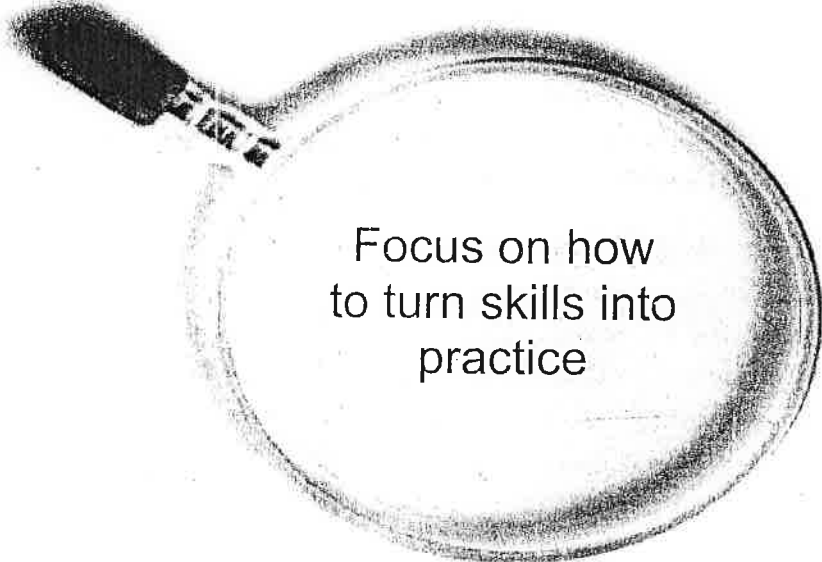


Amadou Kassou Rbaye 16.11.18

REPUBLIQUE DU SENEGAL
UN PEUPLE UN BUT UNE FOI
MINISTERE DE L'EDUCATION NATIONALE
INSPECTION D'ACADEMIE DE PIKINE - GUEDEIWAYE

Fascicule d'ANGLAIS

**RESUMES DE COURS ET RECUEIL D'EXERCICES
POUR UNE MEILLEURE PREPARATION AUX
EPREUVES DU BACCALAUREAT**



Focus on how
to turn skills into
practice

MOT DU MAIRE

Guédiawaye est situé dans la zone péri-urbaine de Dakar communément appelée banlieue. A l'origine, c'était un quartier-dortoir habité par des gens de statut socio-professionnel modeste.

De nos jours, le cadre s'est urbanisé en une mairie de ville divisée en cinq communes de plein exercice. On y compte cinq lycées, dix collèges et plusieurs écoles privées dans les ordres d'enseignement moyen et secondaire. On peut donc considérer que le taux d'accès à l'éducation est non-négligeable. Par contre, aller à l'école, seul ne suffit pas, il faut aussi et surtout réussir. C'est là où beaucoup d'efforts restent à faire. L'approche frontale intra-muros professeur /élève gagnerait à être appuyée, prolongée et complétée par d'autres dispositifs. Si ailleurs on peut citer l'internat, la militarisation, les NTIC ou le préceptorat, ici rien ou très peu de tout cela. Nonobstant, Seydina Limamou Laye de par ses résultats aux examens et concours s'érige en lycée d'excellence. Trouver d'autres intrants, ouvrir d'autres portes, scruter d'autres horizons pour booster la qualité des apprentissages de nos enfants s'imposent alors à nous tous.

La Ville de Guédiawaye sous ma responsabilité s'engage dans cette voie. Des espaces informatiques sont prévus sur plusieurs sites scolaires. En partenariat avec des acteurs de l'éducation, le projet de fascicules est aujourd'hui une réalité palpable. C'est l'occasion de féliciter les équipes rédactionnelles de même que le comité de pilotage pour la qualité du travail. Ces outils de par la ligne éditoriale imprimée se montrent par moments et par endroits comme des relais, des compléments, des substituts pour évaluer, approfondir, éclaircir, renforcer, rechercher, etc.

Prévus dans six disciplines fondamentales, ces outils pédagogiques et didactiques ont pour ambition de préparer chaque élève en autonomie, en groupe ou sous tutorat à atteindre un niveau élevé de maîtrise des compétences exigibles.

Cette année, tous les élèves de Terminale des séries S1, S2 et L des lycées Banque islamique, Pikine, Pikine-est, Seydina Issa Rohou Laye et Seydina Limamou Laye disposeront chacun et chacune de six fascicules en Mathématiques, SVT, PC, Anglais Philo et H.G. Pour un cumul de 26 000 ouvrages, la facture est lourde comme on peut le deviner aisément. Mais pour le Maire la Ville que je suis, dépositaire de la confiance et du suffrage des populations, le jeu vaut la chandelle car l'éducation n'a pas de prix. D'ailleurs, en perspectives, ce bénéfice couvrira les classes antérieures de Seconde et de Première. C'est dire qu'en matière d'excellence dans le rendement scolaire, nous n'avons pas de limite.

Puissent tous les acteurs en général et les élèves bénéficiaires en particulier le comprendre ainsi et agir en conséquence pour qu'à l'arrivée les fruits tiennent la promesse des fleurs.

BONNE ANNEE SCOLAIRE ! BONNE CHANCE !

Le Maire de Ville

Fascicule offert par Monsieur Aliou SALL maire de la ville de Guédiawaye, Président de l'Association des Maires du Sénégal

AVANT PROPOS

La Ville de Guédiawaye, en collaboration avec l'Inspection d'Académie de Pikine-Guédiawaye a produit en faveur des élèves de terminale des 5 lycées (Seydina Limamoulaye-Seydina Issa Rohou Laye ex LPA-Pikine-Pikine Est-Banque islamique) du département, des fascicules en philosophie, Anglais, Histoire-géographie, Sciences de la Vie et de la Terre, Sciences physiques et en Mathématique. Cette intervention fait suite à une expérience pilote en 2015 au lycée Seydina Issa Rohou Laye ex LPA ; expérience au cours de laquelle, les élèves de terminale avaient reçu des fascicules conçus par cinq cellules disciplinaires : Mathématique, Sciences de la Vie et de la Terre, Sciences Physiques, Philosophie et Histoire-Géographie.

Lors de la remise symbolique en décembre 2015, Monsieur le Maire de la Ville de Guédiawaye annonçait son souhait, pour des soucis d'équité de faire bénéficier à l'ensemble des élèves de Terminale de la Ville de ces supports en y ajoutant l'Anglais.

Ce sera chose faite à la rentrée 2016-2017. En effet, sous la supervision de l'Inspection d'Académie, des équipes disciplinaires d'établissements ont été mis sur pied autour des coordonnateurs de cellules et des formateurs du Centre Régional de Formation des Personnels de l'Education de Dakar pour aller vers la production desdits fascicules. Dans un contexte global marqué pour l'essentiel par une absence de manuels dédiés dans certaines disciplines, ces supports constituent de véritables opportunités pour améliorer la qualité des enseignements-apprentissages. Ce processus a également permis d'asseoir une forme de collaboration et de mutualisation entre professeurs d'horizon et de profil divers et en conséquence, installer un véritable creuset de continuité.

Dans chacune des disciplines, des fascicules sont conçus pour être de véritables médiateurs pédagogiques.

Ils contiennent ainsi des :

- outils méthodologiques
- résumés sur certains contenus difficiles
- exercices pertinents faisant appel à différents niveaux taxonomiques
- prototypes de sujets au baccalauréat
- thèmes transversaux actuels surtout en Histoire-Géographie et en philosophie

Il s'agit donc d'outils pertinents ne pouvant toutefois en aucun cas se substituer aux enseignants, mais plutôt demeurer un compagnon utile aux élèves, futurs bacheliers. Un outil ne valant que par la qualité des mains qui l'utilisent, nos élèves se doivent de faire preuve d'engagement, d'abnégation dans l'effort et d'intelligence dans leur utilisation.

A ce titre, ces fascicules constituent une innovation pédagogique majeure et un intrant de qualité de taille dans l'Académie. Je souhaite que cette initiative fasse tache d'huile pour, au delà de la Ville de Guédiawaye, inonder toute l'Académie et au-delà la Région et le Sénégal entier dont l'une des ambitions est de parvenir à la formation d'un capital humain de qualité à même de

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peser sur l'échiquier international comme l'indique l'axe 2 du Programme Sénégal Emergent (PSE).

Je voudrais remercier Monsieur le Maire pour cette belle et heureuse initiative, mais aussi féliciter tous ceux qui ont participé à la réalisation de ces fascicules (professeurs, formateurs, équipe de coordination de l'IA et de la Ville). Par ma voix, la communauté éducative de Pikine-Guédiawaye vous renouvelle sa confiance et prie pour que les performances progressent significativement.

Bonne année scolaire.

L'Inspecteur d'Académie de Pikine-Guédiawaye

Seyni Wade

COMITE DE PILOTAGE

CHARLES OUSMAILLA NDIAYE : CHEF DE DIVISION DE LA JEUNESSE, DES SPORTS, DE L'EDUCATION ET DE LA CULTURE DE LA VILLE DE GUEDEAWAYE

MAMADOU FAYE : INSPECTEUR DE L'EDUCATION, CONSEILLER EN EDUCATION DU MAIRE DE LA VILLE DE GUEDEAWAYE.

ABOUBAKRY SADIKH NIANG : SECRETAIRE GENERAL DE L'INSPECTION D'ACADEMIE DE PIKINE/ GUEDEAWAYE

IDRISSA GUEYE : INSPECTEUR DE L'EDUCATION A L'INSPECTION D'ACADEMIE DE PIKINE/ GUEDEAWAYE.

SALIOU SALL : DIRECTEUR DU C.R.F.P.E DE DAKAR

CHARLES WADE : FORMATEUR, RESPONSABLE DU MOYEN SECONDAIRE AU C.R.F.P.E DE DAKAR.

