



**Anglais**

**5ème**

# English

5<sup>ème</sup>



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## HEALTH

### Lesson 1: Tog is sick

**Objectives:** At the end of the lesson, the student must be able to talk about health and to use the present simple and progressive appropriately.

#### Text

Tog is very sick. His parents wonder what sickness it is. They are afraid to see their child shivering, pale and unable to walk. He cannot eat too. Quickly, his father calls for a male nurse who arrives immediately. When he enters the room, he asks: "What's the matter? How is the boy?" "He has a fever," Tog's father replies.

While the male nurse is still examining the sick child, his grandfather says: "Maybe a witch or a wizard is trying to steal his life from him". For the male nurse, Tog has malaria. So he gives him some medicine to take three times a day during five days. A few hours later, the fever goes down and the miserable boy begins to recover. By the time the male nurse gives advice to the family: "to be healthy, you should wash your hands before eating and wash fruits and vegetable before you eat them. You should also evacuate stagnant water and sleep inside a mosquito-net."

People in the village are very happy with the male nurse's advice. They thank him very much. Thanks to his advice many lives are saved.

#### Vocabulary:

**a mosquito-net:** une moustiquaire

**an advice:** un conseil

**to be afraid:** avoir peur, être effrayé

**a kind:** une espèce

**a male nurse :** un infirmier

**to shiver :** trembler, frissonner

**a witch :** une sorcière

**a wizard:** un sorcier

**thanks to:** grâce à

#### Exercise 1

1. How is the young boy? 2. What's his name? 3. Do his parents know anything about his illness? 4. Why are they afraid? 5. What does the male nurse give to the sick boy? 6. What should people do to be healthy?

#### Grammar: The present simple and the present progressive

##### I. The present simple

###### 1. Forme

*Example : To play*

Forme affirmative	Forme interrogative	Forme négative
I play	Do I play?	I do not play
<b>You play</b>	Do you play?	You do not play
<b>He /she/it plays</b>	Does he/ she/it play?	He/ she/it does not play
We play	Do we play?	We do not play
You play	Do you play?	You do not play
They play	Do they play?	They do not play

**Remarque :** Pour conjuguer un verbe au présent à la forme interrogative on utilise toujours **do, does**, placé avant le sujet. **Do, does**, sont suivis de **not** ou **n't** à la forme négative. A la forme affirmative le verbe prend toujours 's' à la troisième personne du singulier.

## 2. Emploi

Le présent simple s'emploie pour exprimer une action habituelle, qui se répète régulièrement ou des vérités générales. Il est souvent accompagné d'adverbes comme **often, everyday, sometimes, always, never**.

*Examples: She works every day. The sun rises in the East.*

## II. The present progressive

### a. Forme

Le présent progressif se forme avec **to be (au présent) + verbe + ing**

### b. Emploi

Le présent progressif s'emploie pour décrire une action qui se fait en ce moment c'est-à-dire, en progrès, en train de se faire. Il est souvent accompagné de *now, at the moment* (maintenant, en ce moment). .....

*Examples: She is working now. He is not listening to the radio at the moment.*

*Is he writing a letter now?*

## Exercise 2

① I write the verbs in brackets in the present simple.

a) I usually (drive) to work – b) We (get up) at six every morning – c) She (go) to the market once a week – d) David (like) playing football.

② I put the following sentences in the present progressive.

a) My grandfather sleeps in his armchair – b) We wait for a taxi – c) They work in the garden – d) It rains – e) The children sing.

③ I write the following sentences in the negative and the interrogative.

a) Adoum works on Sundays – b) We're going to the cinema tonight – c) Hamit likes coffee - The boys are drinking water – d) She teaches English.

④ I Translate into English.

Mariam est malade. Elle a le paludisme. L'infirmier lui donne des médicaments. " Tu dois toujours dormir sous une moustiquaire" lui dit-il.



## FOOD

### Lesson 2: At the school cafeteria

**Objectives:** At the end of the lesson, the student must be able to ask for price, express quantities and to use possessive case.

#### Text

Gansem, Iko and Moussa are good friends. Every day, they are together. Last week they wanted to buy some food at the school cafeteria. They entered and talked with the waitress:

**Moussa:** What is there in the menu?

**Waitress:** There is a lot of food: fish, beans, soup, eggs and bananas.

**Moussa:** How much is the fish?

**Waitress:** It is five hundred francs. How many courses do you want?

**Moussa:** Give us three courses and three bananas.

**Iko:** Where is your sister who works with you?

**Waitress:** She went to the village last week to attend her brother's wedding.

#### Vocabulary:

**a waitress:** une servante

**a course:** un plat

**an egg :** un œuf

**to attend:** assister à

**a wedding :** un mariage

#### Exercise 1

1. Who are Gansem, Iko and Moussa? 2. Why did they enter the school cafeteria? 3. What food do they order? 4. How much is the fish course? 5. Where is the waitress's sister?

#### Grammar:

##### I. There is, there are (il y a):

**There is** est suivi d'un nom singulier, **there are** d'un nom pluriel.

*Examples: There is a car in the street. (Il y a une voiture dans la rue )*

*There are birds on the tree. (Il y a des oiseaux sur l'arbre).*

##### II. How many, how much (combien de)

**How many** est toujours suivi des noms au pluriel.

*Examples: How many bananas are there in your basket? There are six. Combien de bananes y a-t-il dans votre boîte? Il y en a six.*

**How much** (combien) s'emploie toujours avec un nom singulier. Il peut s'employer aussi avec un nom au pluriel pour demander le prix.

*Examples: How much money do you need? Combien d'argent voulez-vous? How much is this book? Combien coûte ce livre? How much are these chocolates? Combien coûtent ces chocolats?*

##### III. Possessive case

✓ Le cas possessif s'emploie pour exprimer la possession.

*Examples: My brother's car. La voiture de mon frère.*

*My sister's friend. L'ami(e) de ma soeur.*

Attention à l'ordre des termes: **possesseur + 's + objet possédé.**

*Example : Our friend's house. La maison de notre ami.*

✓ Si le possesseur est un mot au pluriel, l'apostrophe suit le **s**.

*Example : Our friends' car. La voiture de nos amis.*

✓ Si le possesseur est un mot singulier terminé par 's', il faut mettre le s possessif.

*Examples: Charles's brother. Le frère de Charles.*

*The princess's husband. Le mari de la princesse.*

## **Exercise 2**

① I change the following sentences into the possessive case.

*Example: The car of John is blue= John's car is blue.*

a) The cat of my neighbor is under the table – b) The house of my parents is small – c) The hat of the woman is large – d) The flowers of Mrs Halto are beautiful – e) The car of the boss is new.

② I complete the blank with *much* or *many*.

a) How..... bananas are there? - b) How ....people are there at the school cafeteria? – c) How... are these books? –2 000 F CFA. - d) How.... players are there in a football team? - e) How ....money have you got? - f) How...teeth has an adult got?- g) How.....time have you got to finish your work?

③ I translate into English.

a) Il n'y a rien à faire. - b) Il n'y a personne à la maison. - c) Il y a de jolies fleurs chez Boukar. - d) Il y a des bananes dans le panier. - e) Il y a beaucoup de sucre dans le café.

## FOOD

### Lesson 3: A dinner at Iko's house

**Objectives:** At the end of the lesson, the student must be able to use new words to express likes and dislikes and to request opinion.

#### Text

One Sunday Iko's family invited Mr and Mrs Mahamat for a dinner. Two days before the date, Iko's father bought a sheep at Kournari market. The sheep was slaughtered on Sunday morning. Iko's mother and his sister, Bintou, washed the pots and prepared the meal.

At one o'clock the guests arrived. They were served and they began eating. Iko finished two pieces of meat: "you're very hungry, aren't you?" His mother says.

Bintou has not been able to finish her mutton and rice. "I don't like meat", she says.

#### Vocabulary

**to slaughter:** égorger

**a guest:** un invité

#### Exercise 1

1. When were Mr and Mrs Mahamat invited for dinner?
2. What did Iko's father do two days before the dinner?
3. When was the sheep slaughtered?
4. At what time did the guests arrive?
5. Why did Bintou not finish her plate?

#### Grammar: Tag questions (N'est-ce pas?)

##### I. Forme

Les tags questions correspondent le plus souvent au français 'n'est-ce pas' ?

Elles se forment avec les auxiliaires (be, have, do) et les auxiliaires modaux (can, must...).

*Examples :*

Positive tag	Negative tag
<i>You aren't waiting for them, are you?</i>	<i>She likes tea, doesn't she?</i>
<i>He hasn't arrived, has he?</i>	<i>Bintou is a good girl, isn't she?</i>
<i>They don't buy mangoes, do they?</i>	<i>They can pass the exam, can't they?</i>
<i>You won't finish it, will you?</i>	<i>He has come, hasn't he?</i>

##### II. Emploi des questions tags

On utilise un positif tag à la fin d'une phrase négative et un négatif tag à la fin d'une phrase affirmative pour demander si quelqu'un est d'accord avec la déclaration que l'on fait.

