .
	h. No, I won't .

② I translate into English.

- a) Tu n'iras pas à Douala en avion. - b) Dépêche-toi, nous allons rater le prochain bus. -
c) Regarde les nuages noirs dans le ciel, il va pleuvoir. - d) Voulez-vous que je vous aide à porter vos deux sacs ? - e) Nous allons visiter ma tante qui est malade.

③ I translate into French.

- a) Will you be angry if I leave you now to go to the market? – b) Shall I say good bye to you right now? – c) Douala is a big town, you will visit different places. – d) Oh yes! You are going to walk along the seaside! – e) I will travel by plane next year. – f) Are you sure? I'm afraid you won't because the plane ticket is so expensive.

④ **Essay:** I write about the activities I plan for my holidays.

Lesson 12: Visiting Zakouma National Park

Objectives: At the end of the lesson, the student must be able to ask for informations and to give instructions

Text

In Chad, there are several national parks among which the most famous are the Zakouma National Park, the Manda National Park and the Sena Houra National Park.

Different kinds of animals such as elephants, tigers, buffalos, hyenas, leopards, antelopes, monkeys and different species of birds, snakes, etc., live in those protected areas.

My uncle Moussa, who is a manager of a touristic agency, invited me to visit the National Zakouma Park during the last Eastern holidays. On that day, early in the morning, I took my bag and joined the tourists' group. We travelled to Zakouma by bus."What must we do when we are in the park?" one tourist asked. "When you visit the park, walk behind the guide, don't make much noise, do not go next to the animals and observe them quietly. In the forest you must be extremely careful with fire. Please! Be also careful when you walk because of snakes. The driver must always follow the road track so that he doesn't damage the animals' habitat".the guide said.

The journey was tiring because the road was very damaged but we arrived safely. We are welcomed by a couple of antelopes. I just took a picture of them and they passed away.I saw also a lot of birds on a big tree and a giraffe with her long neck.

Vocabulary

an area: une zone

a kind: une espèce, une sorte

a manager: un directeur, un gérant

to damage: détruire, endomager

to welcome: accueillir

Exercise 1

I answer the questions.

1. What are the most famous parks in Chad? 2. Why is a park a protected area? 3. What animals live in the park? 4. What are the rules to be observed in the park? 5. Why must the driver drive on the road?

Grammar: The imperative and the prepositions

A. L'impératif

I. Forme

L'impératif se forme de *la base verbale sans to*.

a) Forme affirmative : Verb.

Example : Work ! (Travaille !)

b) Forme négative : don't + verb.

Example: Don't turn on the left.

L'impératif avec *let* se construit selon la formule : ***let + pronom personnel complément + verbe.***

Examples: Let's work! Let's go to Moundou! Let them go to Mbaibokoum.

II. Emploi

L'**impératif** permet de donner des ordres d'avertir, de formuler des interdictions.

Examples : Stop ! (Arrêtez) ! Listen ! (Ecoutez) !

On emploie surtout **let us (let's)** pour faire des suggestions.

Aux autres formes, l'emploi de **let** correspond plutôt à un souhait, un ordre atténué, une incitation.

Examples: let me think about this problem!

B. Les prépositions

Les **prépositions** servent à exprimer des relations de temps, de lieu, ou de position. (*Exemples : after, before, behind, opposite, next to, to, at...*). Elles sont normalement suivies d'un nom ou d'un pronom.

*Examples: We'll come **after** the party. We live **opposite** the church. She used to sit **next to** her husband.*

Exercise 2

① I fill in the blank with the correct prepositions (*behind, under, in front of, on, opposite, next to*)

I was sitting----a chair-----the guard's house. From that place I have an overview ----- the park. Suddenly I heard a sound coming from a room ----- the guard's house. I first realized that something was wrong. One of the tourists whose room is..... to mine, cries so loudly that I ran towards him. But I see a big snake a table moving slowly towards me.

② I write five sentences using each of the following prepositions: *under, on, opposite, in front of, behind*.

③ I translate into French.

When you visit the park, walk behind the guide, don't make much noise, do not go next to the animals and observe them quietly. In the forest you must be extremely careful with fire. Please! Be also careful when you walk because of snakes. The driver must always follow the road track so that he doesn't damage the animals' habitat.

④ I translate into English.

Les touristes voyageront en bus. Le guide donnera des instructions avant leur départ. Venez tôt le matin. Une fois arrivés au parc, suivez-moi. Ali s'assoit derrière le chauffeur. Dépêchons-nous ! Nous serons en retard.

⑤ I write five sentences to warn someone about the dangers in the park.

Lesson 13: Looking for a job

Objective: At the end of the lesson, the student must be able to express opposition and choice.

Text

Achta is calling about a job that was advertised in the paper. A receptionist connects her to Mr Brahim, the staff manager. She talks to him on the phone.

Achta: Hello Mr. Brahim, my name is Achta Boukar. I am interested in the job that you advertised in Sunday's newspaper.

Mr. Brahim: Oh, yes, the post of secretary. Well, Miss Achta, we are looking for someone who has some skills and experiences. That person must be neither dishonest nor shy. Have you worked as a secretary before?

Achta: Yes, I have worked in a sugar Company as the manager's private secretary for five months.

Mr. Brahim: Oh, well, that sounds good. Could you come to my office either tomorrow afternoon at 2 p.m. or next Monday at 9 o'clock?

Achta: Yes, I could. Where is your office?

Mr. Brahim: Our office is on the way to the airport near the UNICEF's building. Do you have a letter of reference from the Company that you have worked for?

Achta: Yes, I do.

Next day Achta enters Mr Brahim's office.

Achta: Good morning, sir. I'm Achta and here is my letter of reference.

Mr. Brahim: Let me have a look. All right. Your references are very good but you don't have enough experience. I am sorry, we cannot employ you.

Vocabulary

to advertise: faire une annonce, une publicité

a skill: une habileté

shy: timide

dishonest: malhonnête

Exercise 1

I answer the questions.

1. Where did Achta find the information about the job vacancy?
2. Where has she worked before?
3. What qualities are required for a secretary?
4. Why didn't Achta get the job?

Grammar: the conjunctions: but, or, either....or, neither....nor

Les conjonctions de coordination relient des mots de même nature ou des propositions. Il y a les conjonctions simples (**but**), (**or**) et les conjonctions corrélatives (**neither... nor**), (**either...or**)

But exprime l'opposition et **or** exprime le choix.

‘**Neither...nor**‘ exprime la négation. **Either.....or** exprime le choix.

Examples: She is young but she is wise. Are you travelling today or tomorrow?

I like neither coffee nor tea. Either the manager or his assistant will call you.

Exercise 2

① I link the two sentences with the right conjunctions (but, or, neither...nor, either....or).

Examples: She was ill but she still went to work.

- a) The boys will not come tomorrow. They will come next Monday.
- b) Mary is not coming to our party. She is not coming to the cinema.
- c) Your brother/your sister will send you a letter.
- d) Would you like coffee/tea?

② I write two sentences with ‘but’ and two sentences with ‘neither...nor’, either.....or and or

③ I translate into English.

- a) Cet homme veut travailler dans notre société mais il n'a pas d'expérience. Il ne sait ni utiliser l'ordinateur ni faire des photocopies.
- b) Donne ta lettre de recommandation à la secrétaire mais fais attention, elle n'est ni gentille ni ordonnée.

④ I translate into French.

- Hello! Mr. Brahim, my name is Achta Boukar. I am interested in the job that you advertised in Sunday's newspaper.
- Oh, yes, the post of secretary. Well, Miss, we are looking for someone who has some skill and experience. That person must be neither dishonest nor shy. Have you worked as a secretary before?