FOCUS1: REVIEW OF TENSES AND THEIR USES

This table summarizes the different tenses in English. It is followed by a series of communicative Exercises

THE TENSES	FORMS	USES	EXAMPLES
Present Simple	Verb without to *At the third person of the singular(s / es / ies)	• General and scientific truth • Permanent or long-term situations • Regular activities and routines • Timetables and schedules	- Management is a science - The postman usually comes before noon. - In Senegal, people drive on the right-hand side of the road. - Our plane leaves at 10 PM on Thursday.
Present Continuous	Am / is / are + <u>-ing</u>	• Actions happening now (currently / presently / now / at the moment / etc.) • Description of a present situation • Future plans and arrangements	- I'm reading a page on the Internet at the moment. - We're introducing a new system - She's meeting the CEO at 2 p.m - Prices are going up; the value of the Euro is going down. - I'm visiting my parents next Sunday
Simple Past (Preterit)	Verb + ed Irregular verbs (see list)	• Past and completed actions (yesterday, last night, in 1999, 10 years ago...). • Narration	- I watched the broadcasting on TV last night. - I met the manager a long time ago. - The vampire got out of his coffin and walked towards us.
Past Continuous	To Be in the Past + -ing (Was / were + -ing)	• Actions in progress in the past.	- I was watching TV when the phone rang. - I saw Moussa yesterday; he was going to town
Present perfect simple	Have/has + Past participle	• past actions with results in the present • life experience • duration : (since/for) • It is the first / second / third time	- Look! I've bought a new car - I've been to the doctor's today - I have seen the message since 9am - The Chief Accountant hasn't met the CEO yet. - Mary has worked here for two years. - It is the first time I have met Thione Niang.
Present perfect continuous	Have / has + been + -ing	• progress : action starting in the past and still continuing in the present	- I've been studying Accountancy since my first year. - He's been working there

			for 5 years
Past Perfect Simple	Had +Past Participle	- Action happened before another action in the past. - it was the first / the second / the third time...	-When Peter arrived at the meeting, he realized that people had taken all the seats . -It was the first time we had met.
Past Perfect continuous	Had + been + -ing	Action in progress before another one, both in the past.	-Omar had been waiting for 20 minutes when the meeting started last week
Future Simple	Will / Shall + verb	- Intent and last minute decision - Timetables and schedules - Future facts and predictions	-Don't worry, I will take you home as your car has broken down. The board meeting will start at 3.30 .p.m - We will open a new sales office in Spain.
Future continuous	Will + be + -ing	Actions in progress in the future. It can be used with expressions such as At this time next week / month /year etc.	At this next week, we will be meeting again I'll be working on this activity tomorrow afternoon
Future perfect simple	Will have+ Past participle	Completed actions before a specific time in the future (By this time tomorrow / this time next week, etc)	By this time next Monday we will have finished our work.
Future perfect continuous	Will + have + been + -ing	Action in progress before a specific time in the future (By this time tomorrow / this time next week, etc)	By this time next month the students will have been working for 9months
The conditional present	Would+ Verb	- Supposition / - Past habit - If + Preterit => would+inf	-Suppose he came, we would go and visit my pen friend. -If Mc Donald won the Hindu Market, It would change its products into vegetarian. -When Bouba was young, he would play with numbers
The conditional Past	Would+Have+Past participle	If + Past Perfect => would have+PP	If Modou had been a good Manager, he would have solved the problem last time

EXERCISE 1: Fill in the blanks in this paragraph with the following verbs in the right tenses
 to move to live to be to come to go to do to go to think

Text: Rokhy's Story

Rokhy (1).....from Nianing, She (2).....there since her childhood. But her parents and old brothers and sisters (3).....in Mbour before they settled in Nianing in 2001. When she was young, Rokhy (4).....to Dakar, she believes that people there are very kind and respectful. She gets a lot of friends here, in Nianing, but she really wants to move to another place different from it. This is the first time she (5).....of going to other places. Her parents appreciate the good things she (6).....for them for years. In the late years, she (7).....to another town to see what type of life people live there. But she is not old enough to be separated from her family. That is the reason why she said that If she had been old enough she (8).....somewhere else. She knows that she is only 17 years so she is still under parental control. The only thing she can do is to dream of living in other towns until she gets the right age to do whatever she wants.

EXERCISE 2: Fill in the following paragraph with the following verbs in the right tenses(5pts)

- to be	-to become	-to work	- to take	- not/ to enjoy
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Abu Njay is a 32-year old Senegalese. He (1).....in the Foreign Exchange department of an International bank in Senegal. Before he joined the bank, he (2).....a degree in Marketing at ESP. His first job (3).....in the Sales Department in a large Shop in Dakar, where he(4).....the work very much because he did the same thing day after day and he felt that he didn't have the opportunity to develop professionally. So when he saw the advertisement for the job in the bank, he sent in his application immediately. Abu likes everything about this job except the salary. But he likes the responsibility –a great amount of information moves through his department. In some years he (5).....the chairman of the bank If he got the trust of his colleagues.

EXERCISE 3: Complete these dialogs by putting the verbs in brackets in their correct tenses.

Situation 1

Fatu: Hi Ali, hurry up! Our TATA bus..... (to leave) at 8 o'clock.

Ali: Just a moment. My phone (to ring). I must answer.

Fatu: You (always/answer) phone at rush hours. We don't have time to wait for you.

Situation 2

John: What about the zoo Peter? Do you like it?

Peter: Wonderful! It's the first time I (to see) such animals.

John: As for me I (to come) here very often. My last visit (to date) back a week.

Situation 3

Papis : Hi Luke ! Did you go to the party yesterday?

Luke: No unfortunately. It (to rain) at that moment.

Papis: it's a pity you (not attend) it then. But what about the film you told me?

Luke: I; (to watch) it before it started raining.

Papis: You are not kind. Why didn't you call me? Next time I watch a film I (not call) you.

Situation 4

Sala: You look sad Nafi. What's the matter?

Nafi: This time next week I(to sit) for the baccalaureat exam

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Sala: Don't worry you'll succeed in it owing to your hardwork but by Tuesday I (to take) you to a famous and good Marabout so that he prays for you.

Situation 5

Hamdi: I need a promotion. I (to work) in this company for 5 years but I still hold the same position. In addition I (to bring) many business partners for the company.

Baba: Don't worry the manager (to promote) you soon. The company (to undergo) a difficult situation at the moment.

Situation 6

Dudu: It's high time the second football team (to arrive). They (to finish) their preparation when our car left.

Salif: I hope that they (to arrive) before we take our lunch. They (to come) late during the last year competition. It was the first time it (to happen) to them.

Dudu: As for us, we always (to reach) the place on time. We (to take) part in the competition so many times without arriving late.

Situation 7

Don't sleep in my room. You (always/smoke) cigarette in it. In addition, while I was away yesterday morning you (to play) cards with your friends inside. You (to behave) in this way for over ten years and I can't put up with this anymore.

Situation 8

Susan (not to take) her breakfast before she went out. The doctor (to tell) her that since he (to diagnose) her this morning. When he finishes he (to direct) her to Pasteur laboratory for a medical test.

EXERCISE 4: Read this paragraph below and find the verb tenses in bold character that fit the functions given in the table.

Musa **plays** football well. I **paid** him a visit yesterday. He **is meeting** his manager this afternoon to negotiate a contract with another football club. He **has played** in Jaraaf for two years but he **is going to leave** this club within two month because of his new contract abroad.

Verb tenses	Functions
	Expressing an arrangement in the near future
	Intent
	Permanent fact
	From the past up to the present time
	Describing past actions

EXERCISE 5: Read this paragraph below and find the verb tenses in bold character that fit the given in the table.

I **will be meeting** the recruitment team for a job interview this time next week. I **have sent** many application letters to different companies. The interview **starts** at 10 o'clock. The company **is looking** for an accountant. The incumbent **had held** that position for five years before he left. The company **called** me four days ago to keep me informed of the interview while I **was planning** to travel to Mali. The company is very far from my district but I'll **have reached** the office by the time the interview takes place. The company **manufactures** computers.

Verb tenses	Rules
	unspecified action in the past
	Permanent fact
	An action in progress in the present time
	precise action in the past
	A past action that occurs before another past action
	An action in progress in the past interrupted by another past action
	Schedule
	Completed action before another time in the future
	A future action that takes place in the normal course of event

EXERCISE 6: Complete these sentences by putting the verbs in brackets in the appropriate form and tense.

A- SIMPLE PRESENT OR PRESENT CONTINUOUS

- How many computers.....(you / sell)?
- Ali.....(speak) French and now he.....(learn) English.
- We.....(study) Economics so this year we all.....(specialize) in economics.
- I always.....(buy) lunch at the fastfood 'Moss Doli' but today I.....(eat) out at a smart restaurant with my friends.
- A.How.....(she / go) to school?
B.Most of the time she.....(to take) a bus.
- A.Excuse me, but you.....(sit) in my place.
B.Oh, I'm sorry.
- I can't talk to you right now. I.....(work).
- Musa is a good football player but he.....(play) football very often

B- SIMPLE PAST OR PAST CONTINUOUS

- Amadu: What.....(you / do) when the phone(ring)?
Bintu: I.....(watch) television.
- Amadu: Was Ali busy when you went to see him?
Bintu: Yes, he.....(study)
- Amadu: Was Fatu at work yesterday?
Bintu: No, She.....(not / go) to work because he was ill.
- Amadu: What time.....(the newspapers / arrive) this morning?
Bintu: They.....(arrive) while.....(have) breakfast.

5-Amadu: How fast(he / drive) when the police..... (stop) him?

Bintu: I don't know exactly but he.....(not / drive) too fast.

6-Amadu:(your team / win) the football match last week?

Bintu: No, The weather was very bad, so we.....(not play).

7-Amadu: How.....(you / break) the window?

Bintu: We.....(play) football. I.....(kick) the ball and it (hit) the window.

8-Amadu: I.....(lose) my key last night.

Bintu: How.....(you/get) into your room.

Amadu: I.....(climb) in through the window.

C- FUTURE TIME AND ITS DIFFERENT TENSES

1-A. When.....(you / finish) writing the project? I gave it to you last week.

I.....(travel) this evening and I will come back next week.

B. Don't worry by the time you come back I.....(write) it.

2-A. If you don't work hard you.....(not / succeed) in your exam.

B. Never mind I'm aware of that and I.....(do) my best to succeed in it.

3-A. I want to know when you are going to give me back my book.

B. I will give it to you as soon as I.....(finish) reading it.

4-A. When are we going to do our test?

B. You.....(do) it this time next week.

5-A. Life.....(get) harder and harder for people if the rate of unemployment keeps on increasing.

B. There are many offices promoting youth employment but they lack capacity to deal with it.

6-A. My room is dirty and messy. Where's Fatou? She must clean it.

B. She went out this morning but she.....(clean) it when she arrives.

7-A. Dad,.....(you / use) your car tonight? I want to go to the party.

B. No, you can take it.

D- SIMPLE PRESENT, SIMPLE PAST, PRESENT PERFECT, PRESENT PERFECT CONTINUOUS

1-A. When.....(he / move) to England?