#### Exercise 2

① I complete the sentence with a question tag.

- a) They are not very rich... b) You don't take rice with vegetable... c) She is not at home.... -  
d) He can't play... He was late... - e) He will travel tomorrow..... - f) I didn't eat meat.....

② I translate into English.

- a) Sa sœur était malade, n'est ce pas ? - b) Le chat n'aime pas le chien, n'est ce pas ? - c) Le repas est prêt, n'est ce pas ? - d) Il ne sait pas nager, n'est ce pas ?

③ I translate into French.

- a) You must work hard, mustn't you? – b) Ali speaks English – c) She will not go in town –  
d) They slaughtered the sheep.

**I pronounce**

**table, fourteen, object, to object, present, to present**

Do you have a **dessert**? ("*dessert*" porte l'accent). Do **you** have dessert? ("*you*" porte

L'accent de phrase; on accentue aussi *dessert* mais moins.)

**N.B.:** il faut savoir quels mots accentuer dans une phrase et quelle syllabe accentuer dans un mot.

## USING OUR SENSES

### Lesson 4: a blind boy

**Objectives:** At the end of the lesson, the student must be able to use new words to talk about senses talk about senses and to talk about the past events.

#### Text

A long time ago, there was a boy called Akin. He used to walk along the road with his drum under his arm. Nobody spoke to him as he walked along but once or twice he heard certain people making remarks about him.

“Look at this boy”, said someone. “See how he moves: do you notice that he’s blind? “

“Yes. He’s blind, and he hasn’t a stick to guide him. How does he know his way about?”

Akin moved on, paying no attention to them and then one of them made a remark which made him laugh.

“I don’t think he is really blind!” He’s merely pretending. I think he’s one of these beggars who gum their eyelids to get money out of people”.

#### Vocabulary:

**to walk along** : se promener

**a drum** :un tambour

**a blind** : un aveugle

**to pay attention**: faire attention

**to pretend**: faire semblant

**a beggar**: un mendiant

**to gum**: coller, mettre de la colle

**an eyelid**: une paupière

#### Exercise 1

1. What does Akin carry under his arm? 2. What do people say about him? 3. Why do people say that Akin is pretending to be a blind? 4. Why do some beggars gum their eyelids?

#### Grammar: The past simple (preterite)

##### I. The form of the past simple

Il se forme en ajoutant **ed** devant le verbe régulier **ou** simplement **d** si le verbe se termine par **e** à toutes les personnes.

**Examples:** *to call: I called, you called, she called; to love: we loved; you loved, they loved.*

Les verbes irréguliers ont un prétérit irrégulier qu’il faut apprendre par cœur.

**Example:** *to go: went (I, you, he, she, it, we, they) went.*

**To be** a exceptionnellement une forme pour le singulier **was (I was, he/ she/ it was)** et une forme pour le pluriel: **were (we, you, they) were.**

Pour conjuguer un verbe au prétérit à la forme interrogative, on utilise toujours **did** placé avant le sujet. A la forme négative, **did** est suivi de **not** ou **n’t**.

**Example :** *to call/to buy*

Forme interrogative	Forme négative
<i>Did I call/buy?</i>	<i>I did not ( didn’t) call/buy</i>
<i>Did you call/ buy?</i>	<i>You did not(didn’t) call/buy</i>
<i>Did he, she call/buy?</i>	<i>He/ she did not(didn’t) /buy</i>

<i>Did we call/ buy?</i>	<i>We did not(didn't) /buy</i>
<i>Did you call/ buy?</i>	<i>You did not(didn't) /buy</i>
<i>Did they call/ buy?</i>	<i>They did not (didn't) /buy</i>

## II. The use of the past simple

Le past simple est utilisé pour parler du passé. Il s'emploie pour faire un récit quand l'événement est situé précisément dans le temps.

On emploie "ago" pour exprimer le temps écoulé depuis qu'une action a eu lieu. Ago est toujours placé après l'expression de temps (long time). Le verbe utilisé est toujours au prétérit.

**Example:** *A long time ago, there was a boy called Akin.*

### Exercise 2

① I write the following sentences in the Past simple completing with the time makers between brackets.

a) Haoua cooks the food (last week) – b) We listen to the radio (yesterday) – c) Ketem punishes his son (last night) – d) I travel a lot (last year) – e) They do not eat porridge (two days ago).

② I write the sentences in the interrogative and negative forms.

a) He asked clever questions yesterday – b) Wardougou left after lunch – c) They washed the car last Sunday – d) The beggar song along the street last night - You studied your lesson last month.

③ I translate into French.

A long time ago, there was a boy called Akin. He used to walk along the road with his tomtom under his arm. Nobody spoke to him as he walked along but once or twice he heard certain people making remarks about him.

④ I translate into English.

Les gens pensaient que Akin n'était pas aveugle parce qu'il se promène sans bâton pour le guider.

## USING OUR SENSES

### Lesson 5: A blind boy

**Objectives:** At the end of the lesson, the student must be able to talk about senses and to talk about the past events linked to the present.

#### Text

In fact Akin's misfortune was due to an accident he has had since he was 10 years old. He was still feeling very hot since he has paused to rest under a tree. His fingers touch the familiar surface of a stone and in a moment he sat down. Taking out his drum he has played it gently to himself for an hour. A sound came to his lips at once harmonizing with his present mood. As he played, he heard the sound of hating footsteps. A coin dropped at his feet and the giver hurried on. Akin took the money with thanks. But he does not play for money: that little drum has become a part of him and whenever he felt happy or gloomy, its rhythmic sound brought him relief.

(Adapted from Cyprian Ekwensi. *The drummer boy*).

#### Vocabulary:

**a misfortune:** un malheur

**a finger:** un doigt

**a lip:** une lèvre

**a footstep:** un pas

**gloomy:** triste **to pause:** se reposer, faire une pause

**a stone:** un caillou

**a mood:** une humeur

**a coin:** une pièce d'argent

**a relief:** un soulagement

#### Exercise 1

1. What is the cause of Akin's misfortune? 2. Since when has Akin become blind? 3. How long has he played his drum? 4. What has he heard as he played? 5. What does Akin play the drum for?

#### Grammar: The present perfect with for and since

##### I. Forme du present perfect

Le present perfect se forme avec l'auxiliaire **to have (au présent) + le participe passé du verbe**.

**Example :** *To live: I have lived - Have I lived- I have not lived*

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

## II. Emploi du present perfect avec for et since

Le present perfect exprime des actions qui appartiennent à la fois au passé et au présent. Les phrases au present perfect comportent un complément introduit par **for** ou **since** exprimant des actions passées, non terminées.

**For** introduit la durée d'une action (minutes, hours, months, years, etc.)

**Example:** *He has lived in Kelo for four years. (Il vit à Kélo depuis quatre ans.)*

**Since** exprime le début d'une action (minutes, hours, months, years, etc.).

**Examples:** *Since 2010 he has lived in Am-timan. Il vit à Am-timan depuis 2010.*

*He has worked since 8 in the morning. Il travaille depuis 8 heures du matin.*

Si l'on veut insister sur la durée de l'action dans le temps, on utilise la forme progressive.

**Example:** *Since 2010 he has been living in Am-timan. Il vit à Am-timan depuis 2010.*

*He has been working since 8 in the morning. Il travaille depuis 8 heures du matin.*

### Exercise 2

① I write the verbs in brackets in the present perfect.

a) I (wash) the car. b) Zakaria (buy) a new hat – c) Mummy (prepare) a cake – d) You (finish) your exercise - Bourma (cut) grass – e) The cat ( drink) milk – f) Djibrine (repair) his car - g) It ( rain) - h) Somebody (take) my umbrella – i) We (eat) soup.

② I complete the sentences with *for or since*.

a) We have waited for them.....half an hour – b) They have lived in America .....1998 – c) She has worked in the garden.....two hours. – d) Mrs. Gakoutou has been in hospital.....a month – e) Mrs. Djimtola has been in hospital.... February 14<sup>th</sup> – f) They have played football .....120 minutes – g) We have had this car..... last September. - h) He has been sick ....ten years – i) They have bought a new house ....last month.

③ I translate into English.

a) Mon frère est en Angleterre depuis un mois – b) J'attends Moussa depuis un quart d'heure – c) Depuis combien de temps les attendez-vous ? – d) Je les attends depuis ce matin – e) Il pleut depuis trois jours.



