

**Anglais**

**6ème**

# Anglais

6<sup>ème</sup>



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## Lesson1: Greetings

**Objectives:** At the end of the lesson, the student must be able to greet a person and to use the verb to be.

**Teacher:** Good morning, class!

**Students:** Good morning, sir!

**Teacher:** My name is Boukar. I am your teacher. You are my students. I am a man. You are boys and girls.

### Vocabulary

**a teacher :** un maître, un professeur

**a boy :** un garçon

**a girl :** une fille

**a student :** un élève

**a man :** un homme

**I read** the text above.

### Grammar: To Be

#### I. Le verbe to be au présent à la forme affirmative:

- I am (je suis)	- We are (nous sommes)
- You are (tu es)	- You are (vous êtes)
- He/she is (il / elle est) - It is (il/elle est)	- They are (ils ou elles sont)
<b>N.B.</b> It est un pronom neutre. Il ne s'applique pas aux personnes.	

#### II. Les adjectifs possessifs

- My ( mon, ma, mes)	- Our (notre, nos)
- Your (ton, ta, tes, votre, vos)	- Your (votre, vos)
- His (son, sa, ses) : pour un homme	- Their (leur, leurs)
- Her (son, sa, ses) : pour une femme	

Its (son, sa, ses) : neutre.

### Exercise 1

① I complete the sentences with 'is, are or am'.

a) I.....a student. b) You.....a boy. c) She.....a girl. d) We.....students. e) You .....boys.  
f) It....a class room.

② I replace the points with the appropriate words: *man, boy, girl, teacher, name*.

a) The teacher is a ..... . b) My.....is Ngaro. c) Adamou is a ..... . d) Kaltouma is a.....

③ I translate into French.

a) His name is Adoum. b) Our teacher is a woman. Her name is Esther.

④ I translate into English.

a) Elle s'appelle Mariam. b) Moussa est un professeur. c) Koutou et Djim sont des élèves.

**Counting:**

1	2	3	4	5
one	Two	three	four	five

## Lesson 2: greetings

**Objectives:** At the end of the lesson the student must be able to greet a person and to use the contracted form of to be.

**Teacher:** Hello, class!

**Students:** Hello, sir!

**Teacher:** How are you today?

**Students:** I'm fine, and you?

**Teacher:** I'm fine, thank you. (to a student): You! Stand up! What's your name?

**Student:** My name is Moussa.

**Teacher:** Sit down, Moussa! Good bye, class!

**Students:** Good bye, sir!

### Vocabulary and expressions

**How are you?** Comment allez-vous?

**Hello :** bonjour

**I'm fine:** je vais bien

**Today:** aujourd'hui

**Thank you :** merci

**Good bye:** au revoir

**Grammar: La forme contractée du verbe to be au présent:**

- I am : I'm	- We are : we're
- You are : You're	- You are: you're
- He is /she is/it is: he's/she's/it's	- They are: they're

### Exercise 1

- ① I use the contracted form of 'to be' in the following sentences.  
a) They are students. b) She is a girl. c) I am a boy. d) We are fine.
- ② I make sentences with the following words : *boy, man, teacher, students, girl*.
- ③ I complete the text with the following words: *how, what, fine, you, my*.  
.....is your name? -.....name is Adoum. ....are you, Adoum ? I'm....., thank you and.....?
- ④ I translate the following sentences into French.  
a) How are you? I'm fine, thank you – b) My name is Tom, and you? – c) My name is Koutou and I am a student – d) Good bye, Koutou.
- ⑤ I translate the following sentences into English.  
Ali, assieds-toi - Comment t'appelles-tu ? - Je m'appelle Mariam, et toi ?

## Counting

6	7	8	9	10
Six	seven	Eight	nine	ten

### Lesson 3: The family

**Objectives:** At the end of the lesson, the student must be able to name the members of the family and to use demonstrative adjectives.

I am Moussa ; this is my family. This man is my father and that woman is my mother. These two persons are my parents. That boy is my brother; his name is Ali. This girl is my sister; her name is Koutou.

#### Vocabulary

**a father :** un père

**a mother :** une mère

**a brother :** un frère

**a sister :** une soeur

#### Grammar : Les adjectifs démonstratifs

Les adjectifs démonstratifs 'this' et 'that' sont invariables en genre. *This* indique ce qui est proche et *that* ce qui est un peu éloigné.

*Example : this boy, this girl / that boy, that girl.*

Au pluriel *this* devient 'these' et *that* devient 'those'.

*Example: this boy.....these boys / that girl...those girls.*

#### Exercise 1

① I complete the sentences with the following words : *father, woman, sister, brother, student, parents.*

My name is Djimet. I am a ..... . This man is my..... . and that ..... is my mother. They are my..... .That boy is my..... and that girl is my.....

② I complete the sentences with: *this, these, those.*

.....persons are my parents. ....girl is my sister. ....boys are my brothers.

③ I translate the following sentences into English.

Cet homme est mon père. Ces garçons sont mes frères et cette fille-là est ma sœur.

#### Counting

11	12	13	14	15
Eleven	twelve	thirteen	fourteen	Fifteen

## Lesson 4: Animals

**Objectives:** At the end of the lesson, the student must be able to name some animals and to use articles.

This is a cat.

This is a dog.

This is a goat.

This is an elephant.

This is a donkey.

This is a horse.

This is a cow.

This is a camel.

### Exercise 1

What is this?

Is this a.... ?

No, it is not, it is a....

Is this a dog?

No, it is not. It is a cat.

Is this an elephant?

Yes, it is.

This is not a goat;

It is a fish

### Grammar: Les articles a, an ; To be au présent simple

L'article indéfini « a » devient « an » devant un nom commençant par une voyelle ou un 'h' muet.

*Example: a boy, an animal, an hour.*

La forme négative et la forme interrogative de to be au présent:

Forme affirmative	Forme négative	Forme interrogative
I am (I'm)	I am not (I'm not)	Am I?
You are (you're)	You are not (you're not)	Are you?
He/she/it is (he's)	He/she/it is not (he's not)	Is he/she/it?
We are (we're)	We are not (we're not)	Are we?
You are (you're)	You are not (you're not)	Are you?
They are (they're)	They are not (they're not)	Are they?

### Exercise 2

① I replace the points by 'a' or 'an'.

..... camel - .....elephant - .....hat - .....eye - .....umbrella - .....lion-  
.....herb.

② I answer the questions.

What animal is this?

③ I answer the questions.

Is this a camel?

Is this a horse?

Is this a dog?

Is this an elephant?

④ I translate the following sentences into English.

a) Cet animal est un âne – b) Cet animal n'est pas un chien, c'est un chat.

**Counting**

16	17	18	19	20
Sixteen	Seventeen	Eighteen	Nineteen	Twenty

## Lesson 5: Trees and fruits

**Objectives:** At the end of the lesson, the student must be able to name some trees and fruits, to use plural of nouns and demonstrative pronouns.