⑤ **Essay:** What job will you do later? Give your reasons.

Lesson 14: learning good manners

Objective: At the end of the lesson, the student must be able to express necessity and obligation.

Text

After the food was put out, Mother called the children into the kitchen for a moment. "Children", she said, "please remember your manners. Let me see if you know them. Which hand do you use to eat with?"

"We must use the right hand only" Mahamat shouted, hoping he had pleased his mother with his quick response.

"Very good" Mother said. "And how do you sit on the rug?"

"We sit so that the bottoms of our feet face no one," Amina answered. "And we needn't talk while we are eating" Mustapha said.

"Correct. What else must you remember?"

"We must remember that it isn't polite to stare at people while they eat. We should look down at our food."

"That's great", Mother said. "You have to keep those rules in mind, because if you don't have a good behaviour, your father will punish you, and he will blame it on me".

"You are absolutely right, Mother", Mahamat said. "We'd better not forget that. I can already see Father getting angry at us."

"Fine", Mother said. "Now go to your places in the sitting room and enjoy your meal."

Mother went to the door of the room where Uncle Hassan and Father were sitting and told them that the dinner was ready.

Adapted from Aramco World Magazine (March-April 1988)

Vocabulary

a manner: une manière (savoir-vivre)

a rug: un tapis

the bottom: le bout

to stare at somebody: fixer le regard sur quelqu'un.

to blame: rendre responsable, blâmer

to worry: s'inquiéter

a behaviour: un comportement

Exercise 1

I answer the following questions.

1. When did Mother call the children into the kitchen? 2. Why did she call them? 3. Why must a child not stare at people when they are eating? 4. What are the examples of good manners described in the text?

Grammar: Must/have to/ mustn't/needn't

Must et need sont des modaux.

- **Must** est employé pour exprimer une obligation ou une nécessité.

Examples: You must drive more carefully! (Tu dois conduire plus prudemment).

You must eat before working hard. (Pour un travail difficile, il faut bien manger).

- **To have to** exprime une obligation qui vient d'autre personne.

Example: I have to see my teacher tomorrow. (Je dois voir mon professeur demain).

Pour exprimer une absence d'obligation (n'est pas obligé de), on utilise **don't/doesn't have to** et **needn't**.

Examples: They don't have to speak English. (Ils ne sont pas obligés de parler anglais.)

You needn't bring flowers. (Vous n'avez pas besoin d'apporter des fleurs.)

- **Mustn't** est employé pour exprimer une interdiction

Example: You mustn't smoke in classroom.

Exercise 2

① I complete the following sentences with *must, mustn't, have to* and *needn't*.

- Moussa! Stop it! You.....throw stones at the poor dog!
- You.....wait for me; I'll catch a taxi.
- You.....smoke here, sir. This is a hospital.
- I.....stay in bed for three days, and I don't like it.
- I'm ill; I.....eat much.

② I translate into English.

- Tu n'es pas obligé de manger du riz.
- Tu ne dois pas regarder les grandes personnes dans les yeux.
- Tu dois observer les bonnes manières partout.
- Merci pour les conseils, Il faut que je m'en aille.
- Ce n'est pas nécessaire d'aller en voiture: ce n'est pas loin.
- Je dois vous remercier pour tout ce que vous avez fait pour moi, madame.

③ I translate into French.

- You have to keep those rules in mind.
- You needn't hurry because your father and Uncle Hassan are still talking.
- You have to sit down quietly and wait for them.
- Come in now my children, you must wash your hands before eating.

Lesson 15: Girls want to leave home

Objective: At the end of the lesson, the student must be able to express possible situations.

Text

Sarah 16 and Olga 17 are two sisters. They are very unhappy at home because their parents are very strict with them: they are not allowed to choose their own clothes and they have to be in at 9 p.m. every night. So they want to leave home and ask for advice. A psychologist tries to stop them from leaving their parents:

“If you leave your family home and try to live on your own, you will encounter many difficulties. Firstly, you can’t leave home without your parents’ permission because you are still young girls.

Secondly, you’ve no job and no one to support you. You have to pay for anything and everything you need. You know if someone is involved in crime or drugs, the police arrest him.

In fact, running away is no solution either. If you communicate with your parents, you will surely find a solution.

If you explain to your parents how you feel about the rules they impose, they will change their position. For instance, that their 9 p.m. deadline means you can’t really join in properly with your friends’ activities. If they’re afraid for your safety, they will arrange to collect you from discos and parties at an agreed time, until they could see that you’d become to no harm and could look after yourselves”.

Adapted from Patches(1981)

Vocabulary to deserve : mériter.

a bit more : un peu plus.

to encounter : rencontrer.

to involve in: être impliqué dans.

a deadline: une limite, un délai.

Exercise 1

① I underline the correct answer.

The two girls are unhappy because

- a) they are hungry.
- b) they need pocket money.
- c) they are not allowed to go to parties.

② I answer the questions.

- a. What difficulties will the two girls encounter if they leave family home? b. What solution does the psychologist propose to the two girls? c. What would happen to someone involved in crime or drugs? d. What advice would you have given to the two girls?

Grammar: If clause + simple present or future

1. If clause + simple present

On emploie *If clause + simple present* pour exprimer une vérité générale ou quelque chose qui se produit toujours.

Example: If you eat too much, you get fat.

2. If clause + future

On emploie *If clause + simple future* pour évoquer des situations probables dans le futur.

Example: if you communicate with your parents, you'll surely find a solution.

Si la proposition subordonnée introduite par **if** est placée en début de la phrase, elle est séparée de la principale par une virgule.

Example: If you put your case in a calm way, you'll have more chance.

Exercise 2

① I write the verbs in brackets in the appropriate tense.

- a) If my parents are too strict with me, I (leave) home.
- b) You will convince your parents if you (respect) their rules.
- c) If the boys (run) away, we (find) another guide.
- d) If she has a bicycle, she (visit) all her friends.
- e) If you ask for permission, your parents (give) it to you.

② I complete the sentences on the left with the sentences on the right.

1) If you run away from home...	a) they'll change their position.
2) If you put your case in a calm and mature way...	b) the police arrests you.
3) If you communicate with your parents.....	c) you'll pay everything you need yourself.
4) If you find yourself involved in crime, drugs, alcohol, prostitution...	d) you'll be in hospital.
	e) You'll surely find a solution.

③ I translate into French.

If you've no job and no one to support you, what will you do? You have to pay for everything you need. If you find yourself involved in crime, drugs, alcohol and prostitution, you will have trouble with the police. If you are parents, what will be your attitude about your children's friends?

④ I translate into English.

- a) Si nous sommes encore jeunes, nous ne pouvons pas vivre loin de nos parents.
- b) Si je sors avec toi ce soir, nous irons voir un film.
- c) Si je parle à mes parents, nous voyagerons demain.
- d) Si tu es très fatigué, nous irons au marché demain.

Lesson 16: Medicines

Objective: At the end of the lesson, the student must be able to express hypothetical situations.

Text

Medicines help to cure or to prevent diseases. The medicines that cure diseases are sold in a drugstore. To buy them, you need a medical prescription. However, for some medicines such as syrups, analgesics, etc., a prescription is not necessary. A prescription is individual; it should not be shared with someone. Medicines have effects on the human body, so before using them you must read carefully the directions for use and respect the posology.