## FEELING

### Lesson 6: Homesickness

**Objectives:** At the end of the lesson, the student must be able to express feelings and to talk about the future.

#### Text

Lassem has left his parents for high studies in Morocco. He has never left his country since he was born. When he was ready to travel, his brother told him: "There's nothing to worry about, you'll take the flight." He went to the airport and took the plane. He flew for several hours. He landed in Casablanca on October 18<sup>th</sup> 2006.

Lassem found that the country was magnificent. But two months after he had arrived in Morocco it was winter, the weather was awfully cold and he thought of his lovely heat of Chad. He felt really homesick.

He lived in Fès for four years then he moved on in Tétouan. He has lived in Morocco for six years. Now he is ready to come back home. Soon, he will be among his brothers and sisters.

#### Vocabulary:

**a homesickness:** une nostalgie

**a flight:** un vol (avion)

**to land :** atterrir

**lovely :** amiable

**magnificent:** magnifique

**winter:** hiver

**awful :** affreux, horrible

**a heat:** une chaleur

#### Exercise 1

1. Where did Lassem study? 2. How did he travel? 3. When did he land in Casablanca? 4. How long has Lassem lived in Morocco? 5. How long has he lived in Tétouan? 6. Why did he feel homesick?

#### Grammar:

##### I. Expressing feelings

Pour exprimer un sentiment quelconque, on emploie les expressions comme: *to feel happy, to feel angry, to feel tired, to feel sad, to feel thirsty, to feel homesick* ou *to be happy, to be/get angry, to be tired, to be thirsty, to be homesick, etc.*

**Examples:** *Today is my birthday, I am happy - Mariam's mother is sick, she feels sad - Zalba worked a lot yesterday, he is tired.*

##### II. The simple future

Pour parler d'une action qui se passera dans l'avenir ou d'une action future que l'on ne peut pas contrôler, on emploie *will* suivi du verbe.

**Examples:** *I will go to the market next Monday - It will rain a lot next month - Will they arrive before ten?*

##### III. Never and Ever

- *Never* et *ever* sont des adverbes qui expriment la négation. *Never* (ne.....Jamais), *Ever* (jamais), *Not ever* (ne... jamais).

**Example:** *We have never been in Yaoundé/ We have not ever been in Yaoundé.*

- *Ever* est aussi employé dans la phrase interro-négative.

**Example:** *Have you ever visited Moundou? No, I have never visited Moundou.*

**Exercise 2**

① I translate into English.

a) Je suis très heureux parce que je suis admis à mon examen – b) Aminata se sent fatiguée – c) Bello est en colère.

② I write the sentences in the future as the example below.

*Example: Ann/not arrive/ before ten = Ann will not arrive before ten.*

a) They/come/with us? – b) I think/it rain/tomorrow – c) He / visit/ London next year – d) We/not come/before nine – e) She/have time/to go shopping.

③ I answer negatively to the following questions using never.

*Example: will you go there again? No, I will never go there.*

a) Have they ever met him? – b) Does she often watch television? – c) Has Kadja ever been abroad? – d) Do you often take the bus?

## EDUCATION

### Lesson 7: Traditional and modern education

**Objectives:** At the end of the lesson, the student must be able to differentiate the traditional and modern education and to use the adverbs of time and quantities.

#### Text

Before the arrival of white men and schools in Africa, old people were the educators of the young ones. Men educate boys to the father's roles and women do the same for the girls to the mother's roles. It concerns moral, physical and even professional education.

Even nowadays, in spite of the creation of modern schools, the traditional education is not abandoned. It is still continuing.

At the beginning, a few persons sent their children to school, but now many parents decide to send their sons and daughters to school. Children spend a little time at school but they spend much time with their parents at home. A lot of educated people are now working to develop their countries.

#### Vocabulary

**an educator:** un éducateur

**to send:** envoyer

**educated people:** les gens instruits

#### Exercise 1

I answer by true or false.

1. Education began with the arrival of white people and schools.
2. Boys and girls are educated to different roles.
3. Traditional education is not continuing nowadays.
4. Many parents accepted to send their children to school at the beginning.

#### Grammar

##### I. Yet, still, again

- **Yet, still, again** sont des adverbes de temps et signifient tous *encore*. La combinaison *not yet* est un adverbe de temps qui exprime qu'une action ou un événement n'est pas encore achevé ou qui se fait encore attendre.

*Example: My father has not got up yet.*

- **Still** est aussi un adverbe de temps qui exprime qu'une action ou un événement commencé ne s'est pas arrêté mais continue encore.

*Example: My aunt is still working.*

- **Again** est un adverbe qui exprime une action additionnelle ou une action qui se répète. Il se place toujours à la fin de la phrase.

*Example: He has made mistakes again.*

##### II. A few/a little (un peu/peu); many/much, a lot of (beaucoup)

A few/a little, many/much; a lot of (lots of) sont des adverbes de quantité.

- *A few* et *many* s'emploient avec les noms au pluriel.

*Examples: a few days, a few girls, many days, many girls.*

- *A little* et *much* s'emploient avec les noms au singulier.

*Examples: A little time, a little progress; much time, much progress.*

- *A lot of* ou *lots of* s'emploient avec les noms au pluriel ou au singulier.

*Examples: We have a lot of (lots of) time. She has a lot of (lots of) books.*

## Exercise 2

① I complete the following with *not yet*, *still* or *again*.

a) Have you already finished your homework? No, I have not finished..... I am.....continuing this afternoon – b) Have you done your homework.....? Yes I realized that there are mistakes – c) He came yesterday, he is coming.....today – d) He is .....in bed.

② I complete the following sentences with the suitable adverb.

a) You have made.....mistakes (*many/much*) – b) Only .....people are educated (*a few/a little*) – c) I have.....time for reading (*a few/a little*) – d) There isn't .....food in the house (*many/much/a lot of*) – e) He has given you too.....money (*many/much*).

## EDUCATION

### Lesson 8: Schooling in Chad

**Objectives:** At the end of the lesson, the student must be able to list the different school subjects and to talk about future events; to write and read the date.

#### Text

It's the Christmas holiday; Emile is visiting his pen friend David in Cameroon. His friend wants to know the subjects Emile is studying.

**David:** When does the school year start and when does it end in Chad?

**Emile:** In Chad we start classes on September 15<sup>th</sup> and we end them on June 30<sup>th</sup>.

**David:** When will you begin your classes at the end of this holiday?

**Emile:** We will begin next Monday, January 3<sup>rd</sup>. Now I am about to go back in my country.

**David:** What subjects do you study in Grammar school?

**Emile:** We study French, English, Arabic, Mathematics, Sciences, Physics, Chemistry, History, and Geography. We also learn Sport and Art.

**David:** What class are you in?

**Emile:** I am in the sixth form so next year I am going to pass my exam of baccalaureate.

**David:** If you succeed, what are you going to do?

**Emile:** After my success, I am going to study medicine in the University of N'djamena.

**David:** Oh! That is a good study. Good luck!

**Emile:** Thank you.

#### Vocabulary :

**a school subject:** une matière scolaire

**a grammar school:** un lycée

**art:** dessin

**the chemistry:** la chimie

**sixth form:** classe de première

**to study:** étudier

**to pass an exam:** passer un examen

#### Exercise 1

1. When does the school start and when does it end in Chad? 2. What subjects does Emile study? 3. In what form is Emile? 4. What is Emile going to study after his baccalaureate?

#### Grammar:

##### I. Future with to be going to and to be about to

**To be going to :** Pour parler d'un projet qu'on veut réaliser dans le futur, on utilise **to be + going + l'infinitif du verbe**.

Affirmative			Negative			Interrogative		
I	am	going to work	I	am not	going to work	Am	I	going to work?
You	are		You	are not		Are	you	
We they			We they				we they	
He She It	is		He She It	is not		Is	he she it	

- **To be about to :**

**To be about to** sert à exprimer ce qui va se passer dans un futur proche.

**Example:** *Hurry up! The train is about to leave.*

**II. The dates in English**

La date en anglais peut s'écrire de différentes façons : *2 May, 2<sup>nd</sup> May, May 2<sup>nd</sup>* .

Elle se lit: *May (the) second* ou *the second of May*.

L'année se lit généralement par dizaine. 1999: *nineteen ninety nine*.

**Example:** *May 2<sup>nd</sup> 2007: May the second* ou *the second of May twenty seven*.

**Exercise 2**

① I complete the following with *be going to* or *be about to*.

a) I am doing my homework; after I finish it I.....to visit my friend – b) This afternoon, Zara .....to play tennis with her sister – c) Be ready! The bus ..... to leave for Pala – d) What .....you.....to study after your secondary school?

② I read the following dates.

- a) 3<sup>rd</sup> December 1913.
- b) Saturday, June 15<sup>th</sup> 1867.
- c) 21<sup>st</sup> February 2012.
- d) 11<sup>th</sup> August 1960.