What is this?

This is a tree.

This is a mango tree.

That is a paw paw tree.

a banana

a pineapple

a mango

a paw paw

What are these ?

These are pineapples.

These are ten bananas in the plate.

Those are paw paws.

### Grammar: les pluriel des noms

#### I. Le pluriel regulier

On forme le pluriel des noms en ajoutant un "s" qu'on prononce.

Example : a banana = bananas ; a boy = boys

#### II. Les pronoms démonstratifs reguliers

Les pronoms démonstratifs 'this' et 'that' sont invariables en genre. This indique ce qui est proche et that ce qui est un peu éloigné.

Example : this is a boy, this is a girl/that is a man, that is a woman.

### Counting

21	22	23	24	25
twenty one	twenty two	twenty three	twenty four	twenty five

## Lesson 6: School objects

**Objectives:** At the end of the lesson, the student must be able to name some school objects and to use the plural of demonstrative pronouns.

What is this? What are these/what are those?

That is a pen.

Those are pencils.

That is a ruler.

That is a book.

This is a notebook.

This is a school bag.

This is a blackboard.

This is a rubber.

### Exercise 1

What is this.....? What is that.....? Is this.....? Are these.....? This is not.....

### Grammar: le pluriel des pronoms démonstratifs

Au pluriel les pronoms démonstratifs *this* devient '*these*' et *that* devient '*those*'.

*Example: this is a boy.....these are boys / that is a girl...those are girls.*

① I match each object to its image.

pen

blackboard

book

school bag

pencil

② I write the following sentences in the negative form.

a) They are students - b) this is a pen - c) that's a girl - d) those are books.

③ I translate the following sentences into English.

a) Il n'y a pas un tableau noir - b) Y a-t-il des livres ? c) Il y a des crayons.

④ I translate the following sentences into French.

a) Those are notebooks. c) There is not a school bag. c) Is there a pen on the desk?

### I count

26	27	28	29	30
twenty six	twenty seven	twenty eight	twenty nine	thirty

## Lesson 7: House furniture

**Objectives:** At the end of the lesson, the student must be able to name some house furniture, to locate something and to use the definite article.

What is this?

This is a bed.

This is a chair.

This is a mat.

This is a cupboard.

This is a table.

This is an armchair.

Where is the cat ?

The cat is on the table.

The cat is in the box.

The cat is under the table.

Where is Moussa?

Moussa is on the mat.

Moussa is on the bed.

Moussa is in the car.

Moussa is under the car.

### Grammar : Les prépositions on, in, under ; l'article the

**On, in, under** sont des prépositions qui indiquent les lieux.

Examples

- *The students are in the classroom (les élèves sont en classe)*
- *The cat is under the bed. (le chat est le lit)*
- *Ali is on the chair. (Ali est sur la chaise)*

L'article défini '*the*' est invariable en genre et en nombre. Il se prononce [ð] devant une consonne et [ði] devant une voyelle.

Example: *The girl - the girls; the boy – the boys; the book – the books - The elephant*

### Exercise 1

① I match each word with its image.

armchair

bed

chair

mat

② I answer the questions.

Where is the radio?

The radio is on the table

Where is Moussa?

Moussa is on the bed

Where are the books?

The books are ne the table

Where is the lion ?

The lion is in the cage

### Exercise 2

③ I translate into English.

a) L'homme est sous la voiture – b) Le professeur est dans la classe – c) Les livres sont dans le placard.

④ I translate into French.

a) The bird is on the tree – b) Where are the books? They are on the table – c) Where is the cat? The cat is under the bed.

### Counting

40	50	60	70	80	90	100
Forty	Fifty	sixty	seventy	eighty	ninety	one hundred

## Lesson 8: House items

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

What is this ?

a glass

a fork

a spoon

a cup

a knife

a plate

a dish

a basin

a basket

There is a cup under the table.

There are mangoes in the basket.

There are bananas in the dish.

### Exercise 1

1. What is this? This is a... 2. Is there a cup under the table? Yes, there is..... 3. Are there mangoes in the basket? Yes there are. 4. Where is...? 5. Where are.....?

### Grammar: Le pluriel des noms (suite)

- Les mots terminés par "s", "sh" et "o" forment leur pluriel en « es ».  
*Examples: a glass=glasses; a dish =dishes; a mango=mangoes.*
- Les mots terminés par « f » et « fe » forment souvent leur pluriel en « ves »  
*Example: a knife=knives; a wife=wives; a leaf = leaves.*
- **There is** (il y a) est toujours suivi d'un nom au singulier.  
Example : **There is** a mango on the tree.
- **There are** (il y a) est toujours suivi d'un nom au pluriel.  
*Example : **There are** bananas on the table*

### Exercise 2

① Translate each word in French

knife

fork

cup

plate

basket

② I write the following sentences in plural.

a) There is a knife on the table – b) The mango is on the tree – c) Where is the fork? - d) Is there a glass in the cupboard?

③ I write the following sentences in singular.

a) There are cups on the table – b) The glasses are in the cupboard – c) Are there plates under the table? d) The mangoes are not in the basket.

④ I translate into English.

a) Les fourchettes, les cuillères et les couteaux sont dans le placard. - b) Les assiettes et les verres sont sur la table.

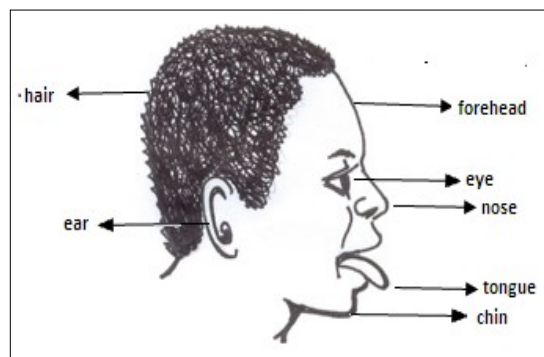
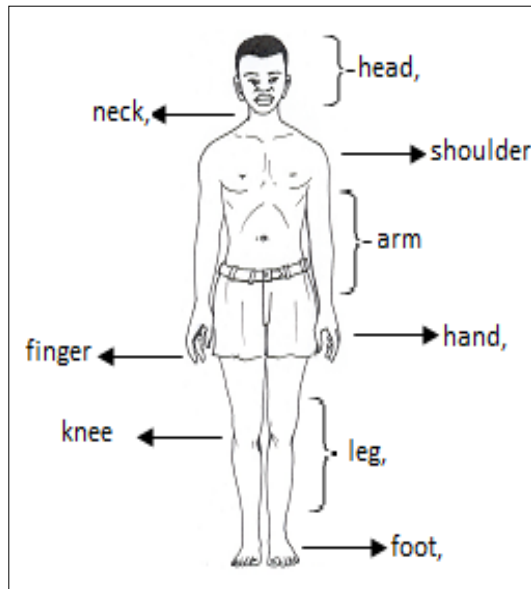
### Counting

101	102	103	104	105
One hundred and one	One hundred and two	One hundred and three	One hundred and four	One hundred and five

## Lesson 9: The human body

**Objectives:** At the end of the lesson, the student must be able to name the different parts of the human body and to give orders.