The medicines that prevent diseases are called vaccines. Vaccines are very important for children because they protect them against mortal diseases such as measles, polio, tuberculosis, tetanus... In Chad, many children die very young because they have not received the prescribed vaccines in time. If they have been vaccinated, they would have been saved.

Vocabulary

to cure a disease: guérir une maladie.

medicines: médicaments

a prescription: une ordonnance

a drugstore: une pharmacie

measles : rougeole

Exercise 1

I answer the questions.

1. What are medicines used for? 2. Where can you buy medicines? 3. Why must medicines be used carefully? 4. Why are vaccines important for young children? 5. Why do many children die very young in Chad?

Grammar: If clause + would/would have

- **If + preterit simple + conditional would.**

Would exprime l'action moins probable du futur dans le passé.

Example: If they arrived in the morning, I would see them.

Pour exprimer l'irréel dans le présent, on emploie le préterit modal c'est- à- dire **were** à toutes les personnes.

Example: If I were they, I would take these medicines. (Si j'étais à leur place, je prendrais ces médicaments.)

- **If + pluperfect(past perfect) + conditional (would have)**

Would have exprime l'irréel dans le passé.

Example: If the parents had gone to the clinic, they would have met the doctor. (Si les parents étaient partis à la clinique, ils auraient rencontré le docteur).

- ① I fill in the blank in the text with the following words: *measles, vaccines, sick.*

Children have caught because they have not been vaccinated. If they had received thethey would not have been.....

② I write the verbs in brackets in the correct form.

- a) If I (go) to the clinic, I would have seen the doctor.
- b) This baby would walk at about one year if he (suck) his mother's milk.
- c) This boy would have been cured if he (take) regularly his medicines.
- d) If the teacher (travel) this week, I will not go to school.
- e) If you had worked hard, you (succeed) in your exam.

③ I complete these sentences using if clause.

Example: They had visited the town (they have time) = They would have visited the town if they had had time.

- a) I would help you (you ask me).....
- b) We would have stayed here (you stay too).....
- c) We would enjoy the concert (we got seats in the front).....
- d) They would have been here (they start early)

④ I translate into French the following sentences.

- a. Some medicines cure diseases and some other prevent them.
- b. Nowadays, many children die from measles. If they had received the vaccines, they would have been prevented from deseases.

⑤ In pair or in small groups.

- a) I discuss about the importance of vaccines.
- b) I write three sentences about the necessity of taking the prescribed medicines.

Lesson 17: Vaccination

Objectives: At the end of the lesson, the student must be able talk about health and to compare two elements.

Text

Vaccination protects children against many childhood diseases. Without vaccination many children will die or be handicapped. In many countries, the campaigns of vaccination have contributed to save millions of lives. However that's not enough. Families must be convinced to have their children vaccinated within the required period. They must also complete the series of vaccination and recall; otherwise the vaccines will not have any effects. Vaccinated children are healthier than those who are not vaccinated.

Media such as radio, television and newspapers play an important role in the public sensitization. Children are more vulnerable than adults. In fact most of the children who die of whooping cough, polio or measles are less than one year old. That's why it is vital to vaccinate them as early as possible.

Every woman between 15 and 44 years old must be vaccinated against tetanus. Pregnant women who are vaccinated are less vulnerable than those who are not. Prevention is better than cure.

Vocabulary

to convince : convaincre

a recall : un rappel

a sensitization: une sensibilisation

a cough : une toux

a whooping cough : la coqueluche

Exercise 1

A. I choose the correct answer.

1. Vaccination is useful because:

- a. It cures the diseases.
- b. It prevents the diseases.
- c. It has effects.

2. It is vital to vaccinate a child as early as possible because:

- a. Children are vulnerable.
- b. Vaccines have no effect on adults.
- c. Vaccines are free.

B. I answer the questions.

- a. What happen to children who are not vaccinated?
- b. What vaccine must every woman between 15 and 44 take?

Grammar: The comparative of adjectives and adverbs

1. Le comparatif d'égalité

- Le comparatif d'égalité se construit de la même manière pour tous les adjectifs et adverbes. (**as** + adjective / adverbe + **as**).

Examples: Ali is as tall as his brother.
- Dans une phrase négative on emploie **not as** + adjective/adverbe + **as** ou **not so** + adjective/adverbe + **as**.

Example: The weather in August is not as (not so) cold as in December.

2. Le comparatif de supériorité

- Le comparatif de supériorité des adjectifs et adverbes courts se forme de: **adjective/adverbe + er + than**.

Example: The door is higher than the window. Mana is stronger than his brother.

NB: L'addition du suffixe *er* entraîne quelques fois des modifications orthographiques.

Examples: lazy = lazier; dirty = dirtier; big = bigger; fat = fatter.

- Sont considérés comme adjectifs courts, les adjectifs d'une syllabe et certains adjectifs de deux syllabes comme *clever, simple, gentle, dirty...*
- Le comparatif de supériorité des adjectifs et adverbes longs se forme de **more + adjective/adverb + than**.

Examples: Measles are more dangerous than chickenpox. Zara speaks more loudly than Kadidja.

NB : Il existe des comparatifs irréguliers : *Good (better), bad (worse), far (farther), old (older, elder)*

3. Le comparatif d'infériorité

Le comparatif d'infériorité se construit de la même manière pour tous les adjectifs et adverbes : **less + adjective/adverb + than**.

Examples: Mr. Mbaita is less old than Mr. Ngaro.

This car is less expensive than yours.

Exercise 2

① I fill in the blanks using the comparative of superiority of the adjective in brackets.

- A pig is..... a goat (ugly).
- I am my friend (tall).
- This boy is his grand sister (strong).
- I don't think your house is..... mine (beautiful).
- He is his friend (handsome).

② I make sentences with the following structures.

Example: not as + big + as = Bongor is not as big as N'Djamena.

- more +expensive + than
- big+ er + than
- as + quick + as
- less +strong + than
- not so +high + as

③ I translate into French the following sentences.

- Football is more popular than handball.
- In Chad women are more numerous than men.
- Hyena is less clever than hare.

- d) Are your exercises as difficult as mine?
- e) Influenza is not as dangerous as cholera.

④ I translate into English.

- a) Le salon est plus vaste que la cuisine.
- b) Il ne sera pas aussi célèbre que son père.
- c) Moussa est aussi nerveux que son cadet.
- d) Le lait est meilleur pour la santé que le café.

Pronunciation: Intonation

The entire variation of pitch while speaking is called intonation. A very obvious difference in intonation can be observed when looking at statements and questions.

- When someone utters an echo or asks declarative questions like (he found it on the street?), the intonation (i.e. the voice) is rising to a higher pitch at the end.
- When someone asks a wh-question like (Where did he find it?) or utters a statement like (He found it on the street.), the intonation (i.e. the voice) is falling to a lower pitch at the end.
- Yes or no questions (Did he find it on the street?) often have a rising end, but not always.

Lesson 18: The cholera

Objectives: At the end of the lesson, the student must be able to talk about diseases and to make comparisons using the superlative.

Text

Malik is seeking information about cholera. He is talking with Dr Fatimatou.

Malik: Please doctor, tell me about cholera.

Dr Fatimatou: Cholera is the most severe form of disease caused by germs called choleric vibrio. The germs are found in polluted waters or in a contaminated person's vomits, excrements and clothes.

Malik: And what are the symptoms of this disease?

Dr Fatimatou: The most obvious symptoms of cholera are profuse diarrhoea and vomiting. Diarrhoea and vomiting cause important loss of water from the human body. This phenomenon is called dehydration. Dehydration may lead to death in a few hours.

Malik: How can somebody catch cholera?