## **JOBS**

### **Lesson 9: In the streets of N'djamena**

**Objectives:** At the end of the lesson, the student must be able:

- to use new words to talk about people occupations;
- to use relative pronouns;
- to form compound nouns

#### **Text**

In the streets of N'djamena, you can see lots of people at work. Men and women deal with their occupations: some work in small shops and some other at the sides of the roads. The workers who you can see at the sides of the roads are carpenters, mechanics, shoemakers, hairdressers. A hairdresser is someone who does people's hair. A mechanics is someone who repairs the engines. Most of the shops which you can see all the long of the roads belong to the dressmakers, the craftsmen. A craftsman is a person who makes pictures. He or she draws pictures that advertise people's job. There are also a lot of sellers who sell different things. Some sellers are hawkers. A hawker is a seller who moves from place to place to sell his or her articles. Some sellers sell the food products that come from the village. You can find also the water-sellers.

#### **Vocabulary**

**an occupation:** une fonction

**a shop:** une boutique, un atelier

**a carpenter:** un menuisier

**to advertise :** faire de la publicité

**a shoemaker :** un cordonnier

#### **Exercise 1**

1. I answer with true or false.
  - a) A mechanic is a person who makes shoes – b) A hairdresser is someone who does women's hair – c) The shops which are along the roads belong to the hairdressers and craftsmen - d) A craftsman is a person who sells food products.

#### **Grammar:**

##### **I. The relative pronouns: who, which and that (qui, que)**

##### **Who et Which**

*Who* et *which* sont des pronoms relatifs et peuvent avoir la fonction de sujet ou de complément d'une relative. *Who* est employé quand l'antécédent est une personne et *which* quand l'antécédent est un animal ou une chose.

##### **Who et which sujet :**

**Examples:** *I know the person who sells the school objects in the market.*

*Give me the book which is on the table.*

##### **Who et which complément:**

**Examples:** *Khadidja is the girl who you want to meet.*

*This is a bicycle which my father bought yesterday.*

*The donkey which you found last night is mine.*

**That** est un pronom relatif qui peut être utilisé à la place de *who* et *which* (sujet ou complément) quand il s'agit d'une chose ou d'un animal.

**Examples:** *This is the bus that goes to the town.*

*The dog that you want to kill is Ali's.*

## **II. The compound nouns**

Les noms composés s'écrivent en deux mots séparés par un trait d'union ou en un seul mot ou encore en deux mots. (il n'y a pas de règle précise à ce sujet) :

**Examples:** *Shoe + maker = shoemaker;*

*Dress + maker = dressmaker;*

*Hair + dresser = hairdresser;*

*Water + seller = water-seller.*

### **Exercise 2**

① I join the following sentence pairs, using *who/that, which/that* if necessary.

**Examples:** *this is a man. He sells clothes = This is a man who sells clothes.*

a) Djimet drives the plane. It goes from N'djamena to Yaoundé – b) Nigeria is a big country. It is next to Chad – c) There are my books. I bought them last month – d) She goes to the market. It is near a Mosque – e) This is a teacher. We want to meet him.

② I complete the following sentences with *who(m)* or *which*.

a) This is the man.....wanted to see you – b) Bring me the book.....is on the table – c) Do you know anyone.....can speak French? – d) Mary is the lady.....you met three days ago.

③ I match the words in column A with the words in column B to form the compound nouns.

A	B
A water	keeper
A dress	dresser
A hair	maker
A shop	seller
A shoe	



## **JOBS**

### **Lesson 10: Occupations**

**Objectives:** At the end of the lesson, the student must be able to talk about some occupations and to use the adverbs of frequency.

#### **Text**

Moussa's father is a bus driver. He drives a bus on weekends and holidays. Sometimes, he works for a big bus Company in the week. During the week, he is an auto mechanic. He works part-time to earn extra salary.

David works in the restaurant. He is a waiter. He always shows people to their table. He then gives them a menu. Customers choose their food from the menu. Every day, he likes giving his customers satisfaction.

Adoum is a television cameraman. He works at the television station in his hometown. He often has to work at night. He has to work with the director of the television program.

#### **Vocabulary:**

**a bus-driver :** un conducteur de bus

**to earn :** gagner

**a bus-driver :** un conducteur de bus

**to earn :** gagner

**a customer :** un client

**a hometown :** une ville natale

#### **Exercise 1**

A. I answer the following questions.

1. When does Moussa's father drive a bus? 2. How often does he work for a big bus Company? 3. Where does David work? 4. How often does he show people to their tables? 5. What is Adoum's Job? 6. How often has he to work at night?

B. I choose the correct answer (sometimes more than one are correct).

- Moussa's father is: a) a train driver b) a bus driver c) a taxi man.
- Moussa's father is also a) a carpenter b) an engineer c) an auto mechanic.
- David works in: a) a restaurant b) a hotel c) an office .
- Adoum often works: a) at home b) at night c) on Sundays.

#### **Grammar : Adverbs of frequency**

Les adverbes de fréquence sont des mots ou groupes de mots qui répondent à la question « how often » (combien de fois). Ils peuvent exprimer soit une fréquence définie ou une fréquence indéfinie.

<b>Fréquence définie</b>	<b>Fréquence indéfinie</b>
Daily	always
weekly	sometimes
every day	often
every weekend	usually
once a year	frequently

Les adverbes de fréquence se placent d'habitude en milieu de phrase.

**Example:** *We often work at home.*

- i. *Sometimes, usually, frequently...* peuvent se placer en tête ou en fin de phrase.

**Examples:** *Sometimes, we watch TV.*

*We watch TV sometimes.*

- ii. *Often* peut se placer en fin de phrase lorsqu'il est employé avec *very*.

**Example:** *He doesn't work very often.*

- iii. Les adverbes définis se placent d'ordinaire en fin de phrase.

**Example:** *Fanta goes to Ati once a month.*

## **Exercise 2**

- ① I place the adverbs in brackets at the appropriate place.

Our teacher gives us homework (daily)- He writes to his friend in Bongor (often) - My mother goes to the market (once a week) - I like reading stories (sometimes) - I go to the cinema (usually).

- ② I answer the following questions about frequency using complete sentences.

What is something you do every day? - What is something you do once a week? - What is something you often do? - What is something you usually do? - What is something you do weekly?

## HOLIDAYS

### Lesson 11: Visiting Ndjamen

**Objectives:** At the end of the lesson, the student must be able to locate things and to form adjectives.

#### Text

It was holiday, Moussa and his sister Sarah visited their motherly aunt Mamy in Ndjamen. It is not easy to go for a walk alone. Sometimes, there is a traffic jam. People cannot move quickly in their cars or on their motorcycles. Along each street, there are many buildings and trees. Policemen control the traffic. During the first days in the morning, Moussa and Sarah went with their fatherly uncle to Farcha to work in the garden. In the evenings, they stay at home. One Sunday evening, they decided to watch a foot ball match. Mamy had to help them to reach the stadium which is located between the mosque and the church. When they arrived, Mamy says: "This is the stadium but the match hasn't started yet". "Pay attention please, at the end of the match, wait for me at this corner, I'll be back at six o'clock" she adds.

#### Vocabulary

**a mosque :** une mosquée.

**to lead :** conduire, diriger.

**to be back :** retourner.

**a stadium:** un stade.

**a church :** une église.

**a traffic jam :** un embouteillage.

**to pay attention :** faire attention.

**to reach :** atteindre

#### Exercise 1

1. What did Moussa and Sarah do during the holidays? 2. Where did they go? 3. How are the streets in this town? 4. What can you see along the street? 5. What did they decide to do one Sunday evening? 6. At what time will Mamy be back?

#### Grammar :

##### I. Prepositions of place

Pour localiser un être ou une chose, on utilise les prépositions de lieu: *between, behind, in front of, next to, near, beside, among...*

**Examples:** *Mamy walks in front of the two children.*

*Sarah is behind and Moussa is between aunt Mamy and Sarah.*

##### II. Adjective formation

Certains adjectifs qualificatifs se forment d'un nom plus le suffixe **ly**.

**Examples :** *mother : the motherly uncle* (l'oncle maternel)

*father: the fatherly uncle* (l'oncle paternel).

#### Exercise 2

① I write sentences with the following words: *a stadium, in front of, motherly aunt, behind.*

② I translate the following sentences into English.

Nous allons à Doba à vélo. Le stade est situé entre la mosquée et l'église. Ma tante maternelle est une étudiante. Elle vend des fruits au marché pendant les vacances.