The parts of the human body:



### Grammar : L'impératif

Un verbe à l'impératif n'a pas de sujet exprimé. À la 2<sup>ème</sup> personne du singulier et du pluriel, on emploie simplement la base verbale.

*Examples: To listen = Listen ! (écoute/écoutez) !  
To open = Open your books! (Ouvrez vos livres) !  
To touch = Touch your head! (touche ta tête) !*



### Exercise 1

Touch the different parts of your body

ear  
head  
eye  
foot  
leg

**Counting**

106	107	108	109	110
One hundred and six	One hundred and seven	One hundred and eight	One hundred and nine	One hundred and ten

## Lesson 10 : Health

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

Moussa is sick. He lies down on his bed. His mother comes to see him.

- "How are you, my son?" She asks.
- "I am not fine," Moussa says. "I have a headache and a fever."
- "Get up, wash your face and let us go to the hospital," his mother says.

### Vocabulary

**sick: malade**

**to lie down : être couché, allongé**

**to come : venir**

**to see : voir, visiter**

**to ask : demander**

**a headache : un mal de tête**

**a fever : une fièvre**

**to get up : se lever**

**a son : un fils**

**to go : aller**

**to wash : laver**

**to say : dire**

How are you? I am/I am not fine.....

### Grammar : le verbe

A l'infinitif le verbe est précédé de 'to'.

*Example: to come (venir), to open (ouvrir), to close (fermer)...*

#### I. La conjugaison d'un verbe ordinaire au présent à la forme affirmative:

*Example : to come*

- I come	- We come
- You come	- You come
- He/she / it comes	- They come

A la troisième personne du singulier le verbe prend en général un "s" qui se prononce.

*Examples: You ask, she asks, we come, she comes.*

Les verbes terminés par "o, sh, ch, s, x" prennent "es" à la troisième personne du singulier.

*Examples: to go = she goes; to wash = he washes; to teach = she teaches, to fix = he fixes.*

#### II. Pour conjuguer un verbe à l'impératif à la 1<sup>ère</sup> personne du pluriel, on emploie *let's* (= *let us*) devant la base verbale.

*Example: Let's go together. (Allons ensemble.)*

### Exercise 1

① I make sentences with the following verbs using the third person of singular.  
to go , to come, to teach, to finish.

② I replace the points with the appropriate words: *mother, sick, fever, go, son, see, boy, doctor.*

How are you? He..... asks her son. I am ....., he .....says. I have a ... Let's .....  
and..... the ....., the mother says.

③ I translate into English.

a) Les élèves sont malades; ils sont couchés sur leur lit. b) Ali est à la maison. Il a la fièvre. c) Lève-toi et allons à l'hôpital, lui dit sa mère.

④ I translate into French.

I have a headache, Moussa says to his mother. Wash your face and lie down, his mother says.

### Counting

111	112	113	114	115
One hundred and eleven	One hundred and twelve	One hundred and thirteen	One hundred and fourteen	One hundred and fifteen

## Lesson 11: Health

**Objectives:** At the end of the lesson, the student must be able to talk about health, to use have and to locate something.

### Text

Moussa and his mother go to the hospital. At the hospital, the doctor examines Moussa:

- How are you, young man? The Doctor asks.
- I feel very bad, I have a fever. Ali says

After examining him, he says to: “You have malaria certainly.” “Take this prescription and go to the pharmacy.”

At the pharmacy, Moussa and his mother buy the drugs. Moussa swallows a tablet every day.

After three days of treatment, Moussa feels better. He recovers quickly.

### Vocabulary

**to feel bad :** se sentir mal

**to feel better:** se sentir mieux

**a prescription :** une ordonnance

**a drug :** un médicament

**a tablet :** un comprimé

**to recover :** guérir

**quickly :** vite, rapidement

**to swallow :** avaler

### Exercise

How are you? I feel very bad/ I feel very well.

### Grammar : To have ; les prépositions to et at

Le verbe ‘to have’ au présent à la forme affirmative.

- I have	- We have
- You have	- You have
- He /she/it has	- They have

La forme contractée de *he/she/it has* est *he’s/she’s/it’s*. Pour les autres personnes la forme contractée est *’ve*. Example : You have = you’**ve**.

Les prépositions ‘to’ et ‘at’

‘To’ est employé quand il y a un mouvement vers le lieu où l’on va.

*Example : I go to school (je vais à l’école).*

‘At’ est employé pour indiquer le lieu où l’on est, la position.

*Example : I am at school (je suis à l’école).*

### Exercise 1

① I replace the points with ‘at’ or ‘to’.

- a. Everyday Ali and Mogo go....school.

b. I buy the drugs.....the pharmacy.

② I replace the points with the appropriate words: *tablets, day, headache, has, doctor.*

Moussa .....a ..... - The ..... gives him ..... - He tells him to take one tablet every.....

③ I translate into English.

Je suis malade. Le médecin me prescrit des comprimés. J'achète les comprimés à la pharmacie.

④ I translate into French.

When I am sick, I go to the hospital. The doctor gives me drugs.

### Counting

116	117	118	119	120
One hundred and sixteen	One hundred and seventeen	One hundred and eighteen	One hundred and nineteen	One hundred and twenty

## Lesson 12: Clothes

**Objectives:** At the end of the lesson, the student must be able to name some clothes and to use adjectives.

What is this ? What are these?

a shirt

a dress

a skirt

a bubu

a coat

What are these?

shoes

pants

a cap

### Text

Moussa's father is at the shop. He is looking for a new shirt for his son.

**Moussa's father:** Hello, sir!

**Seller:** Hello! Welcome to you! How are you?

**Moussa's father:** I'm fine. How much is this shirt?

**Seller:** Two thousands francs CFA.

**Moussa's father:** It's expensive.

**Seller:** Take this one. It's cheap.

**Moussa's father:** No, I like this black shirt.

### Vocabulary:

**to wear :** porter (un habit)

**welcome:** bienvenue, bonne arrivée

**expensive:** cher

**cheap :** moins cher

**thousand :** mille

### Exercise 1

1. What is this ? This is a dress, coat, shirt..... 2. What colour is ....shirt?

Moussa often wears a shirt and pants.

Mariam often wears shirt and skirt.

### Grammar : Les adjectifs qualificatifs

L'adjectif qualificatif épithète se place toujours avant le nom.

*Examples : This is a **black** cat. This is a **red** pen.*

L'adjectif qualificatif attribut se place après un verbe d'état.

*Examples : This pen is **blue** . That fruit is **green**.*

L'adjectif qualificatif est invariable en genre et en nombre.