Dr Fatimatou: You can catch cholera if you drink polluted water, or eat contaminated food or if you eat without washing your hands.

Malik: And how can one avoid cholera, doctor?

Dr Fatimatou: The best ways to avoid cholera is the practice of individual and environmental hygiene. You must then:

- wash your hands with soap and clean water after having been to the toilets, before eating and cooking ;
- use latrines and never defecate in open air, especially near a river, water drains, etc....
- throw children's defecations exclusively in the latrines. Always cover the toilets with a cap.

You must also practice water and food hygiene.

Malik: Thank you very much, Doctor.

Vocabulary

obvious: évident

profuse: abondant

to seek : chercher

a water drain: un caniveau

a choleric vibrio: un vibron cholérique

Exercise 1

I. I choose the right answer.

1. Cholera is caused by
 - a) a mosquito.
 - b) a choleric vibrio.
 - c) dehydration.
2. One can avoid cholera by
 - a) practicing individual hygiene.
 - b) eating hot food.
 - c) drinking a lot of water.

II. I answer the questions.

1. What are the best ways to avoid cholera?
2. What may happen to someone who is dehydrated?
3. What are the symptoms of cholera?

Grammar: The superlatives

1. Le superlatif de supériorité

- Le superlatif de supériorité des adjectifs et adverbes courts se forme de: **the +adjectif/adverbe + est.**

Example: John is the smallest boy of the school.

- Pour les adjectifs et adverbes longs le superlatif de supériorité se forme de: **the + most + adjective.**

Example: Ali is the most intelligent student of the class.

NB: Il existe des superlatifs irréguliers.

Examples : good/well = the best, bad = the worst, far=the farthest , old = the oldest/eldest

2. Le superlatif d'infériorité

Le superlatif d'infériorité des adjectifs et adverbes courts et longs se forme de: **the least + adjective.**

Example: The least expensive medicines are generally found in public hospitals.

Exercise 2

① I choose either the comparative or the superlative in the following sentences.

- a) This dress is by far (beautiful) in the shop. It's (nice) than the red one and (expensive) than the green one.
- b) Many people think that learning English is (easy) than learning Arabic.
- c) Finally I think I'll buy (cheap) of the two cars. I know the other one is (fast) and (comfortable) but it is just too expensive.

② I form the superlatives (superiority and inferiority) of the following adjectives; *great, long, difficult, intelligent, pretty.*

③ I fill in the gaps with the correct forms of the adjectives.

- a) Mary is the in her class (taller/ tallest).
- b) Between Moussa and Mahamat, who is the(handsome /more handsome).
- c) English is the subject of mine(better/best).
- d) Iko is than Nassar (younger/youngest).
- e) Hunting with net wasthan ploughing (more dangerous/ most dangerous).

④ I translate into English.

- a) Pour éviter le choléra il faut pratiquer l'hygiène corporelle et environnementale.
- b) Il n'y a pas de vaccin contre le choléra.
- c) Les personnes contaminées vomissent et font des diarrhées abondantes.
- d) Les personnes qui souffrent de choléra sont soignées et sont toujours isolées.
- e) Le SIDA est la pire des maladies que je connais.

⑤ I translate into French.

The most obvious symptoms of cholera are profuse diarrhoea and vomiting. Diarrhoea and vomiting cause important lost of water from the human body. This phenomenon is called dehydration. Dehydration may lead to death in a few hours.

Lesson 19: Water

Objective: At the end of the lesson, the student must be able to make descriptions using the relative pronouns.

Text

Water is something that anybody needs for living. We drink water when we are thirsty. Water, which is important, contributes to cleanliness and salubrity. We find it in all of our daily activities: washing clothes, dishes our body, cooking food, cleaning the houses, watering plants, flowers and trees.

People who build houses use water. We can get water from rivers, lakes, seas, oceans, wells. Water comes also from rain. It helps to get electricity. People use a lot of water mainly in the factories which produces beer and sugar. Water is also used to cool engines when they become hot.

Water is necessary for life but sometimes, it can be also dangerous. When there is lot of water, there is flood. Flood causes diseases such as cholera and diarrhoea. To be healthy people must drink clean and safe water. In case of drought, life becomes more difficult.

Vocabulary

a factory: une usine

to cool: refroidir

to water: arroser

a flood: une inondation

a drought: une sécheresse.

to grow : cultiver

Exercise 1

I answer the questions.

1. Why is water necessary for life?
2. Where can one get water?
3. What do people use water in some engines for?
4. Do you think any water is good to drink? Why?
5. What are the consequences of a flood?

Grammar: The relative pronouns – Who - Whom- Which - That

- **Who** introduit une proposition relative. Il remplace un nom que l'on appelle antécédent. Who est employé pour les personnes.

Example: The young boy who is next to you is a good football player.

- **Which** introduit une proposition relative lorsqu'il s'agit des animaux, des choses ou des idées.

Example: The food which she prepares is always delicious.

Quand l'antécédent est une personne complément, on utilise **Whom** simplifié par who.

Example: The wife who(m) we talk about this morning is an excellent cooker.

- **That** est employé lorsque l'antécédent est une chose ou une notion. Il est rarement employé quand l'antécédent est une personne.

Examples: The coffee that you like very much becomes expensive.

The car that I drive is my uncle's.

The persons and animals that lived in that village were killed.

Remarque: **Whom, which, that** peuvent être omis s'ils sont employés comme complément.

Examples: The wife who(m) we talk about this morning is an excellent cooker. = The wife we

talk about this morning is an excellent cooker.

The food which she prepares is always delicious. = The food she prepares is always delicious.

The coffee that you like very much becomes expensive. = The coffee you like very much becomes expensive.

Exercise 2

① I fill in the blank with the suitable relative pronouns: *whom, which, who* or *that*.

- I prefer the tablets.....cured John last time.
- The personenters the room is a doctor.
- I observe the birds.....live on this tree.
- That is the man.....I talked about yesterday.
- This is the waterpeople mustn't drink.

② I write sentences using the following words: *that, who, which, whom*.

③ I omit the relative pronoun in the following sentences when possible.

- I like the music that he plays.
- I don't know the man who is at the door.
- The house that is in front of ours has a very large garden.
- The girl whom we met was quite nice.
- The horse which you found yesterday is Adoum's.

④ I translate into English.

- L'eau propre que je veux boire est sur la table.
- Les enfants qui jouent dans l'eau sale sont tombés malades.
- Le chat qu'il aime est noir.
- Le mouton que nous avons acheté est gros.
- Ce sont les seules filles que j'ai invitées.

Lesson 20 : Fighting against malaria

Objectives: At the end of the lesson, the student must be able to talk about health and to express quantities.

Text

Halimé is a student. She meets the nurse of the village. They talk about malaria.

Halimé: Please madam, I would like to know what malaria is.

Nurse: Malaria is a parasitic disease transmitted by an infected female mosquito.

Halimé: How can someone contract malaria?

Nurse: One can contract malaria when bitten by an infected female mosquito.

Halimé: Is malaria very dangerous?

Nurse: Yes, it is. In Africa, this disease kills many children under five years and pregnant women. It is said that in Africa, one child dies because of malaria every 30 minutes.

Halimé: How do you know that a person is suffering from malaria?

Nurse: In general, a person suffering from malaria has fever, headache, and feels very tired. He or she also shivers. The other signs are vomiting, diarrhoea, and the lack of appetite.

Halimé: How can we avoid malaria?

Nurse: To avoid malaria, you have to destroy the mosquito nest which is in the dirty and stagnate water. You must spend your night under a treated mosquito net.