B. It's when he left Dakar and he.....(stay) there ever since.

2-A. I.....(work) in this company for over ten years but the boss.....(promote) me only twice.

B. You need to switch to another company then.

3-A. When.....(you / be born)?

B. In 1997.

A. When.....(you/come) here

B. I came here in 2000.

4-A. I.....(buy) lottery tickets for five years but I.....(not / win) much money so far.

B. Gambling is not good. You waste money more than win.

You are right I.....(win) a jackpot two years ago but I.....(spend) all that money on lottery again.

A. Stop gambling then.

5-A. I.....(travel) very often.

B. You must be very busy then.

A. Yes I even.....(not/have) time to stay with my children.

This is part of the game. You can't have all that you like.

6-A. It's high time you.....(build) a school in this village.

B. The minister of education.....(come) here last year for a school building project
 he.....(not / start) it yet. We.....(phone) him three months ago
 he.....(not / receive) the finance so far he says.

E- SIMPLE PAST, PAST PERFECT OR PAST PERFECT CONTINUOUS

1-A. When did the film start John?

B. The film.....(start) before I arrived here. It's even a replay. I
 (watch) it last week.

2-A. How long.....(you/smoke) before you finally stopped.

B. Fifteen years and I.....(quit) two years ago.

3-A. Issa told me that you.....(go) to the USA when you were 18 years old.

B. Yes. He is right. I visited many states and it was the first time I..... (celebr)
 Halloween there.

4-A. I.....(work) in Sonatel for two years, then I..... (switch) to tigo. I w
 promoted Marketing director there last year.

B. As for me I still hold the same position in my company.

FOCUS 2: USE OF GERUND (-ING) AND INFINITIVES

A-USE OF GERUND

A gerund is a noun made from a verb. To make a gerund you add "ing" to the verb. Gerund can be either subject or object

Compare:

- a) "I swim every day" ('swim' is a verb),
- b) "I like swimming" ('swimming' is a noun)

Therefore 'swimming' is a gerund

In the sentence "She reads several books a week", the word 'read' is a verb

In the sentence "Reading is important", the word 'reading' is a noun

Therefore "reading" is a gerund

1- Gerunds are used after the following verbs and expressions

Admit, avoid, cannot help, consider, deny, dislike, enjoy, finish, forgive, imagine, keep, mind, practice, resist, suggest, is worth, feel like, look forward to, it is no use, there is no point

e.g. She cannot help crying

He considered changing my job

Would you mind answering a few questions?

The food is not worth eating

It is no use crying over spilt milk

2- Use of Gerunds after prepositions and phrasal verbs

e.g. The doctor told him to give up smoking.

After having made a decision, she told her parents

3- Some verbs are followed by either the infinitive or the gerund without much difference in meaning:

Advise, attempt, begin, cease, continue, intend, plan, propose etc.....

e.g. We are attempting to climb the Lion Rock
I attempted jumping until I fell over

4- There can be a difference in meaning when the infinitive or the gerund is used after some verbs.

In general, we use the **gerund** for habits or past actions- the **infinitive** for present or future events. These verbs are: dislike, forget, hate, like, love, prefer, regret, remember

e.g.: Don't forget to lock the door when you leave (future action)

I forgot sending an e-mail yesterday (past action)

She likes to live in England when she retires next year. (future action)

I like watching television (habit)

I regret to tell you that you have not been selected (present action)

I regret missing the great show (past action)

5- After verbs of perception: hear, see, feel, smell, notice, observe, watch, either the infinitive or the gerund can be used

When using the infinitive, we are more interested in the completed action

When using the gerund, we are more interested in the progress of the action

e.g.: I heard him come in last night (so I know that he did come in)

I heard him coming in last night (and he made a lot of noise)

I saw him work in the garden yesterday (so I know he did work here yesterday)

I saw him working in the garden yesterday (and noticed how interested he was in it)

6- Verbs + preposition +-ing

Aim at Apologize (somebody) for Complain about Count on Dis (approve) of Dream of Forget about Insist on	Look forward Object to Persist in Put up with Rely on Succeed in Think of/about Worry about	Accuse (somebody) of Blame (someone) for Congratulate (somebody) on Discourage (somebody) from Forgive (someone) for Prevent (somebody) from Suspect (someone) of Threaten (someone) with
---	--	---

7- Adjectives + preposition +-ing

Angry at Famous for Responsible for Annoyed at Fond o Sorry about Ashamed of	Good at Sure of/about Concerned about Grateful to(someone) for Content with In(capable) of	Tired of Delighted at Interested in To be/get used to Excited about Dis(pleased) about Worried about
--	---	--

8- Nouns + preposition +-ing

The custom of To have difficulty in Excuse for For fear of In the habit of	The idea of Interest in Take the precaution of Reason for	To run the risk of The thought of The way of
--	--	--

B- USE OF INFINITIVES

INFINITIVE WITH "TO"

The infinitive is the form of the verb which begins with 'to' followed by the simple form of the verb. You cannot add s, es, ed, or ing to the end. The infinitive can be used with 'to' or without 'to'.

To-infinitive	Bare infinitive (without to)
I helped her to open the door	I helped her open the door

❖ Verb + inf.

Afford - appear - agree - arrange - decide - fail - happen - hope - manage - offer - promise - prove - refuse - seem

I want to swim. / They asked us to stay.

Examples: (Note how the main underlined word relates to **unreal, general or future actions**)

Amy agreed to come

I hope to see you soon

We plan to finish this shortly

They decided to return home

She promised to stop smoking

We agreed never to talk about it again

She offered to sell the house

I refused to pay

You seemed to be disappointed

She asked him not to leave

I want to drink

She needs to take a rest

❖ Verbs + object + infinitive construction

Believe-cause-encourage-force-get-invite-know-request-teach-tell-warn

e.g. : I invited Astou to attend my birthday party

The teacher asked Sidyto clean the blackboard

Our teachers encourage us to work hard

❖ The infinitive is used after these constructions:

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- **adjectives + inf.**
- **too + adjective + inf.**
- **adjective + enough + inf.**
- **so + adjective + as + inf.**
- **only + inf.**

It is nice to have a cup of coffee

She is too frightened to say anything

Would you be kind enough to turn on the fan?

He was so foolish as to lend her some money

We hurried to the railway station only to find that the train had left

INFINITIVE WITHOUT "TO"

- 1- **The bare infinitive (without to) is used after modals (shall-will-should-may-might-would-can-could, do, etc....)**

e.g. Students must wear school uniforms

She did not sleep well last night

I will remember what you have said

- 2- **The bare infinitive is used after verbs of perception: see, hear, feel, smell, notice, watch, observe and after make and let**

e.g. She saw him break the window

I heard her play the piano

His words made her cry

I will let her use my car

- 3- **The bare infinitive is used after had better, had/would rather, had/would sooner, cannot but,**

e.g. You had better tell the truth

I would rather have tea than coffee

I cannot but agree to come

❖ Verbs of perception used with the infinitive or the gerund

Verbs of perception like *feel, notice, hear, see, observe, smell, watch* may be followed by either the gerund or the bare infinitive.

- I saw him dancing (I saw him while he was dancing)

- I saw him dance (I saw the entire course of dancing)

❖ Gerund as adverbial modifier

By	How did you improve your English? I improved my English by listening to the radio
Without	He took my bike without asking permission
In (when/because of)	In refusing to work abroad he missed an excellent job opportunity
On (immediately after)	On receiving their letter he decided to make a donation to help their campaign

EXERCISE 1: Put the verbs in brackets in their correct forms (infinitive or gerund).

Situation 1

We'd better (to write) a letter to the mayor again. It's necessary.....(to tell) him the insecurity that is taking place in our district. We can't help.....(disparage) that any longer. We acknowledge..... (to take) actions first under sensitizing campaign. The mayor guaranteed us(to reinforce) the proximity security in our district but he delays.....(to put) theory into practice. Last time he made us.....(to draft) an agenda about a campaign without (to finance) us in the end.

Situation 2

They managed.....(to win) the football match. We all admitted..... (to show) our joy after the match. This victory is a good start for the championship. Our team didn't let the Egyptians..... (to dominate) them. They showed a strong determination in this match. Two strikers didn't fail..... (to score) a goal on the first chances offered to them. In addition, our players avoided..... (to be) too individualistic in the match and it was helpful to them as a strategy.

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Situation 3

A-Do you like.....(to watch) films

B-Yes I do

B-I even intend (to download) the latest films available online

A-I tried (to do) the same yesterday but with no success

B-Downloading films involves (to be) patient.

A-You're right I left earlier since the connection was a bit low

B- Talking about films, ... (to subscribe) to Sonatel for a high connection
better

A-I'd rather..... (to do) that but..... (to move) from low
to high connection might be a long process

B-No, you can make it in 3 days. I'd rather you.....(to go) to Sonatel to change connection
speed .

Situation 4

Modou: We're looking forward to.....(to take) our exam because of the stress.

Samba: Focus on your preparation rather than.....(to mind) the stress .

Modou: We can't help.....(to be) stressed during the preparation of exams.

Samba: It's necessary.....(to do) sport to be stress-free.

Modou: You are right, sport helps us.....(to fight) against stress. We can stop everything
except.....(to do) sport.

Samba: Besides, many students are busy.....(to work) in the oncoming days of their exam
and they become overworked in the end. Why not..... (advise) them..... (to
have) a rest at this point of time? It's helpful to them.

Modou: This is the case for many students. They should keep pace with their school programs rather
than.....(to accumulate) lessons till the oncoming days of their exam.

EXERCISE 2: Put the verbs in brackets in their correct forms or tenses.

A- They(to erect) buildings in this site for over two years. It's a housing project
promoted by the governments. Many Senegalese are used to.....(to build) houses on
dry areas formerly occupied by water. In addition, the technical department of housing has problems of
.....(to parcel) these kinds of areas. The administration of Wade(to
try) to relocate many victims to Jaxaay in 2007 but there were not enough houses for all of them. The
new administration..... (to build) houses at the moment in Tivaoune Peulh for the same
purpose. More to the point, by 2020 the government (to destroy) any
flooded houses in Dakar. This kind of project is worth.....(to support) for the relief
of victims.

B- I'm looking forward to..... (to see) the government pass a severe law or make
custom officers.....(to apply) higher taxes on the import of bleaching products. If it is
not the case, within 5 years many women (to run) the risk of having skin cancer
Gambian authorities..... (to ban) skin lightening products before it started being
widely used. Maybe by the time our new president ends his term he..... (to forbid)
bleaching in Senegal. These dangerous tubes (to use) by many
Senegalese women now.