*Examples : A white cow. Five white cows.*

### **Exercise 2**

① I change the epithets into attributes.

a) This is a black cow – b) This is a blue car – c) That is a white horse – d) This is a green fruit – e) This is a red tomato.

② I write the following sentences in the plural.

a) Moussa has a shirt and black pants – b) There is a mango on the dish – c) The drug has a blue colour.

③ I translate into English.

a) Mon père a une voiture - b) Le cheval de Saleh est grand - c) Cet arbre est un manguier - d) Les goyaves et les bananes sont des fruits.

### **Counting**

120	130	140	150	160
One hundred and twenty	One hundred and thirty	One hundred and forty	One hundred and fifty	One hundred and sixty

## Lesson 13: Colours

**Objectives:** At the end of the lesson, the student must be able to identify different colours and to use possessive case.

colour

Red: rouge

Black: noir

Green: vert

White: blanc

Blue: bleu

Brown: marron

Yellow: jaune

### Text

Moussa, Mariam and Fatimé are at school. Moussa's shirt is black and his trousers are yellow. Mariam's skirt is brown and her shawl is blue. Fatimé's skirt is yellow and her shawl is red.

### Vocabulary

**a shawl:** un châle

#### Exercise 1

What colour is this? This is blue/red/black.....

### Grammar : Le cas possessif

Le cas possessif indique la possession en général.

*Example : Adoum's mother (la mère de Adoum).*

Formation du cas possessif :

**possesseur + 's + objet possédé**

Si le nom du possesseur se termine par 's' on ajoute seulement l'apostrophe. Le possesseur précède toujours l'objet possédé. L'article disparaît devant l'objet possédé.

*Example : Charles' car is black*

On utilise le cas possessif lorsque le possesseur est une personne ou un animal. On ne l'utilise pas lorsque le possesseur est une chose.

*Examples : The man's foot (Le pied de l'homme).*

*The cow's head (La tête de la vache).*

*The leg of the table (Le pied de la table).*

#### Exercise 2

① I arrange the words to make sentences using the possessive case.

- book, table, the, is, the teacher, on.
- eyes, yellow, are, cats, the.
- brown, girls, are, the, skirts.
- big, horse, head, the, is.

② I make sentences using the possessive case with the words in the table below.

the teacher Adoum	book parents car shirt	Is Are	on the table at school red white green
----------------------	---------------------------------	-----------	--

③ I translate into English.

a) Le cheval de Tom est noir. b) Est-ce le chien de ton père ?

④ I translate into French.

a) Halimé's sister is a teacher. b) The student's school bag is on the table. c) My father's dog has a big head.

**Counting:**

170	180	190	200
One hundred and seventy	One hundred and eighty	One hundred and ninety	Two hundred

## Lesson 14: Telling age

**Objectives:** At the end of the lesson, the student must be able to tell the age and to use the interrogative pronoun *who* and the adverb *how*.

### Text

**Teacher:** Good morning, boys !

**Moussa and Ali:** Good morning, Sir !

**Teacher:** What is your name?

**Moussa:** My name is Moussa.

**Teacher:** How old are you, Moussa?

**Moussa:** I'm thirteen years old.

**Teacher:** Who is this boy?

**Moussa:** He is my brother.

**Teacher:** What is his name?

**Moussa:** His name is Ali.

**Teacher:** How old is he?

**Moussa:** He's twelve years old

### Exercise 1

How old are you? I am.....years old. How old is your brother, sister.....?

### Grammar : Le pronom *who* et l'adverbe *how*

a ) Le pronom interrogatif '*who*' est utilisé pour interroger sur l'identité des personnes.

*Example: Who is this boy? Who is your father?*

### b) Structures

L'expression '*how old.....*' est utilisée pour interroger sur l'âge d'une personne.

*Example: How old are you? How old is your brother?*

① I replace the points with the appropriate answers or questions.

a) ..... .... ?	He is sixteen years old.
b) How old is your brother?	..... .....
c) ..... .....?	My father is forty years old.
d) How old is the teacher?	..... ....

② I translate into English.

a) Mon père a cinquante ans; quel âge a ton père ? - b) La sœur de Kodi a deux ans - c) Qui est le frère de cette fille ? Quel âge a-t-il ? - d) Quel âge as-tu ? J'ai 15 ans.

③ I translate into French.

Who is this boy? What is his name? How old is he? This boy is a student. His name is Adoum. He is 16 years old.

## Counting

I write in full letters the following numbers:

11	12	13	14	15
.....	.....	.....	.....	.....

## Lesson 15: The days of the week

**Objectives:** At the end of the lesson, the student must be able to name the days of the week, to use to be in the past and to use the ordinal numbers.

### Text

There are seven days in the week. Today is Thursday. Tomorrow is Friday. Yesterday was Wednesday. The day before Tuesday is Monday. The day after Friday is Saturday. The first day of the week is Monday and the last day is Sunday. The third day is Wednesday and the fourth day is Thursday.

### Exercise 1

1. What are the days of the week? 2. What day is today? 3. What is the day after Sunday? 4. What is the day before Thursday?

### Grammar : To be au passé ; les nombres ordinaux

#### a) Le verbe *to be* au passé

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

#### b) Les nombres ordinaux

Les nombres ordinaux indiquent l'ordre. Ils sont formés en général en ajoutant "th" au cardinal sauf pour 'first' (premier), 'second' (deuxième) et 'third' (troisième).

*Example : fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth .*

### Exercise 2

① I complete the sentences with the following words: *week, after, Monday, Sunday, Tuesday, Saturday.*

a) Today is Sunday. Tomorrow is..... and yesterday was..... – b) The day before Wednesday is.....- c) There are seven days in a..... - d) The day.....Thursday is Friday – e) The second day of the week is .....

② I classify the days of the week beginning by Sunday.  
Wednesday, Friday, Sunday, Tuesday, Thursday, Saturday, Monday.

③ I translate into English.

a) Aujourd'hui c'est samedi - b) Hier c'était vendredi - c) Il y a sept jours dans la semaine – d) Mardi est le jour qui vient avant mercredi – e) le sixième jour de la semaine est samedi.

④ I translate into French.

Yesterday was Friday. The day after is Saturday and the day before is Thursday.

⑤ I form ordinal numbers with the following: *six, five, two, one, ten, fifteen, eight.*

### **I count**

I complete the following series:

Ten	Twenty	.....	.....	fifty

## Lesson 16: The months of the year

**Objectives:** At the end of the lesson, the student must be able to list the months of the year and to express habitual or repeated actions.

### Text

There are thirty or thirty-one days in a month and twelve months in a year. The months of the year are:

1. January	2. February	3. March
4. April	5. May	6. June
7. July	8. August	9. September
10. October	11. November	12. December

The first month of the year is January and the last month is December. We go to school from October to June. In July, August and September we do not go to school, it is the holidays.

### Vocabulary

**a month** : un mois

**a year** : une année

**holidays** : les vacances

### Exercise 1

How many days are there in a month? How many months are there in a year? What is the first month of the year? What is the last month of the year?