Vocabulary.

to sweat: transpirer.

to shiver: frissonner, trembler.

to bite: piquer.

Exercise 1

1. I answer the questions.
 - a. How is malaria transmitted?
 - b. How can people avoid malaria?
 - c. What are the signs of malaria in general?
 - d. Who are the main victims of malaria in Africa?
2. I underline the correct definition of the following items.
 - a) The job of a nurse is:
 - to give advice to people
 - to treat people
 - to look after sick people
 - b) A mosquito net is a device used to
 - kill mosquitoes
 - protect from mosquitoes
 - treat malaria
 - c) To shiver means:
 - to sweat
 - to convulse
 - to tremble

Grammar: Cardinal numbers; Articles (a/an, the, some)

1. Cardinal numbers

- Les nombres cardinaux sont placés seulement devant des noms dénombrables.
Examples: 1 pen, 10 boys, 15 bottles, 19 rooms.....
- Devant les noms non dénombrables exprimant la quantité, on emploie **some**.
Examples: some milk, some water, some porridge.....
- Certains noms non dénombrables sont considérés généralement comme des noms collectifs. Ils sont utilisés en anglais avec les verbes au singulier.
Examples: furniture, hair, luggage, advice, information, knowledge.
My hair is black (mes cheveux sont noirs) ;
His advice is helpful (ses conseils sont utiles).

2. The articles

2.1 L'article indéfini a/an

- L'article indéfini 'a' est placé devant un son consonne et 'an' devant un son voyelle.
Examples : - a table, a chair, a class, a tree, a person, a uniform, a half...
- an animal, an hour, an exercise, an armchair...
- L'article a/an ne s'emploie que devant un nom dénombrable singulier. Il se place également devant un nom attribut, après as, what et such, suivi d'un dénombrable singulier dans les tournures exclamatrices.

Examples: John asks questions as a doctor! What a dangerous disease malaria is!
Give me such a tablet, it can cure me.

2.2 L'article défini the.

- L'article défini **the** est invariable en genre et en nombre. Il se traduit en français par **le, la, les**.

Examples: the father, the mother, the fathers, the mothers.

- Devant un son consonne, **the** se prononce [ðə]. *Example : the mosquito.*
- Devant un son voyelle, **the** se prononce [ði]. *Example : the energy.*
- Quand on veut donner un sens emphatique à un nom, il se prononce [ði].
Example: The very wise, the famous king.

2.3. Emploi de l'article défini.

- On ne peut employer 'the' que si le nom est bien déterminé, c'est -à- dire si l'on sait de quelle personne, quel animal ou objet il s'agit.

Examples : Give me the book (il n'y en a qu'un, ou bien je le montre). The car that I bought yesterday is powerful. (Il ne s'agit pas de n'importe quelle voiture.)

- **L'article défini 'the'** s'emploie devant :
 - un nom unique en son genre. *Examples: the moon, the sun, the earth...*
 - les adjectifs pris comme un nom. *Examples: the rich, the poor.*

The ne s'emploie pas devant des noms de repas, de pays. *Examples: lunch, breakfast, dinner, Cameroon, Nigeria, Chad. Mais The United States of America, The United Kingdom...*

Exercise 2

- ① I write sentence susing the articles *a; an; the*.

② I write sentences using the cardinal numbers in full letters 30; 471; 962.

③ I write the following sentences in the singular.

- a) There are flies on the leaves and animals in the cages.
- b) The children are eating apples and cherries.
- c) These families live in those buildings.
- d) Students who work hard will succeed.

④ I translate into French the following text.

Malaria kills many children under five years and pregnant women. It is said that in Africa, one child dies of malaria every 30 minutes.

Lesson 21: Nelson Mandela, the hero of anti-apartheid

Objectives: At the end of the lesson, the student must be able to talk about a famous person he /she knows and to talk about the past actions linked to the present.

Text

Although born in Mvezo in the Eastern Cape in 1918, Rolihlahla Nelson Mandela has called Johannesburg home since 1941.

When Mandela first arrived in Johannesburg he was 22 years old and he came to the city as many people do, looking for better opportunities.

After completing his LLB he enrolled at the University of the Witwatersrand and while studying there he was exposed to a diverse range of cultures, religions and languages as well as radical liberal and Africanist theory.

In 1960 the ANC was banned and Mandela went underground. While in hiding, he travelled across Africa undergoing military training. Upon his return, he was arrested and sentenced to five years in prison for leaving the country illegally and incitement and sent to Robben Island.

Mandela was then brought back to Pretoria and charged with nine others as part of the Rivonia Trial. Following a year-long trial he was sentenced with six others to life imprisonment on Robben Island.

After his release in 1991, Mandela played a pivotal role in the transition to democracy and he became the first democratically elected President on April 27, 1994.

Since then Gauteng has been his home. From Soweto to the presidential residence called Mahlamba Ndlopfu (the New Dawn) to his current home in Houghton, Mandela has made his life in the economic heart of South Africa.

In June 2004 at age 85, Mandela announced that he would be retiring from public life. His health has been declining for recent years and he wants to enjoy time with his family as long as his health allows it. He has made an exception, however, for his commitment to the fight against racial practice.

Gauteng .net 2013

Vocabulary :

to ban: interdire, bannir

to go underground: prendre le maquis, aller en exil

to undergo: subir; entreprendre

to be sentenced: être condamné

a trial: un jugement, un procès

a release: une libération, un acquittement

Exercise 1

I. I answer the following questions.

- a) Where and when was Nelson Mandela born?
- b) How long has Nelson Mandela called Johannesburg home?
- c) Why did Mandela go underground?

II. I underline the correct answer.

1. Nelson Mandela arrived in Johannesburg:
 - a) to study
 - b) to get a good job
 - c) to spend a holiday.
2. Mandela was arrested and sentenced because:
 - a) He travelled across Africa undergoing military training.
 - b) He joined the Africa National Congress.
 - c) He left illegally the country and incitement.

Grammar: The Present perfect

1. Forme

Le *present perfect* se forme avec l'auxiliaire *have* au présent suivi du participe passé du verbe (**Have, Has + past participle of verb**).

Example : to call in different forms

Forme affirmative	Forme négative	Forme interrogative
I have called	I have not called	Have I called?
You have called	You have not called	Have you called?
He, she, it has called	He, she, it has not called	Has he, she, it called?
We have called	We have not called	Have we called?
You have called	You have not called	Have you called?
They have called	They have not called	Have they called?

2. Emploi

On emploie le *present perfect*:

- Si une situation qui s'est déroulée dans le passé a une incidence ou des conséquences sur le présent.

Example: *Mandela has made his life in the economic heart of South Africa.*

- Si une action commencée dans le passé continue dans le présent. Pour cela on peut employer *since* ou *for*.

Examples: *Nelson Mandela has called Johannesburg home since 1941. He has lived in Johannesburg for 72 years.*

- Si une action passée n'est pas située dans une période bien déterminée.

Example: *I have already seen that film.*

- Si une action est accomplie dans une période qui n'est pas encore terminée.

Example: *I have left my office this evening at 2 p.m.*

- Si l'on veut insister sur la durée écoulée ou sur le temps passé depuis le début de l'action, on associe la tournure *be + ing* au *present perfect* avec **for** ou **since**.

Example: *His health has been declining for recent years/ his health has been declining since 2004.*

Remarques : **Since** (depuis) + **present perfect** marque le point de départ d'une action et **for** (depuis) + **present perfect** marque la durée d'une action en heures, jours, mois, années, etc. Dans les phrases avec **since** ou **for**, le *present perfect* est traduit par le présent simple français.