C- I must be off work early today because I (to meet) a commercial
partner in the afternoon. I..... (to negotiate) a business deal with a customer
when he called me yesterday for an appointment. I will leave my tasks with you John since

..... (to already/finish) yours. It's not worth..... (to complete) the first document. Just do what is left.

D- Musa was caught smoking cigarette by his father.

Musa: I admit..... (to buy) cigarette everyday to smoke them.

Father: It's crazy and dangerous (to smoke) cigarette my son. I would rather..... (to die) than see my sons smoke cigarette. Don't make me (to get) angry with you. I..... (to smoke) cigarettes and marijuana for 10 years before I finally stopped. I am more suitable to advise you because I really know what it is about.

Musa: I'm sorry dad. It's the first time you..... (to see) me smoking cigarette but never will it occur again. It's a pity I..... (to do) that. I apologize.

EXERCISE 3: Underline the correct verb forms in each sentence.

- 1- Ali *missed* / *had missed* the bus because he *hadn't woken* / *didn't wake* up early.
- 2- When we *arrived* / *had arrived* there they *started working* / *had started working* for two hours.
- 3- You *always call* / *are always calling* me when I *am* / *will be* / *was* busy.
- 4- I *had lived* / *have lived* / *live* here for two years before I *travelled* / *travel* / *had travelled* to Italy.
- 5- Do your homework rather than *wander* / *to wander* / *wandering*!
- 6- I am looking forward to *meet* / *meeting* / *met* you.

EXERCISE 4: Identify the mistake in each sentence and write down the correction.

1- He had sang a nice song with the famous singer Youssou Ndour.

2- It's high time they sit down here.

3- He has already left when you arrived.

4- We would sooner going out with them.

5- I can't help drink tea after lunch.

Further Activities

A-Match numbers in column A with letters in column B meaningfully

A	B
1- I'm taking this course	a- taking the train as the traffic was terrible.
2- Smoking	b- to see a dentist
3- I find it difficult	c- fresh fruit and vegetables regularly helps you stay healthy.
4- She was worried about	d- taking a course in Japanese next year.
5- I am thinking of	e- to improve my English
6- I can't	f- is outlawed in restaurants in many countries nowadays
7- It's expensive	g- do four hours homework every night.
8- She suggested	h- to stay in five-star hotels.
9- I went to the supermarket	i- understand why some people find grammar so' difficult.
10- Eating	j- to buy some bread.
11- I've got toothache so I need	

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12- They always made me

k- failing the exam.

l- to remember new words

A	1	2	3	4	5	6	7	8	9	10	11	12
B												

B- Choose the correct gerund or infinitive from the parenthesis at the end of the sentence.

1. Alain can't stand on trains. (riding / to ride)
2. Mr. Harris enjoys..... people out to dinner. (inviting / to invite)
3. In the old days, gentlemen challenged their rivals (fighting / to fight)
4. As the famous saying goes, there's no use over spilt milk. (crying / to cry)
5. Jim stopped his shoelace. Wait for him. (tying / to tie)
6. My wife always volunteers cakes PTA meetings. (baking / to bake)
7. Don't waste my time about your salary. (complaining / to complain)
8. Eva is having trouble on the exam. (concentrating / to concentrate)
9. Please allow me your Facebook page. (joining / to join)
10. You won't forget milk on your way home, will you? (picking up / to pick up)

FOCUS 3 - LINK WORDS: Adverbial Clauses and Conjunctions

Cause-Reason / Contrast - Concession – Opposition / Purposes and Results / Condition

Expressing Cause/Reason	Expressing Consequence/Results	Expressing Purpose	Expressing Contrast / Concession/Opposition	Expressing Condition / Hypothesis
<u>Conjunctions:</u> As because Since Given that Considering that For Seeing that <u>Prepositions:</u> Because of Due to Owing to It was due to that... It was owing to...that..	As a consequence, ... As a result, ... Consequently For one thing So + <i>adjective</i> + that Such a+nounphrase+that Hence In consequence Therefore thus that's why	In order to + <i>infinitive</i> So as to + <i>infinitive</i> In order <i>not</i> to + <i>infinitive</i> So as <i>not</i> to + <i>infinitive</i> In order that+subject+verb So that+subject+verb With a view to + <i>infinitive</i>	But / yet / however / nevertheless / nonetheless /still / Although... / Though..... Even though... Even if ... While In spite of the fact that... Despite the fact that.... In spite of + <i>noun phrase</i> Despite + <i>noun phrase</i> Rather than...	If (cf. If clauses) Unless Provided that On condition that In case If it wasn't for + <i>noun</i> If it weren't for + <i>noun</i> If it hadn't been for + <i>noun</i> Were it not for Had it not been for ... But for....

(It should be noted that the different structures are used differently)

EXERCISE 1: Fill in the gaps in the following passage with one these structures:
rather than / in addition / despite / owing to / however / moreover / as a result

Television is our main source of information. it's good for entertainment. It displays movies, video clips and cartoons, ... it's not good for children's education. Many children lack concentration today..... television. Last time a mother said to me that her children never missed Mexican films broadcasted on TV at night., they did a bad performance at school. Watching too much TV is not creative; it's time consuming. Children should concentrate on their homework.....waste time on TV.

EXERCISE 2: Match items in column A with items in column B to form meaningful sentences using the appropriate link word.

A		B
1-Mandela was the ANC leader	so	a) his outstanding fight against apartheid
2-He governed south Africa well	in order to	b) a mourning day was declared by many states
3-He passed away last Thursday	owing to	c) he left the government at the end of his term
4-Obama paid tribute to him	in addition	d) fight for liberty
5-He joined ANC at a young age	but	e) he became the first black president in South Africa

- 1-.....
- 2-.....
- 3-.....
- 4-.....
- 5-.....

EXERCISE 3: Complete the following passage with one of these words;

But / even though / moreover / so / despite / since

Even though many Senegalese women use bleaching tubes it's dangerous for their skin. They use bad chemicals. *Since* the nice skin women think they might have through it. Many women blot their skins *since* they want to seduce men. *so* they imitate white people. A very black girl in our district said she wanted to have a husband *so* she started bleaching by using cheap bleaching products like (Vite fait and Carowhite) *so* after a few years she had vitiligo and skin cancer.

EXERCISE 4: Complete these sentences by choosing the appropriate word.

1-Europeans are fighting hard to protect the environment.....Africans keep on clearing their forests.

a-whereas b-moreover c-as a consequence d-since

2-He stopped smoking.....the doctor's advice.

a-because b-due to c-for d-so

3-Ali is going to hospital.....;he is sick.

a-owing to b-for c-because of d-as a result

4-He works hard.....he wants to succeed.

a-given that b-consequently c-in addition d-but

5-she isn't sociable.....she never greets people.

a-however b-therefore c-because of d-moreover

6-My boss recruits many trainees in his company.....he doesn't want to pay well.

a-so b-more to the point c-nonetheless d-since

7-These children rarely wash their hands.....they frequently have diarrhea.

a-as a consequence b-but c-because d-moreover

8-Peter sings well.....he is famous.

a-that's why b-because c-nevertheless d-moreover

9-They send their children to beg in the street.....take them to school.

a-more to the point b-as a result c-owing to d-rather than

10-He finally emigrated to Italy.....his family's financial contributions.

a-due to b-in addition c-even though d-in addition

FOCUS 4 - MODAL VERBS

GENERALITIES:

Modals are auxiliary verbs which express certain functions of language such as ability, request, permission, obligation, advice, prohibition, certainty, lack of obligation, certainty, etc.

Modals have certain characteristics which are:

- they are never preceded or followed by 'to'
- they don't take 's' at the third person singular (he / she / it)
- they are followed by the **bare infinitive**
- In certain tenses like past or future, we use **equivalents** for modals such as **can, may** and **must** depending on the function which is expressed

Can = to be able to (when it expresses **general ability** in the case of an action which was / will be actually completed)

May = to be allowed to (when it expresses **permission** and not probability or possibility for instance)

Must = to have to (when it expresses **obligation** or **necessity** and **not certainty**)

It is important to note that a single modal auxiliary can express different functions of language. For instance, the modal 'can' expresses ability, request, permission, possibility, probability. Likewise, must expresses obligation, necessity, certainty. Furthermore, the same function of language can be expressed by different modals as illustrated in the following table:

Request	Ability	Permission	Advice	Obligation/ Necessity	Absence of Obligation
can you... could you... will you.... would you	can (be able to)	can may might could	should ought to	must to have to to need to	don't have to don't need to needn't
Probability / Possibility	Reproach	Offer		Prohibition	Certainty
can may might could	should have + PP			Mustn't	must must have + PP

CAN / COULD / BE ABLE TO / BE ALLOWED TO

Can, could and be able to: talking about ability

We sometimes use **be able to** instead of **can** and **could** to talk about ability. However, we avoid **be able to** –

☆ when we talk about something that is happening as we speak:

- ☐ Watch me, Mum; I **can** stand on one leg. (*not ...I'm able to stand on one leg.*)

☆ before passives:

- ☐ CDs **can** now *be copied* easily. (*rather than* CDs are now able to be copied...)

☆ when the meaning is 'know how to':

- ☐ **Can** you cook? (*rather than* Are you able to cook?)

If we talk about a single achievement, rather than a general ability in the past, we usually use **be able to** rather than **could**. Compare:

- ☐ Sue **could** play the flute quite well. (*or ...was able to...*; a general ability) *and*
- ☐ She swam strongly and **was able to** cross the river easily, even though it was swollen by the heavy rain. (*not* She swam strongly and **could** cross...; a specific achievement)

However, **could** is usually more natural –

☆ in negative sentences:

- ☐ I tried to get up but I **couldn't** move. (*rather than* ...I wasn't able to move.)

☆ with verbs of the senses – e.g. feel, hear, see, smell, taste – and with verbs of 'thinking' – e.g. believe, decide, remember, understand:

- ☐ I **could** *remember* the crash, but nothing after that. (*rather than* I was able to remember...)

☆ after the phrases *the only thing/place/time*, and after *all* when it means 'the only thing':

- ☐ *All* we **could** see were his feet. (*rather than* All we were able to...)

☆ to suggest that something almost didn't happen, particularly with *almost*, *hardly*, *just*, *nearly*:

- ☐ I **could** *nearly* touch the ceiling. (*rather than* I was nearly able to...)