### Grammar : Le Présent simple

**Le présent simple des verbes ordinaires à la forme affirmative, négative et interrogative.**

Example : to speak

Forme affirmative	Forme négative	Forme interrogative
I speak English	I do not speak English	Do I speak English?
You speak English	You do not speak English	Do you speak English?
He/she speaks English	He/she does not speak English	Does he/she speak English?
We speak English	We do not speak English	Do we speak English?
You speak English	You do not speak English	Do you speak English?
They speak English	They do not speak English	Do they speak English?

A la forme affirmative on ajoute un 's' à la troisième personne du singulier.

L'auxiliaire 'do' est utilisé pour exprimer la forme négative et la forme interrogative. A la troisième personne du singulier 'do' devient 'does'.

### Exercise 2

① I complete the sentences with the following words: *August, year, month, twelve, March, February.*

a) There are.....months in a..... – b) The.....before April is.....- c) The second month of the year is..... – d) The month after July is.....

② I write the following sentences in the interrogative form.

a) My father works in an office – b) They eat bananas – c) We go to school on Saturdays.

③ I write the following sentences in the negative form.

a) Do you read a book? – b) I write a letter. C) He plays football.

### **I count**

201	202	203	204	205
two hundred and one	two hundred and two	two hundred and three	two hundred and four	two hundred and five

## Lesson 17: Telling time

**Objective:** At the end of the lesson, the student must be able to tell and read the time.

Morning

Noon or midday

Afternoon

Evening

What time is it?

It is seven o'clock.

It is half past one.

It is twelve. It is midday.

It is ten past seven.

### Vocabulary:

**morning** : matin

**evening** : soir

**noon / midday** : midi

**afternoon** : après midi

**half** : demi

**a quarter** : un quart

**past** : au delà de, après, passé

### Grammar: Dire l'heure

- Pour demander l'heure on emploie l'expression 'What time is it? »
- Pour exprimer l'heure qu'il fait, on dit: "It is....."

*Example : It's six. (Il est 6 heures).*

- Les expressions 'in the morning' et ' in the evening ' s'emploient pour indiquer l'heure du matin ou du soir.

*Example: It is half past five in the morning (il est 5 heures et demi du matin).*

*It is twenty past four in the evening (Il est 4 heures 20 du soir).*

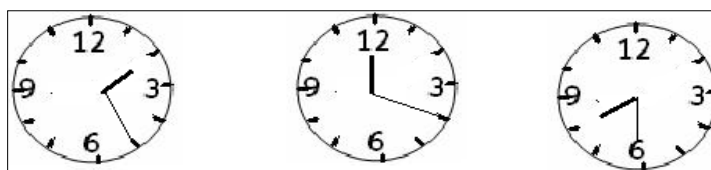
- On emploie aussi les expressions 'a.m.' (ante méridien = avant midi) et p.m. (post meridiem= après midi) pour indiquer l'heure du matin et du soir.

*Example : 10 h 30 a .m (10 heures 30 du matin)*

*8h10 p.m. (8 h10 du soir ou 20 heures 10)*

### Exercise 1

① I read the time in the different clocks:



② I translate into English.

a) Il est 5 heures du matin - b) Il est 6 h 30 du soir - c) Il est midi - d) Il est 10 h 15 du matin.

③ I translate into French.

a) It's half past nine a.m. – b) It's a quarter to seven p.m. – c) It's ten past five a.m.

### Counting

206	207	208	209	210
two hundred and six	two hundred and seven	two hundred and eight	two hundred and nine	two hundred and ten

## Lesson 18 : Telling time

**Objectives:** At the end of the lesson the student must be able to tell and read the time and to express the current actions.

### Text

It is twelve o'clock at night. It is midnight. Moussa is sleeping.

It is six o'clock in the morning. Moussa is having breakfast.

It is half past six. Moussa is going to school.

It is four o'clock in the afternoon. Moussa and his friends are playing football.

### Vocabulary

**midnight** : minuit

**a night** : une nuit

**to have breakfast** : prendre le petit déjeuner

**to sleep** : dormir

I read the sentences above.

### Grammar: Le present progressif

#### 1. Forme

Le présent progressif se forme avec l'auxiliaire 'to be ' au présent + le participe présent, c'est-à-dire le verbe terminé en ing.

Pour les verbes se terminant par 'e', on supprime le 'e' avant d'ajouter 'ing'.

Affirmative	Negative	Interrogative
I am eating	I am not eating	Am I eating?
You are eating	You are not eating	Are you eating?
He/she/it eating	He/she/it eating	Is he/she/it eating?
We are eating	We are not eating	Are we eating?
You are eating	You are not eating	Are you eating?
They are eating	They are not eating	Are they eating?

#### 2. Emploi

Le présent progressif s'emploie pour décrire une action en cours.

#### Exercise 1

① I write the following sentences in the present progressive.

a) My father sleeps in his armchair. b) I do not read a book – c) Does the teacher write a lesson? – d) We have breakfast.

② I use the present progressive to describe what Moussa is doing.

③ I translate into English.

a) Les enfants sont en train de jouer – b) Moussa est en train de dormir sur une natte – c) Nous allons à l'école maintenant.

④ I translate into French.

a) They are writing in their notebook – b) Adoum is not looking at the teacher – c) Is he writing a lesson?

**Counting**

211	212	213	214	215
two hundred and eleven	two hundred and twelve	two hundred and thirteen	two hundred and fourteen	two hundred and fifteen

## Lesson 19: Locating things and people

**Objectives:** At the end of the lesson, the student must be able to locate a person or an object and to express the current actions.

### Text

Moussa is walking behind his mother.

Ali is sitting in front of the doctor.

Adoum is standing between Haoua and Mariam.

Halimé is sitting next to Djim.

### Grammar : Le présent progressif (suite)

Le présent progressif sert aussi à décrire les positions du corps.

*Examples: I am standing. (Je suis debout) - He is sitting. (il est assis).*

**N.B** : Quand le verbe se termine par une voyelle brève, on double la consonne finale avant d'ajouter **ing**.

*Examples: To stop = stopping - To sit = sitting.*

*Behind, in front of, between et next to sont des prépositions qui indiquent la position.*

*Example: He is sitting next to his father: il est assis à côté de son père*

### Exercise 1

① I describe the following pictures using the suitable prepositions: *between, next to, behind, in front of.*

② I translate into English.

a) Moussa est assis à côté de sa sœur – b) Le professeur est debout devant les élèves. – c) Mariam marche derrière sa mère.

③ I translate into French.

a) The teacher is sitting behind his desk – b) Adoum is standing next to Haoua – c) The cow is between the donkey and the horse.

### Counting

216	217	218	219	220
two hundred and sixteen	two hundred and seventeen	two hundred and eighteen	two hundred and nineteen	two hundred and twenty

## Lesson 20: Asking for and giving directions

**Objectives:** At the end of the lesson, the student must be able to ask for or give directions and to form compound nouns.