## TRAVELLING

### Lesson 12: Going to town

**Objective:** At the end of the lesson, the student must be able to give instructions.

#### Text

Moussa is about to join his new school in Moundou. His parents are worried because it's the first time he leaves them. They give him advice and instructions. Then, his mother and his father tell him: "this is the phone number of your fatherly uncle Mbaye. As soon as you get down the bus at the station, go to the nearest call box and call your uncle. Don't move until he arrives. He works in Logone Brewery which is not very far from the car station. Be polite with your uncle and follow all his instructions. Have a nice journey."

#### Vocabulary

**a travelling:** un voyage

**a journey:** un voyage

**to get down:** descendre

**to join:** rejoindre, regagner

**to be polite:** être poli, respectueux

**an advice:** un conseil.

#### Exercise 1.

1. Why is Moussa going to Moundou? 2. Why are Moussa's parents worried? 3. What must he do as soon as he gets down the bus? 4. What advice did his parents give him?

#### Grammar : the imperative

Pour donner des instructions, on utilise l'impératif. Le verbe à l'impératif n'a pas de sujet exprimé.

**Example:** *Go to the call box and call your uncle.*

Pour les ordres négatifs, l'impératif est précédé de **do not (don't)**.

**Example:** *Don't move until your uncle arrives.*

#### Exercise 2

① I write sentences using the imperative with the following verbs: *to travel, to join, to get down, to call*.

② I write the following sentences in the affirmative or in the negative forms.

Don't cross the street - Get down the bus - Come in - Don't be late - Drive slowly.

③ I translate into English the following sentences.

Sa mère lui dit : " quand tu arrives à la station, appelle ton oncle. Voici son numéro de téléphone" En octobre les étudiants regagnent leur établissement scolaire.

④ I translate into French.

Be polite with your teacher. 'Have a nice journey', says Moussa to his friend - Don't leave the station before your uncle arrives.

## TRAVELLING

### Lesson 13: Going to town

**Objective:** At the end of the lesson, the student must be able to ask and give directions.

**Text**

Moussa arrived at Djarabé station in Moundou. He needed to call his uncle but he realized that he lost his phone number. Carrying his luggage he met a woman selling food nearby.

“Good morning Madam. Please, could you tell me the way to the Logone Brewery?” He asked.

“Go straight until you reach a roundabout. Then you turn left. Go through the small forest and you have the Logone Brewery on your left”. She answered.

“Thank you madam”, Moussa says. He followed exactly the woman’s instructions and he found easily his uncle.

**Vocabulary:**

**to carry** : porter, transporter

**a luggage:** bagage

**nearby:** aux environs

**a brewery** : une brasserie

**to follow** : suivre

**to go through** : traverser

**Exercise 1**

1. Where did Moussa arrive? 2. Did Moussa call his uncle? Why? 4. Who did Moussa meet nearby the station? 5. What did he ask the woman? 6. Did he find his uncle?

**Grammar : Asking for and giving directions**

Pour demander une direction quelconque ou une assistance, on emploie les formules de politesse comme : « please, could you... ? »

**Example:** *Please, could you show me the way to the market?*

Pour indiquer une direction, on emploie l’impératif ou le présent simple et les prépositions qui indiquent le mouvement (up , down, along....)

**Example:** *(You) go through the forest and (you) turn left.*

**Exercise 2**

① I write sentences using the following prepositions: *over, down, through, up.*

② I write the following sentences in the imperative.

You turn right and you go straight - You go along the street and you cross the bridge - You turn left after the roundabout - You go to the call box and call your uncle.

③ I translate into English.

Nous traversons la ville le matin - Les enfants marchent le long de la rue - Pourriez-vous m’indiquer le chemin qui va à la gare routière, s’il vous plaît ? - A la station, Moussa descend du bus.

④ I translate into French.

Ali is walking along the road - He is carrying his luggage on his head - Moussa’s uncle works in a brewery - Could you show me the way to Santana hotel, please? Yes, you go down the street and you turn right.

**GAMES AND HOBBIES**

## Lesson 14: In the school yard

**Objectives:** At the end of the lesson, the student must be able to make and accept apologies, to express ability and probability.

### Text

During the break, the school yard is very lively. Moussa plays marbles with his friends Ali and Ngaro. A group of girls jump over a rope. Near them Mogo, Zenaba and Nodji play hopscotch game. Near the headmaster's office, boys play football. Suddenly, Abouna runs over Foba's foot. He says to him:

- I'm sorry, excuse me ''.
- ''It doesn't matter'', Foba replies. The headmaster comes and says to Foba: 'You can go to the hospital, the doctor may help you''.

### Vocabulary

**lively :** animé, vivant

**to play marbles:** jouer aux billes

**a rope:** une corde

**to run over:** piétiner

**hopscotch game:** la marelle

**a game:** un jeu

### Exercise 1

1. How is the school yard during the break? 2. What game do Moussa and his friends play? 3. What do the girls do? 4. Who plays hopscotch game? 5. What does Abouna say to Foba and why?

### Grammar : Making and accepting apologies

Pour demander des excuses, on emploie les expressions telles que « excuse me, I am sorry, etc..... » et pour accepter l'excuse on dit « it doesn't matter, no problem, it's all right..... »

Emploi de **can** et **may**

**Can** exprime une capacité, une aptitude ou une occasion de faire quelque chose.

**Examples:** *He can play football.*

*He can succeed in his examination.*

*You can go and see the doctor.*

Can est très souvent employé avec les verbes de perception.

**Example:** *we can see the church from here.*

**May** exprime une probabilité.

**Example :** *It may rain. (il se peut qu'il pleuve.)*

### Exercise 2

① I write sentences using the following words or expressions: *I am sorry, can, may, it doesn't matter, please, excuse me.*

② I replace the points by '**can**' or '**may**':

.....you help me? - ..... we open the door? - He.....play guitar - You.....watch television after your homework - He.....come tomorrow - How many pages.....you write in an hour?

③ I translate the following sentences into English.

Je peux aller à vélo de Koumra à Sarh - Je suis désolé, je ne peux pas jouer avec vous aujourd'hui - Le vent souffle ; il se peut qu'il pleuve.

④ I translate the following sentences into French.

He can read two books in a week - My father can speak French - He may arrive at seven if it doesn't rain - I am sorry for hurting you.

## GAMES AND HOBBIES

### Lesson 15: Watching television

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

#### Text

Children like games such as playing football, riding, running and hobbies like watching television, reading, listening to music, etc.

Some of these activities are educational and some develop physical aptitudes.

Many children spend all the time watching television. When watching television, children must not stay close by the screen. Parents must watch over that because it is dangerous for the eyes.

#### Vocabulary:

**such as:** tel que

**a hobby :** un passe - temps

**to spend time :** passer le temps

**a screen:** un écran

**to watch over:** veiller à

**to avoid:** éviter

**close by:** près, proche

#### Exercise 1

1. What games and hobbies do children practice?
2. Why must children not stay close by the screen?
3. What is your favorite hobby?

#### Grammar : must, mustn't

**Must** s'emploie pour exprimer une obligation ou une nécessité et **mustn't** pour une interdiction.

**Examples:** *Pupils must be at school at 7 o'clock. You must take this medicine, it is important for you. They mustn't drink alcohol.*

#### Exercise 2

① I complete with *must* or *mustn't*.

You.....arrive late at school - We.....go to help him: he's in danger -

Bianta.....leave today: her mother has refused - You.....smoke cigarettes: it's dangerous for your health - Your parents.....pay your scholar fees.

②) I translate into French.

I must write to my parents - One must eat to live - She mustn't come - Watching television is an educational hobby but one must avoid staying close by the screen.

③ I translate into English.

Regarder la télévision est mon passe temps favori - Il ne faut pas que les enfants jouent dans la rue - Rester près de l'écran de télévision est dangereux pour les yeux - Les parents doivent veiller sur l'éducation de leurs enfants - Il ne faut pas manger avec les mains sales.



## CELEBRATION

### Lesson 16: Independence day

**Objective:** At the end of the lesson the student must be able to describe an event and to express permission.

#### Text

August 11th 1960 is the independence day of Chad. Every year at the same date, the event is celebrated all over the country. 2011's festivities were very special because it was the 50<sup>th</sup> anniversary of the independence. In Ndjamená, one month before the event, the main streets were cleaned, lighted up and decked with flags. On the celebration day, people gathered on the Nation Square. They sang and danced. There was a grand stand but only the officials were allowed to have a seat on it. There was a huge parade which lasted more than five hours. The festivities continued in the evening with a popular ball offered by the President of the Republic. Everybody had a good time.

#### Vocabulary

**an event** : un événement

**to light up** : éclairer

**to deck** : décorer

**to have a good time** : se réjouir

**a parade** : un défilé

**huge** : grand, énorme

**The Nation square** : la Place de la Nation

#### Exercise 1

1. When is the independence day of Chad? 2. Why were 2011's festivities special ? 3. How were the main streets one month before the celebration? 4. Where did people gather and what did they do? 5. What happened in the evening?