Exercise 2

- ① I write the following sentences in the present perfect simple using the verbs in brackets.
 - a) You.....never.....to Abéché. (travel)
 - b) They can't see her, she.....already..... (leave)
 - c) Saleh can't come. He.....a cold. (catch)
 - d)you ever.....that book? (see)
 - e) Daba.....his homework this week. (finish)

② I complete with since or for.

- a) I have been playing the guitar.....I was ten.
- b) Moussa has been wearing glasses.....six months.
- c) You have been watching TV.....three hours now. Turn that TV off.
- d) Linda has been living in Doba.....September 1995.
- e) My father says he has been driving a car.....he got married.

③ I write two sentences using the present perfect simple and two others using the present perfect progressive.

④ I translate into English.

- a) Je travaille depuis deux jours.
- b) Ali a déjà lu ce livre.
- c) Avez-vous vu ma sœur Djonta cet après midi ?
- d) Ils n'ont pas fini leur leçon depuis 14 heures.

Lesson 22: Slave traders

Objective: At the end of the lesson, the student must be able to tell a history using the past perfect.

Text

The other crucial event that would play a role in the development of America was the arrival of Africans to Jamestown. A Dutch slave trader exchanged his cargo of Africans for food in 1619.

Jamestown had exported 10 tons of tobacco to Europe and was a boomtown. The export business was going so well, the colonists were able to afford two imports which would greatly contribute to their productivity and quality of life; 20 Blacks from Africa and 90 women from England. The Africans were paid for in food; each woman cost 120 pounds of tobacco. The Blacks were bought as indentured servants from a passing Dutch ship low on food, and the women were supplied by a private English company. Those who married the women had to pay their passage--120 pounds of tobacco.

In fact, the first twenty "Negar" slaves had arrived from the West Indies in a Dutch vessel and were sold to the governor and a merchant in Jamestown in late August of 1619, as reported by John Rolfe to John Smith back in London.

Although the number of African American slaves grew slowly at first, by the 1680s they had become essential to the economy of Virginia. During the 17th and 18th centuries, African American slaves lived in all of England's North American colonies. Before Great Britain prohibited its subjects from participating in the slave trade, between 600,000 and 650,000.

Chronology on the history of slavery - Eddie Becker- 1999

Vocabulary

A slave: un esclave

boomtown: ville prospère

a passing on : une transmission

to afford: se permettre, avoir les moyens

an indentured servant: un employé sans salaire

a vessel : un bateau

Exercise 1

I answer the questions.

1. What did a Dutch slave trader exchange his cargo of Africans for?
2. How many tons of tobacco had Jamestown exported to Europe?
3. What did those who married the women do?
4. According to John Smith, when had the first twenty "Negar" slaves arrived from the West Indies?
5. Where did African American slaves live during the 17th and 18th centuries?

Grammar: The past perfect

I. Forme

Le past perfect se forme avec l'auxiliaire have au préterit suivi du participe passé du verbe (**Had + past participle of verb**).

Example : to see in different forms

Forme affirmative	Forme negative	Forme interrogative
I had seen	I had not seen	Had I seen?
You had seen	You had not seen	Had you seen?
He, she, it had seen	He, she, it had not seen	Had he, she, it seen?
We had seen	We had not seen	Had we seen?
You had seen	You had not seen	Had you seen?
Tl 1 1	Tl 1 1	Tl 1 1 2

II. Emploi

- Pour exprimer une action qui s'est produite avant une autre dans le passé, on se sert du past perfect, l'équivalent du plus-que-parfait. Si l'on décrit les deux actions, on utilise le past perfect
- Pour exprimer celle qui s'est produite la première, et le past simple pour celle qui s'est produite après.

*Example: After we had had lunch at a restaurant, we went to the cinema.
They had left when we arrived.*

Exercise 2

- ① I write the following sentences in the past perfect adding **before**.

Example: Adoum saw the film = Adoum had seen this film before.

- a) I was in Cameroon.
- b) We ate a lot of sweets.
- c) Gamy read the newspaper.
- d) They said something to me.
- e) Patricia lost her key.

- ② I transform the following sentences according to the example given.

Example: they left, then we arrived = we arrived after they had left.

- a) We walked three miles, then we saw a house.
- b) I finished my work, then I went to bed.
- c) He read his newspaper, then he stood up.
- d) I saw the film, then I decided to buy the book.

- ③ I write the following sentences in the past perfect.

- a) When I went to the car park, I found that my car.....(be stolen).
- b) Hassan.....(live) in France for 4 years before he could speak French fluently.
- c) "Where.....(you, be)?" she said when I finally turned up.
- d) Elizabeth.....(finish) her work when her sister proposed to help her.

- ④ I translate into French the following.

- a) I had known Helene before she arrived in our country.

- b) They had decided to leave when their guest arrived.
- c) Moussa had written to his mother before he went to the downtown.
- d) Had you travelled in Yaoundé when your father arrived?

Lesson 23: Bemba's departure abroad

Objective: At the end of the lesson, the student must be able to give an advice.

Text

Bemba leaves his native country to study abroad. Before leaving, his father advises him about the regard of the culture of his destination place.

“Bemba, now you are leaving your country for another one to continue your study. You ought to know that each nation has its own culture, that is to say the intellectual, artistic, religious productions differ from one nation to another. They see that nobody to deride them. Even the administrative authorities don’t come to a decision which frustrates them if not they are rejected.

Therefore, as soon as you arrive there, you should pay more cautions so that you don't incur their hatred upon you. You should avoid despising their languages, their food, their dance, briefly, their way of doing. If you want to act, or to speak, you had better request advice so that you don't mistake in your behavior.

I am sure that if you respect what I am telling you, you will never face problems during your stay abroad.”

Vocabulary

to deride: bafouer

to pay cautions: faire attention

to incur hatred: attirer la haine

to mistake : se tromper

a stay : un séjour

abroad: à l'étranger

Exercise 1

I read the text above and I answer the following questions.

1. According to the text, do all nations have the same culture? Justify your answer.
 2. What happened if the administrative authorities come to a decision which frustrates them?
 3. What should Bemba do as soon as he arrives?
 4. What else should Bemba do to avoid incurring people's hatred upon him?

Grammar: Should, ought to, had better

1. Should

Should est le plus couramment utilisé pour tout ce qui concerne les conseils. Il respecte pour cela les règles qui s'appliquent aux modaux:

- **Forme affirmative:** Il est directement suivi de la base verbale, c'est-à-dire de l'infinitif sans 'to'.
Example : You should do your homework.
 - **Forme négative:** on utilise should not, qu'on peut contracter en shouldn't.
Example: You should not go out tonight = You shouldn't go out tonight.

Note: Il faut utiliser de préférence la forme contractée. La forme complète ne s'utilise que dans les cas où on veut marquer fortement son désaccord (formule d'insistance).

2. Ought to

Ought to a un fonctionnement semblable à **should**. Il a presque le même sens, mais il est moins fréquent que **should**. Utilisez de préférence **should** quand le contexte le permet.

Ought to insiste sur une obligation morale ou sur une pression exercée sur quelqu'un, alors que **should** se réduit au simple rôle de conseil. Noter au passage que 'should' se traduirait plus volontiers par 'tu devrais' (forme atténuée, polie), alors que **ought to** se traduirait par 'tu dois' (presque un ordre).

Ought to s'utilise principalement à la forme affirmative.

Example: You ought to do your homework.