**Text**

Ali wants to go to the post office. He asks a man to show him the way. The man says: “You go straight ahead; then you turn left. After the roundabout you turn right. Keep on walking along the street until you reach a high building: the post office is next to that building.”

**Vocabulary**

**to go straight** : aller tout droit

**to keep on** : continuer

**to reach** : atteindre -

**to walk along** : longer (une rue)

**until**: jusqu’à

**a roundabout** : un rond point

**Grammar : La direction ; les mots composés**

**1. La Direction**

Pour indiquer une direction ou montrer un lieu on emploie le présent simple ou l’impératif présent.

*Examples: You go straight ahead and you turn left.*

*Go straight and turn left.*

**2. Les noms composés**

Un nom composé comporte au moins deux éléments. Le premier élément a la fonction d’adjectif du second : il ne porte jamais la marque du pluriel.

*Examples : a post office : post offices*

*a school boy : school boys*

**Exercise 1**

① I show the position of each building using the following words: *next to, on the right of, on the left of, between.*

② I translate into French.

La banque se trouve à gauche du restaurant. - Après le rond point, continue tout droit: il y a un bureau de poste à côté de l’hôtel.

**Counting**

230	240	250	260
two hundred and thirty	two hundred and forty	two hundred and fifty	two hundred and sixty

## Lesson 21: Requesting assistance

**Objective:** At the end of the lesson, the student must be able to request assistance.

### Text

Moussa has an accident. He is requesting assistance: "help me, please!" He cries.

"What happens"? A man asks.

"My leg is painful" Moussa replies.

"Let's go to the hospital before I call your parents" the man says.

"Thank you very much" Moussa says.

### **Vocabulary**

**to help** : aider, assister

**painful** : douloureux

**to happen** : arriver, se produire

**to reply**: répondre

### **Grammar : Demander une assistance ; les verbes en y**

1. Pour demander une aide ou une assistance, on emploie le terme de politesse

'please'.

*Example : help me, please !*

2. Les verbes terminés par 'y' au présent simple:

Les verbes terminés par 'y' précédé de consonne(s) changent le 'y' en "ies" à la troisième personne du singulier. Ceux terminés par 'y' précédé d'une voyelle prennent simplement 's' à la troisième personne du singulier.

*Examples : I cry -he cries ; I reply- she replies but I play - he plays ; I say – he says*

### **Exercise 1**

- ① I replace the points with the following words : *accident - help – painful – hospital.*

Adoum has an..... His leg is.....He asks for.....A man takes him to the.....

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

a) He (play) football – b) Moussa (obey) his parents - b) The bird (fly) – c) The teacher (copy) a lesson on the blackboard.

- ③ I translate into English.

a) Mogo aide sa maman – b) J'ai mal au pied : aidez- moi s'il vous plait ! Merci beaucoup ! – c) Je suis malade. J'ai des maux de tête – d) Donne - moi des comprimés.

### **Counting**

270	280	190	300
two hundred and seventy	two hundred and eighty	two hundred and ninety	three hundred

## Lesson 22: Food and drinks

**Objective:** At the end of the lesson, the student must be able to list some food and drinks.

Today is Mariam's birthday. Mummy prepares a lot of food: there is some meat, some fish, some chicken, some bread and cake.

- **Mummy:** Do you like anything else?
- **Mariam:** Is there any drink?
- **Mummy:** There is some fruit juice but no hot drinks.
- **Mariam:** Thank you very much, mummy.

After they finish eating, they dance. Mariam is a good dancer.

### Vocabulary

**a birthday** : un anniversaire

**a lot of** : beaucoup de

**a food** : une nourriture

**a chicken** : un poulet

**a meat** : une viande

### Grammar : Emploi de some, any et no

'Some' et 'any' traduisent le français *du, de la* ou *des*. 'Some' s'emploie après un verbe à la forme affirmative et 'any' après un verbe à la forme interrogative ou négative .

'No' exprime l'idée de aucun, pas de, après un verbe à la forme affirmative.

*Examples: There is some milk in the bottle. (Il y a du lait dans la bouteille).*

*There is not any milk in the bottle. (Il n'y a pas de lait dans la bouteille).*

*There is no milk in the bottle.*

'Some, any' et 'no' sont suivis d'un nom singulier lorsque ce nom représente quelque chose que l'on ne peut pas compter (*some water*) et d'un nom pluriel lorsque ce nom représente quelque chose que l'on peut compter (*some bananas*).

### Exercise 1

① Find the meaning of those words in french

chicken

fish

fruit

cake

bread

② I complete the sentences with 'some, any or no'.

a) I drink.....tea - b) Do you like.....bread ? - c) Is there.....water in the glass? No, there is.....water in the glass.

③ I write the following sentences in the interrogative form.

a) They want some milk - b) There is some butter on the plate - c) There is no fish for lunch.

④ I translate into English.

a) Donne - moi du pain s'il te plaît ! – b) Y a-t-il du lait dans la marmite ? Non, il n'y a pas de lait - Je veux du café.

**Counting**

200	300	400	500
two hundred	three hundred	four hundred	five hundred

## Lesson 23: Cooking

**Objectives:** At the end of the lesson, the student must be able to describe the process of cooking a meal and to use a little and a few.

### Text

Today Zara is preparing porridge for dinner. First she puts a little water in the pot then she puts the pot on the fire. When the water boils, she adds some flour, some sugar and some milk. She turns the mixture with a stick. After a few minutes the porridge is ready.

### Vocabulary

**a porridge** : une bouillie

**a fire** : un feu

**flour** : de la farine

**to add** : ajouter

**milk** : lait

**a mixture** : un mélange

**ready** : prêt

### Grammar : Un processus ; les adverbes a little, a few

1. Pour décrire un processus, on emploie les termes : *first, then, when, after, secondly, third, etc.*

### Emploi de ‘ a little, a few’

2. **A little** et **a few** signifient un peu de, une petite quantité de. A little s’emploie toujours avec les noms indénombrables et a few toujours avec les noms dénombrables.

*Example : a little water (un peu d’eau).*

*a few minutes (un peu de minutes, quelques minutes)*

### Exercise 1

① I replace the points with a few or a little:

a) There is.....milk in the bottle - b) I stay at home for .....hours – c) She puts.....porridge in the pot – d) The water boils after.....minutes.

② I translate into French.

Zara turns the mixture with a stick. After a few minutes the porridge is ready.

③ I translate into English.

Il y a un peu de lait dans la marmite. Quand l’eau bout, Zara ajoute du lait et de la farine.

### Counting

600	700	800	900
six hundred	seven hundred	eight hundred	nine hundred

## Lesson 24: At the restaurant

**Objectives: At the end of the lesson, the student must be able to order some food in a restaurant and to use gerund.**

### Text

Moussa is feeling hungry. He enters in a restaurant and asks for the menu.