#### Grammar: Can / May/be allowed to

Pour exprimer la permission on utilise *can/may/ ou be allowed to*.

**Examples** : *You can/may/are allowed to sit under the grand stand. (Vous pouvez /êtes autorisé à prendre place dans la tribune).*

**NB:** *Be allowed* est aussi employé pour remplacer can et may aux temps qui leur font défaut.

**Example** : *You have been allowed to visit the Nation Square*

#### Exercise 2

① I transform the following sentences using '*be allowed to*'.

They can leave now - You cannot enter this room - Children can play in the garden - You may park your car here - They may not fish in this river.

② I translate into English.

Le jour de la fête de l'indépendance tout le monde a chanté et a dansé. Le président a offert un banquet : tout le monde était autorisé à manger et à boire.

## OUR ENVIRONMENT

### Lesson 17: The desert

**Objectives:** At the end of the lesson, the student must be able to describe his environment and to express possible situation.

#### Text

The northern part of Chad is a desert. The climate is very tough because it rarely rains. The weather is very hot during the day but at night it becomes very cold. When the wind blows, it carries a thick cloud of sand. Sometimes the tourists go and visit the desert. One day, when visiting, Alatchi, the native guide, says to them: "Look at that sand near the village. If people don't rapidly find a shelter, they will be submerged". However, it is not all parts of the desert which are dry and barren. Sometimes in the oasis there is water and the soil is fertile: people can grow dates and many other fruits and vegetables. Faya and Bardai are both oases.

#### Vocabulary

**the weather:** le temps

**a wind:** un vent

**dates:** des dates

**barren:** aride

**sand:** sable

**a shelter:** un abri

**dry:** sec

**Tough:** rude

#### Exercise 1

1. Which part of Chad is a desert? 2. How is the climate in the desert? 3. How is the weather at night? 4. What happens when the wind blows? 5. What is an oasis?

#### Grammar: If clause + simple present + future

Pour évoquer des situations probables dans le futur, on emploie **if + le présent simple + will**. Si la proposition subordonnée introduite par **if** est placée en début de la phrase, elle est séparée de la principale par une virgule.

**Examples:** We will play football if he comes tomorrow = *If he comes tomorrow, we will play football. (s'il arrive demain, nous jouerons au football).*

#### Exercise 2

① I write the verbs in brackets in the convenient time.

If it rains, I (to stay) at home - If you (to eat), too much food you will be sick - If she has a car, she (travel) to Bongor - You will succeed if you (to work) hard - If the wind blows, we (to find) a shelter.

② I change the place of if clause in the following sentences.

*Example: I'll go to hospital if I'm sick = If I'm sick, I'll go to hospital*

If I see Adoum, I'll talk to him - I'll succeed if I work hard - If I have money I'll buy a new car - If you go to the market, you'll meet your father.

③ I translate into English.

Dans le désert il n'y a pas d'arbres. Le sol est sec et aride. Quand le vent souffle, il soulève du sable qui devient un nuage épais. Si tu arrives à Faya, tu mangeras souvent des belles dattes.

④ I translate into French.

In the oasis of Faya, the soil is not barren and dry, it's fertile. There are a lot of date palms and other fruit trees. People grow also some vegetables.

## OUR ENVIRONMENT

### Lesson 18: Moussa's school is clean

**Objectives:** At the end of the lesson, the student must be able to describe his environment and to express hypothetical situations.

#### Text

Saturday morning is devoted to the cleaning in Moussa's school. That day, early in the morning, boys and girls sweep the school yard with brooms and rakes. They pick up the rubbish and throw it in the dustbin. Two years ago they planted ornamental trees around the school: the trees have grown up now and people can stay under their shade.

When every corner of the school is cleaned up, they evacuate the stagnant water. After that, everyone washes his hands. 'If you didn't plant trees, people wouldn't find a shade' the teacher says.

#### Vocabulary

**cleaning:** nettoyage

**to sweep:** balayer

**a broom:** un balai

**to clean up:** nettoyer, assainir

**cleaning:** nettoyage

**to sweep:** balayer

**a broom:** un balai

**to clean up:** nettoyer, assainir

**to throw:** jeter

**a dustbin:** une poubelle

**to grow up:** pousser, grandir

**the rubbish:** les ordures

#### Exercise 1

1. What do the students do on Saturday morning? 2. What do they use to clean the school yard? 3. What do they do with the rubbish? 4. What do they do after cleaning up the school? 5. Why must the stagnant water be evacuated? 6. What would happen if people didn't plant trees?

#### Grammar: If clause + past simple + conditional

Pour évoquer des situations moins probables (quoique possibles) dans le futur, on emploie *if* + *prétérit* + *would*.

Examples : *If I had enough money, I would buy a car. (Si j'avais suffisamment d'argent, j'achèterais une voiture).*

*If you worked hard, you would succeed. (Si tu as bien travaillé, tu réussirais).*

#### Exercise 2

① I write the verbs in brackets in the convenient time (preterit or conditional).

If the weather (be) good, we would go for a walk - If we planted trees, we (to have) fruit and shade - If I (to have) enough money, I would travel by air - They would be happy if they (to succeed) in their examination - Your results (to be) good if you learned your lessons.

② I translate into English.

Nous aurions de l'ombre si nous avons planté des arbres - Chaque samedi les élèves nettoient la cour de l'école avec des balais et des râteliers - Si vous n'avez pas nettoyé la cour de l'école, elle ne serait pas propre.

③ I translate into French.

If it rained, we would stay at home - Children throw the rubbish in the dustbin - I would travel by plane if I had enough money.

## DANGER

### Lesson 19: An accident

**Objectives:** At the end of the lesson, the student must be able to talk about the danger of road traffic and to request assistance.

#### Text

In Ndjamena city the road traffic is very dense. There are a lot of cars, buses, taxis, trucks and motorcycles. The vehicles go often very fast and sometimes the drivers do not respect the road signals. That is why accidents happen very often.

One day Moussa and his friend were knocked down by a motorcycle. Moussa was seriously wounded on his head. The motorcyclist had a broken leg. When the policemen arrived, they asked: ‘‘ which of you is wounded?’’ One of the witnesses answers: ‘‘ Both of them are injured: could you take them to the hospital, please?’’.

#### Vocabulary

**a road traffic:** circulation routière

**to go fast:** rouler vite

**a witness:** un témoin

**a road signal:** une signalisation routière

**to be knocked down:** être renversé

**seriously:** gravement

**to be wounded:** être blessé

#### Exercise 1

I underline the correct answer.

1. Moussa was knocked down by: a truck –a bus - a taxi – a motorcycle.
2. Many accidents happen because: the drivers do not respect the road signals - the road traffic is very dense - to circulate in Ndjamena is dangerous.
3. Moussa and the motorcyclist were taken to: the hospital - the clinic - the police station - their homes.

#### Grammar:

##### I. Could

On utilise *Could* pour une demande polie.

**Example:** *Could you help me, please? (Pourriez-vous m’aider s’il vous plait) ?*

##### II. Interrogative pronoun and adjective Which

*Which* permet d’opérer un choix parmi un ensemble d’éléments connus et déterminés, neutres, masculins ou féminins, singuliers ou pluriels.

*Which*, pronom interrogatif est généralement suivi de ‘of’ + pronom personnel pluriel ou groupe nominal déterminé.

**Examples:** *Which of you has opened the door? (Lequel de vous a ouvert la porte)?*

*Which of them do you prefer? (Lequel préférez-vous)?*

*Which* peut être aussi adjectif interrogatif. Il est associé à un nom ou aux pronoms indéfinis **one /ones**.

**Examples:** *Which picture did you like?*

*Which ones have they found?*

#### Exercise 2

① I complete the following sentences with ‘*who, which, what*’.

.....of you arrive the first?- .....is calling you?-.....do you want?-.....woman do you know? .....policeman found him?-.....one will he take; the blue one or the red one?

② I translate into English.

Lequel des deux bus a connu un accident ? Quelle bouteille d'eau préférez vous, Cristal ou Excel ? Pourriez-vous me prêter votre livre de grammaire s'il vous plaît ?

③ I translate into French.

Their car had an accident that is why they took a taxi to go to the office - Could you read this letter for me, please? - Here are two books: which one do you prefer?

## FARMING

### Lesson 20: Farm work

**Objectives:** At the end of the lesson, the student must be able to describe farm work and to use gerund.

#### Text

Moussa often spends the school vacation in the village with his uncle Adoum. Adoum is a good farmer because his attics are always full of different cereals: millet, corn, beans, etc. Every year, when the rainy season draws nearer, Adoum gets everything ready for farm work. As soon as the soil is damped by the first rains, he starts working in his field. He uses a plough drawn by a pair of oxen. Moussa and the other children use hoes and pick axes. They work hard. At midday, Moussa got very tired.