Can and could: talking about possibility

To talk about the theoretical possibility of something happening we use **could**, not **can**. However, we use **can**, not **could**, to say that something is possible and actually happens. Compare:

- ☐ It **could** be expensive to keep a cat. (= if we had one, it could or it may not be expensive) *and*
- ☐ It **can** be expensive to keep a cat. (= it can be, and it sometimes is)

We use **can't**, not **couldn't**, to say that something is theoretically or actually impossible:

- ☐ There **can't** be many people in the world who haven't watched television.
- ☐ The doctor **can't** see you this morning; he's busy at the hospital.

We use **can** to indicate that there is a very real possibility of a future event happening. Using **could** suggests that something is less likely or that there is some doubt about it. Compare:

- ☐ We **can** stay with Jim in Oslo. (= we will be able to stay) *and*
- ☐ We **could** stay with Jim in Oslo. (= it's possible; if he's there)

Could and be allowed to: talking about permission

To say that in the past someone had *general* permission to do something – that is, to do it at any time – we can use either *could* or *was/were allowed to*. However, to talk about permission for one *particular* past action, we use *was/were allowed to*, but not *could*. Compare:

□ Anyone *was allowed to* fish in the lake when the council owned it. (*or ...could fish...*) *and*

□ Although he didn't have a ticket, Ken *was allowed to* come in. (*not ...could come in.*)

In negative sentences, we can use either *couldn't* or *wasn't/weren't allowed to* to say that permission was not given in general or particular situations:

□ We *couldn't/weren't allowed to* open the presents until Christmas morning.

Underline the correct or more natural answer. If both answers are possible, underline them both.
(A & B)

- 1 Valuables *can't/ are able to* be left in the hotel safe. Please ask at the reception desk.
- 2 We *could/ were able to* finish the football match before it started snowing too heavily.
- 3 The rebels *could/ were able to* draw on the support of over 20,000 soldiers.
- 4 *Could you/ Were you able to* understand Professor Larsen's lecture? I found it really difficult.
- 5 'Do you want a game?' 'Sorry, I *can't/ 'm not able to* play chess.'
- 6 Look at me, I *can't/ 'm able to* ride my bike without any help.
- 7 When the fire officers arrived they *could/ were able to* put out the flames in a couple of minutes.
- 8 The air was so polluted in the city centre, I *could hardly/ was hardly able to* breathe.
- 9 I knew John had been smoking. I *could/ was able to* smell the cigarettes when I came into the room.
- 10 *Can you/ Are you able to* drive without your glasses?
- 11 No changes *can't/ are able to* be made to this rail ticket after purchase.
- 12 He *could/ was able to* untie the ropes without the guards noticing.
- 13 She looked all over the house, but *couldn't/ wasn't able to* find her keys anywhere.
- 14 I was very busy at work, but I *could/ was able to* have a couple of days off last week.

Complete these texts with **can**, **could** and **be allowed to**. Use negative forms where necessary. Where two answers are possible, give them both. (A-E)

a

We went camping in the north of Spain last July. As you probably know, it (1) rain a lot on the coast, even in mid-summer, and the day we arrived we (2) believe how heavy the rain was. Eventually we found a place to camp, in a field next to a beach. We had a new tent – the advertisement for it said, 'This tent (3) be assembled in two minutes with no previous experience.' What a joke! Now, there (4) be many people who haven't had difficulty putting up a tent at some time, but it took us more than two hours. And then, just as it was finished, a man came along and said that we (5) camp there – it was private property. So we had to take the tent down again. Then Sue just said, 'Well, we (6) stay here all night. Let's go to that hotel in the last village we drove through.' Unfortunately, when we got there they were full. But they were very kind and we (7) camp at the end of their garden!

b

It is often said that sports coaches (1) be strict, but athlete Peter Black's was incredibly hard on him in the year before the Olympic Games. For instance, Peter (2) stay up later than 9.00, although on his birthday he (3) watch television until 10.00 as it was a special occasion! Of course, all Peter (4) think of was going out with his friends in the evening, and he (5) hardly wait for the Games to finish and get back to a normal life. When he complained, his coach just said, 'Trust me and you'll win gold – you (6) lose!' And his coach was right. He won a gold medal in the 400 metres in a world record time. And on the night of his victory Peter (7) celebrate – by staying up until 11 o'clock! 'But no later,' said his coach. 'The World Championships are only two years away.'

WILL / WOULD / USED TO

If possible, complete these sentences with **will** (or **won't**) or **would** (or **wouldn't**) followed by one of these verbs. If it is not possible to use **will** or **would**, use a verb in the past simple. (A & C)

come decide eat help invite keep remember

- 1 Amy works really hard. Every afternoon she home from school at 4.15 and do an hour of piano practice.
- 2 Richard phoned yesterday and me out for dinner.
- 3 When Dominic was young he any green vegetables.
- 4 The creaking noises in the old house me awake until I became accustomed to them.
- 5 I'm sure that many people seeing Sarah Thomas on television in the 1980s.
- 6 Whenever I had a problem with my maths homework, Sam me.
- 7 After standing on the bathroom scales, I that I needed to lose some weight.

If necessary, correct these sentences using **would** or **used to**. If neither **would** nor **used to** is correct, use a past simple verb form. (D)

- 1 I would enjoy studying Latin when I was at school.
- 2 Orwell would spend winters in Spain and summers in England.
- 3 We would live in a bungalow on the south coast, and then we moved to a flat in London.
- 4 You used to teach at Halston University, didn't you?
- 5 On Saturdays and Sundays the ferry used to take tourists across to the island.
- 6 The committee would meet four times last week, but still no decision has been reached.

Complete these sentences with **will have** or **would have** and the past participle of one of these verbs. (E)

buy hear hurt notice prefer say record

- 1 'I wanted to watch *The Simpsons* last night, but I missed it.' 'I'm certain Derek it. We can go over to his place to see it.'
- 2 Don't accept lifts from strangers – as my mother
- 3 I don't think the dog anyone, but I was still glad when the owner took it away.
- 4 I'm sure by now you about yesterday's robbery at the supermarket.
- 5 My parents weren't very affectionate towards me. I always thought they a daughter.
- 6 Sampras's rivals the difficulties he had with his shoulder in the tournament last week.
- 7 'Did you like the present Joan gave you for your birthday?' 'Well, an umbrella stand isn't something I myself, but I suppose it might be useful.'

Complete the sentences with either **may** or **might**, whichever is more likely. If neither is possible, suggest an alternative completion. (A & B)

- 1 We go to Majorca for our holiday this summer.
- 2 The planet Venus be seen clearly in the night sky during this month.
- 3 you see Becky this weekend?
- 4 I feel really sore after playing tennis. I think I have a bath.
- 5 'Someone's left their coat.' '..... it be Ken's?'
- 6 Exceeding the stated dose cause drowsiness.

Complete the sentences with **may** or **might** followed by one of the following forms of the verb in brackets: **be + past participle**, **have + past participle**, **be + -ing**, **have been + -ing**. If both **may** and **might** are possible, indicate this. (C & E)

- 1 There's a man lying down on the pavement over there. Do you think he himself
(hurt)
- 2 I you this before. I can't remember. (tell)
- 3 Is that John's car that just stopped? He for us. (wait)
- 4 In the early 19th century a person to Australia for stealing as little as a loaf of bread. (send)
- 5 'Ann looks exhausted.' 'I suppose she' (run)
- 6 I've heard that the newsagent's is losing a lot of money and it down. (close)
- 7 Real Madrid started well and an early lead when Figo hit the post, but Barcelona scored first after 20 minutes. (take)
- 8 As little as 50 years ago a worker still for being ill. (dismiss)
- 9 'When will the painting be ready?' 'Well, I it by this evening.' (finish)
- 10 The race had to be stopped because the oil on the track an accident. (cause)

Complete these sentences with one of these forms: must have + past participle; must + bare infinitive; must be + -ing; or must have (had) to. Use the verbs given. (B)

- 1 When I left my laptop on the train I thought I'd never see it again. But someone it and handed it in to the lost property office. (*find*)
- 2 Janine owns a big car and a yacht. She incredibly rich. (*be*)
- 3 'Everyone's going into the hall.' 'The meeting soon. Let's go.' (*start*)
- 4 Without things like washing machines and dishwashers our grandparents much harder in the kitchen than we do today. (*work*)
- 5 'Where's the camera?' 'If it's not in the cupboard, Ken it. He said he was going to take some photos of the city centre today.' (*use*)
- 6 The children are putting balloons outside their house. They a party. (*have*)
- 7 I didn't think Bob was coming to the meeting. He his mind. (*change*)
- 8 'I wonder how you get permission to go into the building.' 'I suppose you some form of identification.' (*show*)
- 9 'I thought Paul would be home.' 'He Jenny to work. He said he would.' (*take*)
- 10 Look at all those birds. There at least a thousand of them. (*be*)

Write new sentences with a similar meaning. Use have/has got to where it is possible or preferable; otherwise use have/has to. (D)

- 1 It is necessary to do all of this photocopying before lunchtime. All of this photocopying has got to be done/has to be done before lunchtime.
- 2 It is rarely necessary to ask Suzanne to tidy her room. Suzanne
- 3 Is it necessary for us to hand in the homework tomorrow? Have
- 4 It wasn't necessary for me to go to the hospital after all. I
- 5 Was it necessary for Ben to go alone? Did
- 6 It is sometimes necessary for Don to start work at 6.30. Don
- 7 It is necessary to extend the college to accommodate the growing number of students. The college
- 8 It may be necessary for us to cancel our holiday because my mother is ill. We

Where necessary, make corrections in the underlined parts of this email message. (A-D)

From: Wendy@bt.com.uk
 To: Marge@bt.com.uk
 Subject: A break in

Hi Marge

Sorry I haven't been in touch for a while. You (1) must have been wondering what's been happening. Well, I must admit I've had a pretty awful week. When I got home from work last Monday, the front door was wide open. The door's very stiff, and I (2) always have got to pull it very hard to shut it. My neighbour's always saying, "(3) Have you to bang the door so hard?" When I went in I found that the house had been burgled. They (4) must have climbed over the fence in the back garden. None of the windows and doors were damaged, so someone very small (5) must have to squeeze through the tiny window in the kitchen. I suppose I (6) must leave it open, but I didn't expect anyone to be able to get in. Then they (7) must have come through the house and opened the front door for the others. Of course, the first thing I did was to call the police and I (8) mustn't wait very long for them to get here. Fortunately, the only thing that was taken was my television. I think the burglars (9) must be disturbed, perhaps when the postman came. So now (10) I've to get a new lock for the front door and replace the television, and I (11) must put some locks on the windows. I suppose I (12) may must get a burglar alarm, too. I must say I've never really wanted one, but needs must! Anyway, (13) I've to go. Hope the family is well. Julie (14) must get ready to go back to university. And you (15) must be busy with the new school year just about to start. When you have time, we (16) have to get together for a weekend.