Forme négative: *Example: You oughtn't to eat so much chocolate.*

3. Had better

Had better est tout aussi fréquent que **should**. Il contient l'idée qu'on a le choix entre deux choses et que quelqu'un conseille une chose plutôt qu'une autre. En français, on pourrait le traduire par 'tu ferais mieux'.

NB : **Had better** est très souvent contracté en "d better". Dans ce cas, le "d" est la contraction de had et non de would!

- **Forme affirmative:** *Example: He'd better work hard if he wants to have a good mark.*

Forme négative: on place la négation près de la base verbale. *Example : He'd better not spend his time playing.*

Exercise 2

- ① I transform the following sentences using *should* or *shouldn't*.

Examples: Remadji eats too much = Remadji shouldn't eat too much.

Remadji doesn't eat enough = Remadji should eat enough.

- a) Baïdi smokes too much.
- b) We don't work hard.
- c) He is not careful enough.
- d) Djibrine spends too much money.
- e) You don't play well enough.

- ② I transform the following sentences using *ought to*.

Example: Fatimé rarely sees her grandmother (visit her grandmother more often) = Fatimé ought to visit her grandmother more often.

- a) He really smokes too much (stop smoking).
- b) You haven't telephoned your parents for twenty days (give them a ring).
- c) I am too fat (lose weight).
- d) Your father has a stomachache (go to the hospital).

- ③ I give advice using had better.

Example: Why don't you wear dark glasses? = You had better wear dark glasses.

Why do you wear dark glasses? = You had better not wear dark glasses.

- a) Why do you spend your money?
- b) Why doesn't your sister study?
- c) Why do you speak loudly?
- d) Why don't they see a doctor?

e) Why do you arrive late every day?

④ I translate these sentences into French.

- a) Fokisia shouldn't drink beer.
- b) She oughtn't to drive so fast.
- c) You had better be more careful.
- d) They had better not be absent if they want to succeed.
- e) Idriss should drink fresh water.

Lesson 24: Why is cultural heritage important?

Objective: At the end of the lesson, the student must be able to express the cause of a situation.

Text

A student is seeking information about the richness of African culture.

Student: People talk about cultural property, what is it?

Historian: Cultural property is a movable or immovable property of great importance to the cultural heritage of every people.

Student: What does this refer to?

Historian: This refers to monuments of architecture, art or history, either religious or secular archaeological sites, groups of buildings. Others are works or arts, manuscripts, other objects of arts, music and dance.

Student: Rightly, let us talk about music and dance. Why do all sub-Saharan traditions emphasize singing?

Historian: All sub-Saharan traditions emphasize singing, because song is used as an avenue of communication. Because many African languages are "tone languages," in which pitch level determine meaning, the melodies and rhythms of songs generally follow the intonation contour and rhythms of the song texts.

Student: What about dance?

Historian: African traditions also greatly emphasize dance, for movement is regarded as an important mode of communication. For this purpose the dance utilizes symbolic gestures, mime, props, masks, costumes, body painting, and other visual devices.

Student: Since we are talking about traditional African music and dance, could you list the musical

instruments they use?

Historian: Drums are among the more popular African instruments, but other important percussion instruments include clap-sticks, bells, rattles, slit gongs, struck gourds and clay pots, stamping tubes, and xylophones. African stringed instruments include the musical bow, lute, lyre, harp, and zither. The flute, whistle, oboe, and trumpet are among the African wind instruments.

Student: Oh! They are really various. Thank you for giving me information.

Historian: Thank you gentleman.

Vocabulary

a pitch: un ton.

a prop: un accessoire.

a zither: un citare.

a whistle: un sifflet.

an oboe: un hautbois.

astringed instrument: un instrument à corde.

Exercise 1

1. I answer by True or False.

- a) A cultural property is only a movable property of great importance to the cultural heritage of every people.
- b) African traditions emphasize singing because song is used as an avenue of communication.
- c) African traditions also greatly emphasize dance for dance can communicate.
- d) Drums are only the more popular African instruments.
- e) Lute, lyre, harp and zither are among the African wind instruments.

2. Translate these traditional instruments in French

Zither, gourd, flute, balaphon, harp, drum

Grammar: Conjunctions of cause

Pour exprimer la cause d'une situation quelconque, on emploie les conjonctions de cause comme : because, as/since et for.

- **Because (parce que)**

Example: I was late because I missed the 8 o'clock bus.

- **As/since (puisque, comme)**

Example: since we were late, we couldn't get a seat.

For (car)

Example: I asked him to stay for tea, for I had something to tell him.

N.B : La conjonction for ne se trouve jamais en début de phrase et s'emploie rarement dans la langue parlée.

Il ne faut pas confondre **for (car)** conjonction de cause et **for (depuis, pendant)** conjonction de temps.

Exercise 2

① I make two sentences with each of the three conjunctions: *because, as/since, for.*

② I complete the following sentences with: because, as/since and for.

a) I would like him to stay with me.....I am alone.

b)you have refused, I can go.

c) You'd better take a taxi.....you want to go quickly.

③ I translate the following sentences into French.

a) I cannot come to that ceremony because I have an exercise to do.

b) Since you have decided to write him a letter, I will not call him.

c) Susan should not drink coffee for her doctor has already forbiden her.

d) As his father forbids him to go with us, let's go alone.

Lesson 25: Marriage arrangements

Objectives: At the end of the lesson, the student must be able to describe a ceremony and to use the the conjunctions of time.

Text

In **Namwanga**, the man's parents arrange for a Katawa Mpango. This is a highly respected person representing the groom's interests. The groom's family gets ready and decides on a day to visit the girl's family. The girl, after receiving the Insalamu, takes it to her grandmother. This is the official way her family is informed.

Then her grandmother informs her parents and the family. They either accept or reject the proposal. Whatever the decision, they then wait for the man's family to approach them by way of the Katawa Mpango. When he visits, he traditionally will take a manufactured hoe, wrapped in cloth with a handle. The hoe is a symbol for the earth, for cultivation, for fertilization. He carries white beads and small amount of money. The beads and money are put in a small plate covered with another small plate of equal size.

The go-between must know the house of the girl's mother. As soon as he arrives to the girl's mother, traditionally, he knocks on the door before he is invited in. Dramatically he falls on his back and claps his hands. This is to indicate to the girl's marriage panel that he is on a marriage mission. Then he places the hoe and plates on the floor halfway between the marriage panel and himself. The girl's family members listen to him until he finishes explaining his mission and is asked many questions. If no decision is made by the girl's family, the hoe is taken back; beads and money are taken by the girl's family. If a decision of rejection is reached that day, the hoe is taken back. If they accept, the plates are opened and the hoe is accepted once the girl acknowledges she knows the man.

Weddingdetails.com

Vocabulary

a go-between: un intermédiaire.

a groom: un jeune marié.

a panel: un jury.

a bead: une perle.

to reach: atteindre.

to acknowledge: reconnaître.

Exercise 1

1. I read the text and I answer the following questions.
 - a) What does the girl do after receiving the Insalamu?
 - b) Do the girl's parents simply accept the proposal?
 - c) What will the Katawa Mpango take when he visits?
 - d) What does the go-between do to indicate to the girl's marriage panel that he is on a marriage mission?

2. I underline the correct answer.
 - a. The Katawa Mpango represents :
 - the groom's family
 - the girl's family

- the girl's parents
- b. Whatever their decision, the girl's parents:
 - call the man's family.
 - wait for the Katawa Mpango.
 - call the Katawa Mpango.
 -

Grammar: The conjunctions of time: when, after, before, as soon as, until, then

Pour décrire des activités qui se succèdent, on emploie les conjonctions de temps comme when, after, before, as soon as, until, then.