‘‘I like ploughing but it is very hard’’ he says;

‘‘Go and have a rest under the shade’’, his uncle says.

#### Vocabulary

**an attic:** un grenier

**to draw nearer:** s’approcher

**to get ready:** apprêter

**farm work:** travaux de ferme

**to damp:** mouiller

**to plough:** labourer

**to have a rest:** se reposer

#### Exercise 1

1. Where does Moussa often spend his school vacation? 2. Who is Adoum? 3. Why is Moussa’s uncle a good farmer? 4. When does Adoum start working in his field? 5. What does he use in the field? 6. What do the children use to work in the field?

#### Grammar: The gerund

Le gérondif a la même forme que le participe présent (**infinitif + ing**). Il présente à la fois les propriétés d’un verbe et d’un nom, c’est pourquoi on l’appelle parfois nom verbal.

Le gérondif s’emploie après toutes les prépositions sauf le ‘to’ de l’infinitif.

**Examples :** *Adoum rested after working (Adoum s’est reposé après le travail)*

*I’ll see him before leaving. (Je le verrai avant de partir).*

Le gérondif s’emploie soit comme sujet, soit comme objet.

**Examples:** *Ploughing is very hard. (le labour est très dur) I like ploughing. (J’aime le labour).*

#### Exercise 2

① I replace the verbs in brackets with a gerund.

Thank you for (to help) me - We are tired of (to do) this work - They don’t like (to hunt).

After (to work) several hours I felt tired.

② I translate into English.

Je passe souvent les vacances avec mon oncle au village. Je l’aide à labourer son champ.

Quand je suis fatigué je me repose à l’ombre de l’arbre. Travailler au champ est très dur.

③ I translate into French.

My uncle is a hard worker: he works without stopping - Moussa likes working in the field but he gets tired quickly - Adoum has one plough and two oxen.

## ANIMALS AND PLANTS

### Lesson 21: Life in the village

**Objectives:** At the end of the lesson, the student must be able to name some animals and plants and to form plural of nouns.

#### Text

Nouba, a villager is in town. He is visiting his brother. His nephew Robert asks him about the life in the village.

**Robert:** Uncle, what do people living in village do?

**Nouba:** Most of the villagers are peasants. They farm and raise cattle.

**Robert:** What plants do they farm?

**Nouba:** They farm millet, corn, peanuts, beans, potatoes, rice, etc.

**Robert:** Do they plant cotton too?

**Nouba:** Yes, they do.

**Robert:** What animals do they raise?

**Nouba:** They raise oxen and cows, sheep, goats, donkeys, horses, poultry...

**Robert:** What else do they do apart from farming and raising cattle?

**Nouba:** Some are blacksmiths. They make hoes, axes, knives and many tools. There are also hunters. They hunt animals like gazelles, antelopes in the bushes.

**Robert:** Oh! It is wonderful. Thank you!

#### Vocabulary

**to raise:** élever

**poultry:** volaille

**wonderful:** merveilleux

**cattle:** bétail

**a blacksmith :** un forgeron

**an ax :** une hache

**a tool :** un outil

**a hunter :** un chasseur

#### Exercise 1

1. What do most of the villagers do? 2. What do they farm? 3. What do they plant? 4. Do they only farm and raise cattle? 5. If not, what else do they do?

#### Grammar: Plural of nouns

En anglais on distingue deux sortes de pluriels : le pluriel régulier et le pluriel irrégulier.

##### I. Le pluriel régulier :

Le pluriel se forme régulièrement en ajoutant **s** au nom singulier.

**Examples :** *a villager = villagers ; a donkey = donkeys.*

La marque du pluriel régulier est **es** pour les noms qui se terminent par *s, x, z, ch ou sh*.

**Examples:** *a bus = buses, a box = boxes, a church = churches, a bush = bushes...*

##### II. Pluriels irréguliers

✓ Pluriel en **en**: *an ox = oxen; a child = children.*

✓ Pluriel vocalique (changement de voyelles)

*a man = men; a woman = women; a foot = feet; a tooth = teeth.*

✓ Pluriel en **ies** : Les noms terminés par une consonne + **y** forment leur pluriel en **ies**

*a family = families; a party = parties; a country = countries.*

✓ Pluriel en **ves**: certains noms qui se terminent par **f** ou **fe** forment leur pluriel en **ves**:



*a knife = knives; a life = lives; a leaf = leaves.*

✓ Pluriel en **oes**: certains noms terminés par de consonnes + **o** forment leur pluriel en **oes** (sauf piano, photo...).

*a potato = potatoes; a tomato = tomatoes.*

### **Exercise 2**

① I write the underlined words within the following sentences in plural.

A civil servant works in an office - A farmer uses an ox to plough his field - My uncle is married to one wife - I open the door with a key - My family lives in the village - A child must not drink alcohol.

② I write the underlined words within the following sentences in singular.

Passengers travel by buses - They watch football matches - Babies cry when they are hungry - These women listen to the radio everyday - Life in cities is very difficult.

## AT THE MARKET

### Lesson 22: A market day

**Objectives:** At the end of the lesson, the student must be able to describe the market and to express the past events.

#### Text

In the villages there is generally one market day in a week. That day, people from different areas gather in the market place: traders from towns and farmers from surrounding villages. Some come with manufactured products and others with local products such as cereals, fruits, poultry, sheep, etc. One market day, when Solal had sold her products, she bought what she needed: clothes, sugar, tea, salt.....

In big towns like Ndjamena, Abeche, Moundou, Sarh, and so on, the market is daily. Those towns have generally specific markets, cattle market, cereal market, fish market, imported products market, and so on.

#### Vocabulary

**and so on:** ainsi de suite.

**goods :** des biens, marchandises

**to need :** avoir besoin

**surrounding villages :** villages environnants

**a trader :** un commerçant.

#### Exercise 1

1. How often does a market take place in the village in a week? 2. What do the farmers sell in the market? 3. What did Solal do when she had sold her products? 4. What are the specific markets in towns?

#### Grammar: The past perfect

Le past perfect se forme avec **to have** au prétérit + le participe passé du verbe.

**Examples :** *to work*

<i>Affirmative</i>	<i>Interrogative</i>	<i>Negative</i>
<i>I had worked</i>	<i>Had I worked?</i>	<i>I had not (hadn't) worked</i>
<i>You had worked</i>	<i>Had you worked?</i>	<i>You had not(hadn't) worked</i>
<i>He/she had worked</i>	<i>Had he/she worked?</i>	<i>He/she had (hadn't) worked</i>
<i>We had worked</i>	<i>Had we worked?</i>	<i>We had not(hadn't) worked</i>
<i>You had worked</i>	<i>Had you worked?</i>	<i>You had not (hadn't) worked</i>
<i>They had worked</i>	<i>Had they worked?</i>	<i>They had not(hadn't) worked</i>

Le past perfect est un temps du passé qui exprime une action passée avant une autre action passée.

**Example:** *When the farmers had got money, they bought some food for their children*

#### Exercise 2

① I write the following verbs in the past perfect.

He goes to Koundoul market - We buy a sheep in the cattle market - The lorries carry a lot of goods - Students visit the market during the holiday - I don't study.

② I write the following sentences in the past perfect as in the example.

*to finish, to arrive: I had finished my exercise when you arrived.*

to eat, to prepare - to leave, to cry - to have a diner, to wash hands - to buy some bread, to reach the shop.

③ I complete the sentences with the following words: *cattle, daily, sell, trader; need*.

There are a lot of animals in the.....market - A .....sells goods in the market - In a ..... market you can buy and sell everyday - In a market people ..... and buy everything they.....

## AT THE MARKET

### Lesson 23: In the bookshop

**Objectives:** At the end of the lesson, the student must be able to describe the activities in the market and to express immediate past actions.

#### Text

The classes will start soon. Moussa, Zara and Tchéré went to the bookshop to buy school objects. They need notebooks, pens and rulers.

The three students enter the bookshop.

- How much is that notebook? Tchéré asks.
- It is 500 francs, the seller says.
- And how much is that pen and this ruler? Zara adds.
- A ruler is 200 francs and a pen 100 francs, the seller answers.
- Give us twelve notebooks, six pens and three rulers, please, Moussa says.
- Don't you need books? The seller asks.
- No, thank you. Our father had just bought them for us.

#### Vocabulary

**a bookshop** : une librairie -

**a seller** : un vendeur

#### Exercise 1

1. Why do Moussa, Zara and Tchéré go to the bookshop? 2. What school objects do they need?
3. How many notebooks do they buy? 4. How much is a ruler? 5. Why don't they buy books?

#### Grammar : The immediate past perfect

##### I. Forme

Le past perfect immédiat se forme avec **had just + le participe passé du verbe**.