All the best for now,
 Wendy

Match the sentence beginnings and ends. Join them with *needn't* and the bare infinitive of one of the following verbs. (A)

bother change concern panic worry

- | | |
|--|--------------------------------------|
| 1 I'll give you a lift to the station so you... | ...the details on the form. |
| 2 The questions are in the book so you... | ...yourself with his safety. |
| 3 All the windows have screens so you... | ...to copy them down. |
| 4 Your son is being looked after by friends so you... | ...about booking a taxi. |
| 5 The new tax laws don't come into force until next year so you... | ...about being bitten by mosquitoes. |

Underline the more likely answer. If they are equally likely, underline them both. (B)

- In most developed countries, people *needn't/ don't need to* boil water before they drink it.
- You *needn't/ don't need to* walk. I'll give you a lift.
- There'll be a handout at the end of the lecture so you *needn't/ don't need to* take notes.
- You *needn't/ don't need to* have a university degree to become a police officer.
- You *needn't/ don't need to* buy me a birthday present.
- In most cities you *needn't/ don't need to* pay to get into the galleries and museums.

Here are some extracts from a speech made by the managing director of a company to her employees. Correct any mistakes. (A-D)

- 1 You needn't to worry about losing your jobs.
- 2 Need we make any changes in company policy? We are always happy to hear your views.
- 3 Changes in technology mustn't be a problem, but could be seen as a great opportunity.
- 4 I don't have to remind you that we are competing with two other companies.
- 5 I need hardly to tell you how important it is that we get this order.
- 6 You don't have to cancel your holiday plans.
- 7 We mustn't allow our speed of production to drop.
- 8 The present financial difficulties mustn't mean that people will lose their jobs.

Complete these sentences with *should/ought to + infinitive (active)*, *should/ought to be + past participle (passive)*, or *should/ought to have + past participle* using each of these verbs once only. (A & B)

answer arrive be go put remove resign send take visit wear win

- 1 He is running so well at the moment that Thomas the 800 metres easily.
- 2 Where I the cheese? In the fridge?
- 3 The tickets a couple of weeks before we go on holiday.
- 4 Payment for the full amount with this application form.
- 5 You really the exhibition before it closes. There are some wonderful paintings.
- 6 Don told us not to take this road. We his advice.
- 7 All packaging before switching on the printer for the first time.
- 8 It's important to look smart at the interview. You a suit.
- 9 There are many people who think the President years ago.
- 10 we the questions in English or in French?
- 11 If you want my advice, I by train rather than car.
- 12 I can't imagine what's happened to Kathy. She here by now.

In which sentences can you use *should* or *must* and in which can you only use *must*? Where both are possible, consider the difference between *should* and *must*. (A)

- 1 A timetable be set for withdrawing the army.
- 2 Les isn't home yet. He have been held up at work.
- 3 'I wonder how old Mike is?' 'Well, he went to school with my mother, so he be well over 50.'
- 4 If you smell gas, you phone the emergency number.
- 5 You try to visit Nepal - it's a beautiful country.
- 6 'I know I'm always complaining that my house is small, but it's very convenient for work.'
'Yes, it be handy living so close to your office.'

Where necessary correct these sentences using **should/ought to, must, shall, or had better**, or write ✓. (A, C & D)

- 1 Cyclists had better not be allowed to ride on pavements, even where roads are very busy.
- 2 'There's something wrong with David's computer yet again.' 'He should wish he'd never bought it.'
- 3 The concert starts at 7.45. I'd better make a note of that.
- 4 I shall take my library books back today, but I don't think I'll have time.
- 5 'The children from next door have been throwing stones at our windows.' 'Well, they shouldn't do it again, otherwise I'll call the police.'
- 6 'I'm freezing.' 'You'd better have worn a thicker coat.'
- 7 We have to be in Bristol by 4.00. I think we'd better get started.
- 8 I should phone Gary this evening, but it will probably be too late by the time I get home.
- 9 'I've looked all over the house and can't find the car keys.' 'Well, if they're not here, they must still be in the car.'
- 10 We believe that parents had better pay grandparents to look after their children.

FOCUS 5 - ASKING QUESTIONS AND QUESTION TAGS

English has a question tag system which functions as follows :

In an affirmative sentence, the auxiliary is repeated in the negative and in a negative sentence the auxiliary is repeated in the affirmative. The auxiliary is followed by the appropriate personal pronoun subject.

	Statements	Question tags
Affirmative statements	Ali <i>likes</i> meat, They <i>are</i> tennis players, The students <i>have</i> already <i>done</i> their exercises,	doesn't he? aren't they? haven't they?
Negative statements	Deceptive advertising <i>isn't</i> forbidden here, We <i>shouldn't</i> have negotiated with them,	is it? should we?
Quasi-negative adverbs (hardly, barely, scarcely, rarely)	He <i>hardly</i> fell down, John <i>rarely</i> goes to the movie,	did he? does he?
Some special cases	<i>Nothing</i> is done to solve the problem, <i>Nobody</i> knew him there, You <i>have to</i> come on time, We'd <i>better</i> build a department store in town, <i>Everybody</i> was there, <i>Let's</i> eat out tonight,	is it? did they? don't you? hadn't we? weren't they? shall we?
Question tags with imperatives Invitation: Order (more polite) Order (less polite) Negative imperative	take a seat, close the door, clean the board, Don't pick up the phone,	won't you? / will you? would you? will you? will you?

Please note:

- 1- In an affirmative statement, the question tag is negative
- 2- In a negative statement, the question tag is positive
- 3- Tag questions must be in the affirmative form when we have quasi negative adverbs in statements.
- 4- Treat statements involving nobody, nothing, no one, and none like negative statements.
- 5- 'they' is always used as the personal pronoun subject of tags for statements in which **nobody**, **no...**, **no one** or **none** are used as subjects
- 6- to have to is conjugated as an ordinary verb, so we use the auxiliary 'do' / 'don't' / 'does' / 'doesn't'
- 7- 'we'd better' is the contraction of 'we had better'
- 8- (they) is the personal pronoun subject of everybody
- 9- let's = let us.
- 10- Imperatives imply invitations or orders. Rules let it know that we use **won't** for invitations and **will** or **would** for orders. As for negative imperatives, only **will you** is possible in both order and invitation

RESPONDING TO TAG QUESTIONS

Answer a tag question according to the truth of its situation. Your answer reflects the real facts, not (necessarily) the question itself.

A-Dakar is the capital city of Senegal, isn't it?

B- Yes, it is.

A-Men can be pregnant, can't they?

B-No, they can't. Only women can become pregnant.

A-Senegalese people don't eat rice, do they?

B-Yes, they do.

ASKING QUESTIONS

There are two main types of questions in English: Yes or No questions and Wh- questions.

Examples:

Yes / No questions: *Can your brother drive a car? Yes, he can / No, he can't.*

Wh-questions: *When did they hold the summit on global warming? They held it in February 2016*

<u>Yes or No QUESTIONS</u>	<u>WH- QUESTIONS :</u>
They are answered with YES or NO . They always start with an auxiliary and are formed by inverting the subject and an auxiliary verb. Examples: Question: Will you attend the lecture? Answer: Yes I will or No I will not or won't. When the sentence does not contain an auxiliary (primary auxiliary or modal), which happens in two cases with the use of an ordinary verb either in the present simple or past simple, the auxiliary Do is used to make the inversion possible. Examples: Question1: Do you attend a public school? (present simple) Answer 1: Yes, I do No, I don't Question 2: Did women in this area practice breastfeeding? Answer 2: No, they didn't	They almost always start with a question word: Who (people subject or object) What (animal or thing subject or object) Where (place, location) When (time, period) Why (cause, reason). Which (limited choice, identification of people, animals and things) Whose (possessive case) How (manner) etc.

Example sentences and questions:

- 1- **Sadiq Khan** became the first Muslim mayor of London.
➤ **Who** became the first Muslim mayor of London?
- 2- An international jury offered **Soyinka** the Nobel Peace Prize.
➤ **Who (m)** did an international jury offer the Nobel Peace Prize?
- 3- A terrible earthquake occurred **in Japan**.
➤ **Where** did a terrible earthquake occur?
- 4- Senegal hosted the African Cup of Nations **in 1992**.

- **When** did Senegal host the African Cup of Nations?
- 5- Students' level decreases **because teachers go on strike frequently**.
- **Why** does the students' level decrease?
- 6- I prefer a house to a car as a present.
- **Which present** do you prefer between a car and a house? (Here, the choice is limited to two items)
- 7- **Black** people had experienced many centuries of slavery before they became free in the 19th century.
- **Which people** had experienced many centuries of slavery before they became free in the 19th century?
- 8- His appointment as the minister of Home Affairs was a great pride for his family.
- **Whose** appointment as the minister of Home Affairs was a great pride for his family?
- 9- **Moussa's** daughter has defeated her **teacher's** son in the competition.
- **Moussa's**: Whose daughter has defeated her teacher's son in the competition?
- **Teacher's**: Whose son has Moussa's daughter defeated in the competition?
- 10-

What (unlimited choice, occupation, animals and things, time)

Examples:

1. **What** do you want? Here, the choice is unlimited and the speaker can have the possibility to tell whatever he or she wants contrary to **Which** with a limited choice.
2. Ali's father is **a banker**.
3. **What** is Ali's father?
4. The hunter brings many **games (gibier)** home.
5. **What** does the hunter bring home?
6. The lecture ends **at 2 O'clock**.
7. **What time** does the lecture end?

Note:

As you may realize it, we do not invert when, **What, Which, Whose and Who**, are subjects. Inversion only occurs with these **Wh- words** when they are object.

What.....**like** (description)

Our new teacher of English is **tall, black and very handsome**.

What is our new teacher of English **like**?

There is also the expression **What is the weather like**?

Example:

It is hot/fine/cold today.

What is the weather like today?

What.....**for** (goal, purpose or objective). We use **What**.....**for** with phrases like **to, in order to, so as to, for somebody or something to, so that**.....

He works hard **in order to succeed**.

What does he work hard for?

He came here **to help us**.

What did he come here for?

How (used for adjectives and adverbs of manner, state of health, means of transport and movement)

1. Your speech sounds **truthful**.

How does your speech sound?