- **When (quand, lorsque)**

Example: When he visits, he traditionally will take a manufactured hoe.

- **After (après)**

Example: After receiving the Insalamu, the girl takes it to her grandmother.

- **Before (avant)**

Example: He knocks on the door before he is invited in.

- **As soon as (dès que)**

Example: As soon as he arrives, he knocks on the door.

- **Until (jusqu'à ce que)**

Example: The girl's family members listen to him until he finishes explaining his mission.

- **Then (puis, alors)**

Example: Then he places the hoe and plates on the floor halfway between the marriage panel and himself.

Exercise 2

① I match the words in column A with their meaning in column B.

A	B
a. a groom	a member of commission
b. a bride	a person who arranges marriage between the two families
c. a panel	a gentleman who is getting married
d. a go-between	a person who celebrates marriages
	a young girl who is getting married

② I write sentences with the conjunctions: *when, after, before, as soon as, until, then.*

③ I complete the following text with appropriate conjunctions: *when, after, before, as soon as, until, then.*

.....the beginning of the ceremony, the protocol prepares the place and welcomes the wedding attendants. They wait.....the couple arrives. the couple enters the room, the wedding attendants get up.....they are asked to sit down.finishing the ceremony, the couple and the guests go back home for the feast.the party ends, the couple is left alone.

④ I translate into English the following text.

Avant l'arrivée du couple, tout le monde reste assis. Lorsque le couple arrive, tout le monde se lève, puis le protocole leur demande de s'asseoir. Dès que la cérémonie prend fin, le

couple rentre pour le banquet. Après avoir fini de manger et de boire les invités dansent et repartent chez eux.

IRREGULAR VERBS

Infinitif	Prétérit	Participe passé	Sens
to be	was/were	been	être
to bear	bore	born	supporter
to beat	beat	beaten	battre
to begin	began	begun	commencer
to bend	bent	bent	courber
to bet	bet	bet	parier
to bind	bound	bound	lier/relier
to bite	bit	bitten	mordre
to bleed	bled	bled	saigner
to blow	blew	blown	souffler
to break	broke	broken	Casser/briser
to breed	bred	bred	élever (bétail, enfant)
to bring	brought	brought	apporter
to build	built	built	construire
to burn	burnt	burnt	bruler
to burst	burst	burst	éclater
to buy	bought	bought	acheter
to catch	caught	caught	attraper
to choose	chose	chosen	choisir
to cling	clung	clung	s'accrocher
to come	came	come	venir
to cost	cost	cost	couter
to creep	crept	crept	ramper
to cut	cut	cut	couper
to deal	dealt	dealt	traiter, distribuer
to dig	dug	dug	creuser
to do	did	done	faire
to draw	drew	drawn	tirer, dessiner
to dream	dreamt,dreamed	dreamt,dreamed	rêver
to drink	drank	drunk	boire
to drive	drove	driven	conduire
to eat	ate	eaten	manger
to fall	fell	fallen	tomber
to feed	fed	fed	nourrir
to feel	felt	felt	sentir, éprouver
to fight	fought	fought	combattre
to find	found	found	trouver
to flee	fled	fled	s'enfuir
to fling	flung	flung	jeter violemment
to fly	flew	flown	voler (oiseau)
to forbid	forbade	forbidden	interdire
to forget	forgot	forgotten	oublier
to freeze	froze	frozen	geler
to get	got	got	obtenir/devenir
to give	gave	given	donner

to go	went	gone	aller
to grind	ground	ground	moudre
to grow	grew	grown	grandir, faire pousser
to hang	hung	hung	accrocher
to hear	heard	heard	entendre
to hide	hid	hidden	cacher
to hit	hit	hit	frapper, atteindre
to hold	held	held	tenir
to hurt	hurt	hurt	blesser
to keep	kept	kept	garder
to kneel	knelt	knelt	s'agenouiller
to know	knew	known	savoir
to knit	knit	knit	tricoter
to lay	laid	laid	poser à plat
to lean	leant, leaned	leant, leaned	s'appuyer
to lead	led	led	mener, diriger
to leap	lept	lept	sauter
to learn	learnt learned	learnt, learned	apprendre
to leave	left	left	laisser/quitter
to lend	lent	lent	prêter
to let	let	Let	laisser/permettre
to lie	lay	lain	être étendu
to light	lit/lighted	lit/lighted	allumer
to lose	lost	lost	perdre
to make	made	made	faire
to mean	meant	meant	signifier/vouloir dire
to meet	met	met	rencontrer
to mow	mowed	mown/mowed	tondre (pelouse)
to pay	paid	paid	payer
to put	put	put	mettre
to quit	quit/quitted	quit/quitted	cesser de
to read	read	read	lire
to getrid of	rid/ridded	rid	débarrasser
to ride	rode	ridden	aller à cheval, bicyclette
to ring	rang	rung	sonner
to rise	rose	risen	s'élever, se lever
to run	ran	run	courir
to saw	sawed	sawn	scier
to say	said	said	dire
to see	saw	seen	voir
to seek	sought	sought	chercher
to sell	sold	sold	vendre
to send	sent	sent	envoyer
to set	set	set	mettre/fixer
to sew	sewed	sewn	coudre
to shake	shook	shaken	secouer
to shine	shone	shone	briller
to shoot	shot	shot	tirer (arme à feu)

to show	showed	shown	montrer
to shrink	shrank	shrunk	rétrécir
to shut	shut	shut	fermer
to sing	sang	sung	chanter
to sink	sauk	sunk	couler
to sit	sat	sat	être assis
to sleep	slept	slept	dormir
to slide	slid	slid	glisser
to smell	smelt	smelt	sentir (odorat)
to sow	sowed	sown/sowed	semer
to speak	spoke	spoken	parler
to spell	spelt/spelled	spelt/spelled	épeler
to spend	spent	spent	dépenser
to spill	spilt/ spilled	spilt/ spilled	reverser (un liquide)
to spit	spat	spat	cracher
to split	split	split	fendre
to spoil	spoilt/spoiled	spoilt/spoiled	gâter, gâcher
to spread	spread	spread	répandre
to spring	sprang	sprung	sauter/bondir
to stand	stood	stood	être debout
to steal	stole	stolen	voler/dérober
to stick	stuck	stuck	coller
to sting	stung	stung	piquer (insecte)
to stink	stank	stunk	puer
to strike	struck	struck	frapper
to strive	strove	striven	s'efforcer
to swear	swore	sworn	jurer
to sweep	swept	swept	balayer
to swell	swelled	swollen	enfler
to swim	swam	swum	nager
to swing	swung	swung	(se) balancer
to take	took	taken	prendre
to teach	taught	taught	enseigner
to tear	tore	torn	déchirer
to tell	told	told	dire
to think	thought	thought	penser
to throw	threw	thrown	jeter
to thrust	thrust	thrust	enfoncer
to tread	trod	trodden	marcher sur, fouler
to wake	woke	woken	réveiller
to wear	wore	worn	porter des habits
to weave	wove	woven	tisser
to weep	wept	wept	pleurer
to win	won	won	gagner
to wind	wound	wound	enrouler, remonter une
to wring	wrung	wrung	tordre
to write	wrote	written	écrire

Bibliographie

Crack at English en 4^{ème} de l'enseignement moyen, CNC
Go for English 4^{ème}

Partenariat
Coopération Suisse
Lycée Saint François Xavier
Label 109



Livret à ne pas vendre

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