“We have soup, chicken, fish, beans and rice”. The waiter says.

“Give me a plate of rice and beans, please!” Moussa says. Then he orders a bottle of soft drink because he is thirsty too.

After eating and drinking, Moussa pays the bill. " It is not very expensive and the food is good”. He says.

“ Thank you very much, sir”. The waiter says.

### Vocabulary

**to order:** commander

**a bill:** une facture

**bean:** haricot

**a waiter:** un serveur, un garçon

### Grammar : Le gérondif

Le gérondif a la même forme que le participe présent (**infinitif + ing**). C'est un nom verbal c'est-à-dire, il est à la fois un nom et un verbe. Il exprime le fait d'accomplir une action.

Le gérondif s'emploie après certaines prépositions comme *before, after, without.....*

*Examples: I can stay two days without eating. (Je peux rester deux jours sans manger).*

*I listen to the radio before sleeping. (J'écoute la radio avant de dormir).*

Le gérondif peut s'employer soit comme sujet, soit comme complément d'objet.

*Examples : I like dancing. (J'aime la danse, j'aime danser).*

*Playing is useful. (Jouer est utile)*

### Exercise 1

① I replace the verbs in brackets by a verbal noun.

a) Moussa likes (to drink) fruit juice – b) I prefer (to read) – c) He does not stop (to work) very hard – d) He washes his hands before (to eat).

② I replace the points with the following words: *a bill, a restaurant, hungry, orders, eating.*

Moussa is..... He ..... rice and beans in ..... . After ..... the waiter gives him.....

③ I translate into English.

a) Moussa paye la facture après avoir mangé et bu un jus de fruit - b) Je n'aime pas le lait, je préfère prendre du café – c) Boire une bouteille d'eau est agréable quand on a soif.

### Counting

I write in full letters the following numbers

195	215	620	830	758
.....	.....	.....	.....	.....

## Lesson 25: The village

**Objectives:** At the end of the lesson, the student must be able to describe the village activities and to compare two elements.

### Text

A village is smaller than a town. In Chad many people live in villages. They are farmers and herders. The farmers grow millet, corn, cassava, beans, rice, cotton.... The herders raise cows, goats, sheep, camels.... Some houses in the village are round and their roof is covered with thatch. Women crush millet in the mortar and they draw water from the well: they work very hard.

### Vocabulary

**a herder :** un éleveur

**to grow :** cultiver

**to crush :** écraser

**corn :** maïs

**cassava :** manioc

**a roof :** un toit

**thatch :** paille

**a well:** un puits

**to work hard:** travailler dur

**to raise:** élever

### Grammar: Le comparatif de supériorité

Le comparatif de supériorité se forme en ajoutant 'er' à la fin de l'adjectif court. Un adjectif court est celui qui a une ou deux syllabes.

*Examples : Moussa is taller than Abouna. (Moussa est plus grand que Abouna).*

*A donkey is smaller than a horse. (Un âne est plus petit qu'un cheval).*

Quand l'adjectif est long c'est-à-dire, s'il a plus de deux syllabes, on emploie l'expression 'more....than'.

*Example : Life in the town is more expensive than life in the village.*

### Exercise

① I write the adjectives in brackets in the comparative of superiority.

a) Linda is (old) than her sister - b) A bed is (comfortable) than a chair - c) The teacher is (strong) than his student - d) This girl is (beautiful) than her mother.

② I replace the points with the following words: *well, herders, cassava, sheep.*

a) In the village women draw water from the..... - c) .....raise cows and goats - c) Farmers grow millet, ..... and corn - d) Boys and girls like keeping .....

③ I translate into English.

a) Jean est plus vieux que Pierre - b) Moussa est plus jeune que son ami. - c) Un dromadaire est plus gros qu'une vache - d) Une chaise est plus petite qu'un fauteuil.

## Counting

I complete the series and I write the numbers in full letters.

110	120	.....	.....	.....
.....	.....	.....	.....	.....

## Lesson 26: In town

**Objectives:** At the end of the lesson, the student must be able to describe a town and to compare two elements.

### Text

A town is bigger than a village. The buildings are higher and the streets are wider. The road traffic is very dense because there are a lot of cars and motorcycles. In town there are also a lot of big shops, hotels, banks and restaurants.

When Moussa visits Ndjamen, he says 'life in town is less pleasant than life in the village'.

### Vocabulary

**high:** haut

**a shop:** une boutique

**life:** la vie

**wide:** large

**road traffic:** circulation routière

### Grammar : le comparatif d'infériorité

Pour former le comparatif d'infériorité on utilise l'expression « less... than » quel que soit la taille de l'adjectif ou de l'adverbe.

*Examples :*

*A restaurant is less expensive than a hotel.*

*He is less strong than his brother.*

*I drive less carefully than you.*

### Exercise 1

① I replace the comparative of superiority by a comparative of inferiority.

*Example: a house is more comfortable than a hut = a hut is less comfortable than a house.*

a) A town is bigger than a village – b) A car is more expensive than a bicycle – c) A man is stronger than a child – d) Reading is more useful than playing.

② I replace the comparative of inferiority by the comparative of superiority.

*Example: he is less strong than his brother = his brother is stronger than him.*

a) We get up less early than our mother – b) Mariam is less intelligent than Kaltouma – c) A car is less fast than a plane – d) Moundou is less big than N'djamena.

③ I translate into English.

a) Une chaise est moins confortable qu'un fauteuil – b) La vie au village est moins chère que la vie en ville - c) Doba est moins grand que Moundou – d) L'anglais est moins difficile que le français.

### Counting

1000	1100	1200	1300	1400
One thousand	One thousand and one hundred	One thousand and two hundred	One thousand and three hundred	One thousand and four hundred

## Lesson 27: The weather

**Objective:** At the end of the lesson, the student must be able to describe the seasons.

### Text

There are two main seasons in Chad: the dry season and the rainy season. The dry season begins in October and ends in May. During that period the sun shines and it is very hot especially in March and April. Children must not play outside.

In the center, from June to September, it is the rainy season: the sky is often cloudy and the wind blows. When it rains, people must stay at home. After the rain, the soil becomes wet and the farmers can sow seeds.

### Vocabulary

**the weather :** le temps

**to shine:** briller

**the wind:** le vent

**a cloud:** un nuage

**to blow:** souffler

**to rain:** pleuvoir

**to sow:** semer

**wet:** humide

**seeds:** grains

### Exercise 1

1. How many seasons are there in Chad? 2. When does the rainy season begin in the center? 3. When does it end in the center? 4. How is the sky in the rainy season? 5. How is the weather in the dry season?

### Grammar: Can et must

**Can** signifie 'pouvoir, être capable de'

*Example: I can lift this suitcase. (Je peux soulever cette valise).*

**Must** signifie 'devoir, être obligé de'

*Example: I must go to school. (Je dois aller à l'école).*

**Can** et **must** sont appelés des verbes modaux ou des verbes de modalité. Ils se différencient des autres verbes de la manière suivante :

- ils ne prennent pas de 's' à la troisième personne du singulier du présent simple.