2. In some rural areas, students went to school **on horseback**.

How did students, in some rural areas go to school?

3. This boy is **sick** today.

How is this boy today?

How + adjective is used to intensify the degree of an adjective.

Examples :

Fascicule offert par Monsieur Aliou SALL maire de la ville de Guédiawaye, Président de l'Association des Maires du Sénégal

1/ Thies is **about 70 km far** from Dakar.

How **far** is Thies from Dakar ?

2/ The well is **90 m** deep.

How **deep** is the well ?

3/ The girls are **20 years** old.

How **old** are the girls ?

How long ? or how much time ? (duration)

Scientists have been looking for a vaccine against this plague **for years**.

How long have scientists been looking for a vaccine against this plague?

How often? (frequency)

We generally use it when we have adverbs of frequency (usually, often, always, never.....) and indicate like **once a week, twice a month.....**

How many ?/ How much ?

We use how many for countable nouns and how much for uncountable nouns.

Exercise 1

Activity 2 : After his blood test, Fatou was asked to come back the following week to take the results. Here is the conversation she had with the laboratory biology technician.

Complete it meaningfully(5pts)

Technician : ?

Fatou : Yes I can. My name is Fatou Ndiaye. I think you recognize me, ... ?

Technician : I'm sorry but I don't; because I've received many patients this week.

By the way, ... your blood test ?

Fatou : I did my blood test last week.

Technician : Ok, now ?

Fatou : First, I want to know my blood group.

Technician : Just a question before answering you. ?

Fatou : I would like to belong to the O group.

Technician : Congratulations then, your blood group is O.

Fatou : Oh, I am really satisfied, ... ?

Technician : Of course you are. And ?

Fatou : I want to belong to that group because I have always dreamt of being a universal donor.

Technician : Thank you, It was a pleasure sharing with you.

Fatou : My pleasure.

Exercise 1: Ask questions and give tags.

Situation 1

Vaidehi : I hope that Senegalese women have achieved parity, ... ?

El hadji Ndiaye : yes many of them.

El hadji Ndiaye : ?

Vaidehi : Yes, we are fighting for our rights in India

El hadji Ndiaye : ?

Vaidehi : We have been doing it for over 10 years now

El hadji Ndiaye : Last week, I heard on TV that a famous woman freedom fighter went to jail, ... ?

Vaidehi : That's it. It's Mahatmana

El hadji Ndiaye : ?

Vaidehi : The government always jails women freedom fighters

El hadji Ndiaye : ?

Fascicule offert par Monsieur Aliou SALL maire de la ville de Guédiawaye, Président de l'Association des Maires du Sénégal

Vaidihi: I think that this is abnormal.

El hadi Ndiaye: You have to get together and fight, ...

Vaidihi: Of course.

Situation 2

Manager:.....?

Secretary: We have ordered 10 containers

Manager:.....?

Secretary: The shipment will last just two weeks.

Manager: It rarely takes two weeks,.....?

Secretary: That's what they always say but it can last longer.

Manager: No one can make them meet the deadline,.....?

Secretary: You're right.

Manager: if the container arrives?

Secretary: The Dockers are going to be in charge of the unloading.

Manager:.....?

Secretary: They can finish the job before the end of the morning.

Manager:.....?

Secretary: Yes, I think they can manage to do that.

Manager: But don't forget to call the same dockers,.....?

Secretary: Don't worry about that.

Manager:.....?

Secretary: Dockers discharge goods from the harbor everyday.

Situation 3

Ali: let's go to the beach today,.....?

Musa: Yes, but.....?

Ali: It's a bit hot and there no high tide.

Musa: Anyway we never swim under high tide,.....?

Ali: of course

Musa:.....?

Ali: We'll leave just after lunch

Musa:.....?

Ali: We're going to stay there until sunset.

Musa: You like the beach too much,.....this month?

Ali: I have gone there for four times this month.

Musa: You'd better take your life vest with you.....?

Ali: I never forget that.

Musa:.....?

Ali: We use life vest in order not to drown when swimming.

Musa:.....?

Ali: I can swim 50m/20mn

Musa: Great, train me then,.....?

Musa: Yes.

FOCUS 6 - CONDITIONAL SENTENCES

I- Expressing real condition in the present or future

We can express real condition with if / unless / provided that / etc. to talk about a present or future situation. They are often used when stating facts, general knowledge, habits, predictions, advice or instructions.

Real condition or if clause	Result or Main clause	Meaning
If the weather <u>changes</u> suddenly, Present simple	I <u>get</u> a headache Simple present	factual
If it <u>snows</u> a lot tonight, Present simple	They <u>will call</u> off school tomorrow Simple future	Certainty/prediction for the future
If you <u>have</u> time, Present simple	You <u>should visit</u> the Renaissance monument Modal+ verb	Advice/suggestion/warning for the future
If it <u>rains</u> , Simple present	<u>Don't open</u> the windows. Imperative	Instructions for the future

It is possible to use other words instead of 'if' in the first conditional sentences:

Alternative to 'if'	Why use it?	Example
When	When the "condition" will definitely happen	When I die, I'll leave all my money to my children
As soon as + present simple Present perfect	To emphasize immediacy	This situation is urgent, I'll call you as soon as you have more information
Unless	In place of "if not"	You'll fail the test unless you study =You will fail the test if you don't study
Provided that/ providing that	To express the condition	You will succeed in your exam providing that you work hard.

II- Expressing unreal condition in the present or future

Use the second conditional (would/ could/ might+ infinitive) to talk about imaginary or unlikely situations

Examples:

If I were an animal, I would be a tiger (impossible)

What would you do if you had billions of dollars ? (imaginary)

If Senegalese ate less bread, they would be healthier (unlikely)

There are two clauses in a conditional sentence: condition and result / result and condition.

It is possible to reverse the conditional and the result

Ex : If he exercised more, he'd be stronger / He'd be stronger if he exercised more

Unreal conditional (imaginary) or if clause	Imaginary Result or main clause
If + Simple past Ex: If he <u>had</u> time,	Conditional (could / might / would) He could <u>take</u> a long vacation
If I <u>were</u> you	I <u>would plan</u> the picnic for Sunday
If he lost his phone	He would get <u>mad</u>
If she joined the English Club	She <u>might not be</u> shy

III- Expressing unreal condition in the past

We also express unreal condition with if clauses to talk about past situations or actions.

Consequently it is impossible for the result of the situation to happen in the past

Unreal past conditional Or if clause	Result or main clause
If + Past perfect Ex: If we <u>had saved</u> more money,	Would/could/might+ have + PP We <u>could have taken</u> longer holidays
If it <u>had not rained</u> so hard,	It <u>would have been</u> a perfect day
If she <u>had bought</u> a ticket in the stadium,	She <u>might not have had</u> to pay so much

ACTIVITIES

EXERCISE 1: Choose the correct answer between a-b-c- or d

- If you park in a restricted area, you a ticket on your windshield.
a. would find b. will find c. found d. could found
- I get nervous if I in front of a group.
a. had to speak b. spoke c. have to speak d. will speak
- If today Saturday, we could sleep until tomorrow morning.
a. is b. were c. will be d. was
- If you more sleep, you be so tired all of the time.

- a. get / would b. got / wouldn't c. got / won't d. don't get / aren't going to

5. She \$20 in finance charges if she her bill by the due date.
a. had saved/pays b. could save/will pay c. could have saved/will pay d. could have saved/had paid

EXERCISE 2: Modu is a pianist in a music band. He rents a room from Salif. Put the verbs in parenthesis in their correct tenses.

Salif: You are disturbing us with your piano. It's midnight

Modu: The noise is not so loud. I have a show tomorrow. If I.....(not practice) things.....(not be) right.

Salif: Why not in the daytime. If you.....(perform) in the daytime no one.....(hear) you because we all would be at work.

Modu: If I.....(to know) long before that you don't like noise I would not have rent a room from you.

Salif: It's the same with me; if you had informed me on your piano I..... (not let) this room to you.

Modu: Ok I.....(to leave) this room provided that you give me back my due.

Salif: Don't worry . I'll give it to you soon. Had I (know) from the start that I wouldn't not get on well with you, I wouldn't have come to live in your house .

EXERCISE 3: Reformulate and put the verbs in their correct form.

Situation 1

Peter: Why didn't you tell me about your arrival?

John: I came late consequently I didn't have time to call you.

If I

Peter : Europe has changed many of you. You used to call me any time before you went abroad. I dare tell you that because you are my friend.

John: You are right my friend. I'm sorry.

Peter: I gave you a hand because you decided to emigrate.

If you

John : Don't talk like that my friend. If you saw the present I've bought for you , you
..... (to dance) with joy.

Situation 2

Parent: My son came back home telling me that you sent him out.

Teacher: I often send him out since he disturbs us a lot.

If he.....

Parent: I knew from the start that he was wrong.

Teacher: If he.....(not change) his behaviour he.....(to repeat) the year at the end of the second term exam.

Situation 3

Babysitter: Don't cry little boy. If your mom.....(to arrive) I'd put you in her arms.
Now, I'll prepare you a delicious pudding on condition that you.....(to stop) crying.

Mom: Hello, what about my little Patrick.

Babysitter: He was crying all your way out.

Mom. He was crying because I forgot to tell you to give him his game console.

If I

Situation 4

Employee 1: If the boss was kind with us, we.....(not go) on strike very often.

Employee 2: He is not good at management that's why he always has problems with us.

If he.....

Employee 1: He did not further his studies after he had succeeded in his Bac exam. If he had done professional training, he..... (to manage) the company well.

Exercise 4: Reformulate by using the prompts given

- 1- In 1969, Commander Neil Armstrong was the first man to walk on the moon, so Pilot Buzz Aldrin was not.
 - If Commander Neil Armstrong had not been the first man to walk on the moon in 1969, Pilot Buzz Aldrin would have been.
- 2- In 1769, Daniel Boone explored the frontier of Kentucky and was captured by the Indians there several times.
 - If Daniel Boone
- 3- In 1978, Sally Ride was one of 8,000 applicants to be accepted into the astronaut training program, and in 1983 she became the first woman to orbit Earth
 - In 1983 Sally Ride wouldn't
- 4- Robert Peary valued Matthew Henson's knowledge about travel and Eskimo ways, so Peary chose Henson to accompany him on his quest to become the first man to reach the North Pole.
 - Hadn't Robert Peary
- 5- Jonas Salk discovered a cure for polio in 1952, and millions of people have been spared from this crippling disease.
 - If

Exercise 5: Based on the last exercise, write two true situations of your own. Make sure each situation has two related events. Give your sentences to a classmate who will write an unreal condition for each sentence.