Examples: *He had just bought this car. (il venait d'acheter cette voiture)*

*We had just finished visiting the market. (nous venions de finir la visite du marché.)*

##### II. Emploi

Le past perfect immédiat s'emploie pour exprimer une action qui venait d'avoir lieu avant une autre action du passé.

Example: *The trader had just opened his shop when the students arrived. (le commerçant venait d'ouvrir sa boutique quand les étudiants sont arrivés.)*

#### Exercise 2

① I write the verbs in brackets into the immediate past perfect.

He (wash) his clothes - We (have) dinner - The farmers (travel) to the village - The trader (sell) his goods - Neloumta's father (arrive) from Brazzaville.

② I write sentences with each of the following words using the immediate past perfect.

*to buy, a trader, a bookshop, to need, expensive.*

③ I translate into English.

Le libraire vend des fournitures scolaires - Le professeur venait de terminer son cours d'anglais quand Adoum est arrivé - N'as-tu pas besoin d'acheter des cahiers? Non, ma mère venait de m'en acheter.

④ I translate into French.

I had just finished reading this book - Moussa and Ngaro had just arrived when we met them.

The neighbours had just bought a new car - The students went to the bookshop to buy notebooks.

## AFRICAN STORIES

### Lesson 24: Hyena and Hare

**Objectives:** At the end of the lesson, the student must be able to tell stories and to compare two elements.

#### Story

One day in January, in the middle of the dry season, all the animals were very thirsty. They went to the river but there wasn't any water in it. So Lion, the King of the bush, called a big meeting with all animals.

"It hasn't rained for three months," he said.

"No, and it won't rain again until March," Monkey added.

"If we don't do anything soon, we'll all die of thirst" Hare said.

"Right", Lion said firmly. "There is only one thing to do. We must dig a very deep well."

"But what shall we dig it with?" Hyena said.

"With hoes of course," Lion replied, impatiently.

"But we have no hoes," Monkey said.

"Then we'll have to buy some" Hare answered.

"But we have no money," Hyena said.

"Then we'll have to sell something", said Lion. "Now, what can we sell?" He thought a minute. Then he said: "We'll all have to sell our ears." The animals didn't want to sell their ears, but they didn't want to die of thirst either. So they agreed to sell their ears all except Hare. He was too proud of his long, beautiful ears that he refused to cut them. "I'm smaller than the others and I have the longest ears but I won't cut them off, and I won't help to dig the well either," he thought. But he didn't say anything to anybody.

#### Vocabulary

**to call a meeting:** convoquer une réunion

**to dig :** creuser

**a well:** un puits

**to lose:** perdre

#### Exercise 1

1. Why did Lion decide to call a meeting? 2. What did the animals decide to do at the end of the meeting? 3. Why did they decide to sell their ears? 4. Did Hare participate with the other animals? 5. What do you think about Hare?

#### Grammar: Comparative and superlative of superiority

Le comparatif et le superlatif de supériorité se forment de deux façons selon les adjectifs.

##### I. Le comparatif de supériorité est toujours introduit par **than**.

a) Pour les adjectifs et adverbes courts, on ajoute le suffixe **er** suivi de **than**.

**Examples:** *old – older; short – shorter; late – later. She is **older than** her husband. (Elle est plus âgée que son mari).*

- La consonne finale précédée d'une voyelle se double avant le suffixe **er**.

**Examples :** *big--bigger ; thin—thinner.*

- Le 'y' final devient **ier** quand la lettre qui le précède est une consonne :

Happy happier; lazy -- lazier; silly – sillier; easy – easier.

b) Pour les adjectifs longs, le comparatif se forme avec l'adverbe **more.....than**.

Intelligent- **more** intelligent ; comfortable -- **more** comfortable.

**Example:** An armchair is **more** comfortable **than** a chair.

**II. Le superlatif de supériorité se forme avec le suffixe ‘est’ pour les adjectifs courts précédé de l’article défini the.**

**Example:** he is the oldest man of the village.

**III. Pour les adjectifs longs, il se forme avec most précédé de l’article défini the.**

**Example:** Ella is the most intelligent student of the class.

**IV. Il existe des comparatifs et superlatifs irréguliers :**

good et well — **better than** — **the best**

bad - **worse** - **the worst**

far - **farther than** ou **further than** - **the farthest** ou **the furthest**.

### **Exercise 2**

① I make sentences using the comparative of superiority with adjectives in brackets.

**Example:** Koutou runs (fast) than Zara → Koutou runs faster than Zara.

I jump (high) my brother - We get up (early) our father - She is (strong) him - He drives (good) his sister - Hare is (intelligent) Hyena - English is (easy) French - They go to bed (late) us - Generally January is (cold) February - Life is in Europe (expensive) Africa - His results are (bad) his sister's.

② I write the adjectives in brackets in the superlative.

**Example:** He is an old man in the village → He is the oldest man in the village.

Nile is (long) river in Africa - He is a (good) dentist in this town - Koutou is a (pretty) girl in the school - Emi Koussi is a (high) mountain in Chad - He is not a (lucky) man in the world.

③ I translate into English.

C'est l'homme le plus vieux du village - Ndjamenas est la plus grande ville du pays - Il travaille mieux que sa sœur - Ses résultats scolaires sont meilleurs que ceux de sa sœur - Ma maison est plus confortable que celle de mon frère.

## AFRICAN STORIES

### Lesson 25: The Chameleon and the Lizard

**Objectives:** At the end of the lesson the student must be able to tell short stories and to use should and would in conditional sentences.

#### Story

In Africa, all the large family gathered around old people to learn about the origin of life and death. African creation myths are full of stories about Kings, queens, famous heroes. Around a fire, wives, husbands, children, cousins, nieces and nephews debated and laughed.

When Death first entered the world, men sent the chameleon to find out the cause. God told the chameleon to let men know that if they threw baked porridge over a corpse, it would come back to life. But the chameleon was slow in returning and Death was rampant in their midst, and men sent a second messenger, the lizard.

The lizard reached the above of God soon after the chameleon. God, angered by the second message, told the lizard that men should dig a hole in the ground and bury their dead in it. On the way back the lizard overtook the chameleon and delivered his message first, and when the chameleon arrived the dead were already buried.

Thus, owing to the impatience of man, he cannot be born again.

*A Magi story ( Adapted from Ulli Beier 1996. The origin of life and death)*

#### Vocabulary

**death:** la mort

**to find out :** se renseigner,

**to bake:** cuire au four

**a corpse:** un cadavre

**a hole:** un trou

**slow:** lent

**in the midst:** au milieu

**to overtake:** dépasser

**owing to:** à cause de...

#### Exercise 1

1. What did men do when death entered first the world? 2. What did God tell the chameleon? 3. Why did men send the second messenger? 4. What was the answer of God to the second messenger?

#### Grammar: Should et would

**Should** et **would** sont des auxiliaires qui servent à conjuguer un verbe au conditionnel.

**Should** est employé pour la 1<sup>ère</sup> personne du singulier et du pluriel et **would** pour les autres personnes.

*Example: I should work; You would work; He would work...*

#### Remarque :

- ✓ Would tend à remplacer should à la 1<sup>ère</sup> personne.
- ✓ Ne pas confondre **should** auxiliaire du conditionnel et **should** auxiliaire des modalités.
- ✓ **Should** auxiliaire de modalité exprime une obligation, un conseil etc. Il s'emploie à toutes les personnes.

*Example: You should not drive so quickly. (Vous ne devriez pas conduire si vite).*

#### Exercise 2



① I use *should* or *would* with verbs in brackets.

We (to prefer) to go to the cinema - You (to like) to live in town - I (to listen) to him - He (to be) a policeman - She (to wear) a dress - They (to be) more comfortable than these - You (to buy) a new car - He (to eat) more fruit - They (not to spend) all the money - You (not to feel) ashamed.

② I translate into English.

Il ne devrait pas fumer - Je devrais essayer de lui téléphoner - Voulez-vous quelque chose à manger? Non, je préférerais aller au cinéma - L'eau serait trop fraîche.

③ I translate into French.

God told the chameleon to let men know that if they threw baked porridge over a corpse, it would come back to life.

## IRREGULAR VERBS

Infinitif	Prétérit	Participe passé	Sens
to be	was/were	been	être
to bear	bore	born	soutenir
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
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	blessar
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
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/permètre
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 rid	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	sank	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	spoil/spoiled	spoil/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 horloge
to wring	wrung	wrung	tordre
to write	wrote	written	écrire

### **Bibliographie**

Crack at English en 5<sup>ème</sup> de l'enseignement moyen, CNC  
Go for English 6<sup>ème</sup>

**Partenariat**  
Coopération Suisse  
Lycée Saint François Xavier  
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**Contact**  
info@label109.org

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