*Example: He can play football.*

- Ils se conjuguent sans 'do' à la forme négative et interrogative.

*Example: Children must not drink beer. Can she play guitar? No, she cannot.*

- ils sont toujours suivis de l'infinitif sans 'to'.

ils n'ont pas de participe passé.

**NB :** *Cannot* s'écrit en un seul mot. La forme contractée s'écrit *can't*.

### Exercise 2

① I write the following sentences in the negative and in the interrogative form.

- a) I can eat five bananas – b) They must learn their lessons – c) We can run very fast –  
d) She must stay at home.

② I translate into English.

- a) Le soleil brille: il fait chaud – b) Il pleut : je dois rester à la maison - c) Peux-tu lire cette lettre ? – d) Je ne peux pas ouvrir la fenêtre.

③ I translate into French.

- a) You must speak English to your teacher – b) Can I help you ? – c) You must wash your hands – d) We cannot eat this meal.

### Counting

1500	1600	1700	1800	1900
One thousand and five hundred	One thousand and six hundred	One thousand and seven hundred	One thousand and eight hundred	One thousand and nine hundred

## Lesson 28: Independence of Chad

**Objective:** At the end of the lesson, the students must be able to describe a past event.

### Text

Chad was one of the French colonies in Africa. It became independent on August 1960. Chad celebrated the 50<sup>th</sup> anniversary of its independence in 2011. It was a great event. Many African leaders were invited to the celebration. Two days were devoted to the military parade in which soldiers from other countries took part. Every Chadian was proud because it was an exceptional day. It was for young people an important event.

### Vocabulary:

**to be proud :** être fier

**to take part :** prendre part

**an event :** un événement

**to devote :** consacrer

**to become :** devenir

### Exercise 1

1. When did Chad become independent?
2. When did Chad celebrate its 50<sup>th</sup> anniversary?
3. Who were invited at the 50<sup>th</sup> anniversary celebration?
4. Why was every Chadian proud?

### Grammar : Le past simple (le prétérit)

Le past simple s'emploie pour faire un récit d'événements passés. Il correspond au passé simple, au passé composé ou à l'imparfait.

Pour les verbes réguliers il se forme en ajoutant 'ed' à l'infinitif sans to ou simplement 'd' si le verbe se termine par un 'e'.

*Examples: to play (played), to love (loved)*

Pour les verbes irréguliers, le preterit est très variable.

*Examples : to come (came), to buy (bought), to find (found).*

A la forme interrogative et négative on utilise 'did' (prétérit de l'auxiliaire do).

*Examples: Did Chad celebrate its independence in 1950?*

*Chad did not celebrate its independence in 1950.*

### Exercise 2

- ① I write in the preterit the verbs in brackets.
  - a) Moussa (play) football last year – b) Boukar (not work) in the office in 1975 – c) It (rain) yesterday? – d) They (not watch) television after lunch.
- ② I translate into English.
  - a) Il a beaucoup plu au mois de juillet - d) Les élèves ont-ils nettoyé la salle de classe la semaine dernière ? – c) Fatimé a célébré son anniversaire le lundi passé – d) Elle n'a pas ouvert la porte de la classe hier.
- ③ I write the verbs in brackets in the preterit (I use the irregular verbs table).

a) The teacher (leave) the school at 1 o'clock – b) My mother (sell) fruit at the market last Monday – c) There ( be) many people at the celebration in 2011 – d) She (go) to Bongor last month – e) The taximan (drive) to the car station yesterday.

**Counting**

2000	3000	4000	5000	6000
two thousand	three thousand	four thousand	five thousand	six thousand

## Lesson 29: A holiday

**Objective:** At the end of the lesson, the students must be able to describe a future event.

### Text

The school year ends on June. Many students are eager to go on holiday. Moussa and Mariam are talking about what they will do during the school vacation.

- **Moussa:** I'll go away on holiday.
- **Mariam:** Where will you go and what will you do?
- **Moussa:** I'll go to my village; I'll help my old parents in field work. And what will you do, Mariam?
- **Mariam:** I'll stay at home. I'll revise my lessons because next year I'll pass my examination.

### Vocabulary

**to be eager :** être impatient

**to end :** finir

**a holiday/a vacation :** les vacances

**to talk about:** parler de

**to stay at home :** rester à la maison

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

### Exercise 1

1. How are the students at the end of the school year? 2. What are Moussa and Mariam talking about? 3. Where will Moussa go during the holidays and what will he do? 4. Where will Mariam go? 5. What will she do?

### Grammar: le futur

Le futur s'emploie avec les auxiliaires '**shall**' ou '**will**' suivis d'un infinitif sans 'to' pour la première personne du singulier et du pluriel et **will** pour les autres personnes.

*Examples: I (we) shall/will go on holiday. (j'irai/nous irons en vacances).*

*Mariam will stay at home. (Mariam restera à la maison).*

A la forme interrogative **shall** ou **will** se place avant le sujet.

*Example: Will you visit your uncle?*

A la forme négative **shall** ou **will** est suivi de *not*.

*Example: I shall/will not go to the cinema.*

**Shall** et **will** deviennent '**ll**' à la forme contractée. A la forme négative c'est **shan't** ou **won't**.

*Examples: You will help your parents: you'll help your parents.*

*We shall/will travel to Paris: we'll travel to Paris.*

**NB:** De nos jours **shall** est employé à la première personne pour exprimer beaucoup plus une obligation de faire quelque chose.

## Exercise 2

① I write the following sentences in the future.

a) They are very happy today - b) He is ready - c) You are a good boy - d) She has too much work to do - e) She is a beautiful girl.

② I write the verbs in brackets in the future.

a) Tomorrow Moussa (go) to his village - b) Next Saturday we (not play) football - c) Next year I (pass) my examination - d) You (do) your homework this evening - e) Ali (write) to his friend this afternoon?

③ I translate into English.

a) Il achètera un livre lundi prochain - b) Je ne serai pas à la maison demain - c) Vos amis viendront-ils en voiture ?- d) Ils seront heureux de vous voir - e) Moussa ne jouera pas au football ce soir.

## Counting

7 000	8 000	9 000	10 000
seven thousand	eight thousand	nine thousand	ten thousand

## IRREGULAR VERBS

Les verbes irréguliers suivent les structures de conjugaisons des verbes ordinaires, ils sont irréguliers uniquement par leurs formes au prétérit et/ou au participe passé. Ils sont environ 180 dans la langue anglaise dont environ 140 d'usage courant. Il convient donc de les apprendre par cœur.

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
to breed	bred	bred	élever (bétail, enfant)
to bring	brought	brought	apporter
to build	built	built	construire
to burn	burnt	burnt	brûler
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	coûter
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	cache
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
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 (odeur)
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	verser (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

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