1. (my statement) _____
(unreal condition) _____
2. (my statement) _____
(unreal condition) _____

FOCUS 7 - REPORTED SPEECH

Reporting Statements / Questions / Commands

Reported or indirect speech consists in telling what someone says without reproducing the exact words. Main reporting verbs include: say, tell, ask, order, promise, suggest, etc... They are used to introduce the sentence to report. Reported speech generally requires changes of tenses, times, adverbs and pronouns.

As a matter of fact we can report statements, questions or commands. Moreover, there are reported questions which deal with interrogative clauses and reported commands that imply orders and invitations

I- Table of adverbs, time and adjectives

Direct	Indirect
Today	That day
Yesterday	The day before/the previous day
The day before yesterday	Two days before
tomorrow	The next day/the following day/the day after
The day after tomorrow	In two days' time
The next day/week/month/year	The following day/week/month/year
Last week/month/year	The previous week/month/year
ago	before
At once	immediately
now	then
here	there
this	that
these	those

Examples:

Direct: "I am too weak to work **now**", he complained

Indirect: He complained that he was too weak to work **then**

Direct: She said, "I will leave for New York **tomorrow**"

Indirect: She confessed that she would leave for New York **the next day**

Direct: He said, "I visited them **yesterday**"

Indirect: He said that he had visited them **the previous day**

Direct:, "We really appreciate coming to your restaurants" She said

Indirect: She said that they really appreciated coming to our restaurants

Notes

Adverbs of time or place do not normally change if the reporting verb is in the present or future

Direct: She **says**, "My husband will come **now**"

Indirect: She **says** that her husband will come **now**

Direct: "I have to leave **now**", She **has said**

Indirect: She **has said** that she has to leave **now**.

II- Table of tenses

Direct	Indirect
Simple present	Simple past
Present continuous	Past continuous
Present perfect	Past perfect
Present perfect continuous	Past perfect continuous
Simple past	Past perfect
Past continuous	Past perfect continuous
Simple future	conditional
conditional	conditional
Past perfect	Past perfect

III- Table of pronouns and adjectives

Speech	PPS	PPO	PA	PP	RP
Direct	I	ME	MY	MINE	MYSELF
Indirect	HE/SHE	HIM/HER	HIS/HER	HIS/HERS	HIMSELF/HERSELF
Direct	WE	US	OUR	OURS	OURSELVES
Indirect	THEY/WE	THEM/US	THEIR/OUR	THEIRS/OURS	THEMSELVES/OURSELVES
Direct	YOU	YOU	YOUR	YOURS	YOURSELF/YOURSELVES
Indirect	I/HE/SHE/WE/THEY	ME/HIM/HER/US/THEM	MY/HIS/HER/OUR/THEIR	MINE/HIS/HERS/OURS/THEIRS	MYSELF/HIMSELF/HERSELF/OURSELVES/THEMSELVES

Note Please: **PPS**= Personal pronoun subject, **PPO**= Personal pronoun object, **PA**= Possessive adjective, **PP**= Possessive pronoun, **RP**= Reflexive pronoun

The pronoun (subject) of the reported speech is changed according to the pronoun of reporting verb or object (person) of reporting verb (first part of sentence). Sometimes the pronoun may not change

- a- First person pronoun in reported speech i.e. I, we, us, mine, or our is changed according to the pronoun of reporting verb if pronoun in reporting verb is third person i.e. **he, she, it, they, him, his, her, them, or their**

Examples:

Direct speech: He said, "I live in New York"

Indirect speech: He said that he lived in New York

Direct speech: They said : " We love our country"

Indirect speech: They said that they loved their country

- b- First person pronoun in reported speech i.e. **I, we, me, us, mine, or our**, is not changed if the pronoun (subject) of reporting is also first person pronoun i.e. **I or we**

Examples:

Direct speech: I said, " I write a letter"

Indirect speech: I said that I wrote a letter

Direct speech: We said, " We complete our work"

Indirect speech: We said that we completed our work

- c- Second person pronoun in reported speech i.e. **you, yours**, is changed according to the person or object of reporting verb

Examples:

Direct speech: She said to him, " You are intelligent"

Indirect speech: She said to him that he was intelligent

Direct speech: He said to me, " You are late for the party"

Indirect speech: He said to me that I was late for the party

- d- Third person pronoun in reported speech i.e. **he, she, it, they, him, his, her, the,, or their**, is not changed in indirect speech

Examples:

Direct speech: They said, " He will come"

Indirect speech: They said that he would come

Direct speech: You said, " They are waiting for the bus"

Indirect speech: You said that they were waiting for the bus.

IV- Reported questions

Don't ask any more questions in reported question. The interrogative becomes a statement

YES/NO QUESTION (AUXILIARIES) = IF OR WHETHER+ SUBJECT+ VERB

Example: "Has Fatou given you a pen?"

My mother asked if/whether Fatou had given me a pen.

WH/HW QUESTION = WH/HW+SUBJECT+VERB

"Where will we go tomorrow?"

The teacher asked where they would go the day after.

V- Reported commands

When you report an order, an invitation a request or suggestion

-Use **TO+ INFINITIVE** for affirmative command

-Use **NOT+ TO+ INFINITIVE** for negative command

Examples:

"Get out of the car"

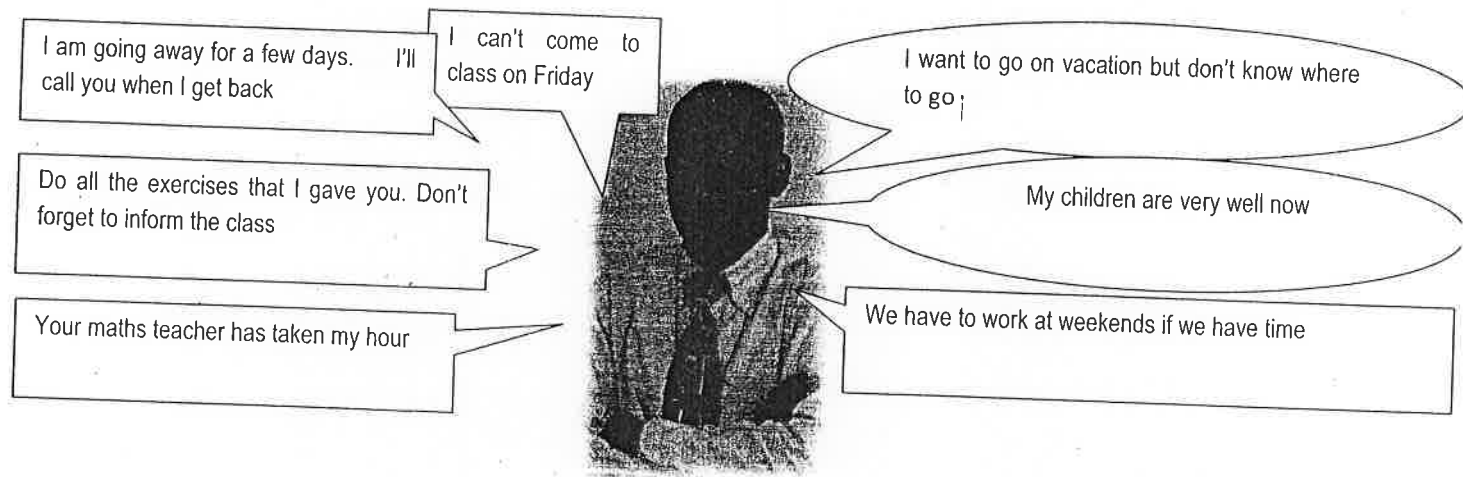
The policeman told me to get out of the car

" Don't pick up the phone "

Ibou ordered not to pick up the phone

Activities

A- Yesterday you met Mr Camara. Here are some things he said to you



Now you inform the class about what he said to you (in reported speech) starting as

Yesterday, I met Mr Camara and he left a message for our class:

First he said that he away for a few days. He said
he..... when back. He
said to class on Friday. He asked
all the exercises that He
advised..... to inform the class. He said
..... maths
teacher..... Hour. He said
.....on vacation but
where to go He said
.....Children..... Very well
..... He said at
weekend if time.

B- Rewrite the conversation in reported speech

1-Mrs. White, "Janice, you have to clean your room and empty the dish washer before you leave for the game."

Janice said, "Ok Mom. I will"

Mrs. White told Janice that she.....her room and.....the
dish washer before she.....for the game. Janice promised her mom
that.....

2- I asked Mary, " Why do you still smoke?"

Mary replied, " I have tried to quit many times, but I don't just seem to be able to."

When I asked Mary why she....., she replied that she.....to
quit many times, but she just.....to be able to

3- The teacher asked, " Bobby, what is the Capital of Australia?"

Bobby replied, " I am not sure, but I think it's Sidney"

Yesterday in class, Bobby's teacher asked him.....he answered that
he.....sure, but that he.....Sidney

5- The children inquired of their father, " Will we be able to visit the Air and Space Museum?"

Father, " If we leave at 10:00 tomorrow morning, we can"

The children asked their father whether they.....able to visit the Air and Space Museum

He told them they.....if they.....the hotel at 10 o'clock the
next morning

6. I asked Boris, "Where will the next football match take place?"

Boris replied, "It hasn't been decided yet"

When I asked Boris.....place, he replied that it.....yet.

EXERCISE 1

Exercise 1: Report the sentences of these people.

1-Mother: "Cook yassa today. I'm going to a meeting "

You to the housewife: My mom said.....

2-You to the mechanic: "When will you repair my car? I'm tired of taking buses"

The mechanic to his apprentices: Hurry up with this car. My customer asked me.....He said.....

3-Father: "If you work hard I'll buy you a nice present"

Son to his mom: My father said to me.....

4- Samba "It's a pity I didn't come to work. I was sick yesterday"

The secretary to the boss: Samba phoned and said.....

5-Ibu "Don't come here tomorrow. Our office will close"

You to a friend: Ibu told me.....

6-Sale director: "How many bags of rice have you sold? I want to order another container."

You to the secretary: The sale director called me and asked.....

.....He said.....

7-Mandela: "We must fight against poverty if we want to develop Africa"

Teacher to students: Mandela has said.....

8-Father: "Where did you put my key? I can't find it anywhere"

You to the other children: My father asks us.....

He says.....

9-Nafi "I'd rather we stayed in the hotel for some days again"

You to your classmates: when we went out for an outing Nafi said.....

10-Modu: "How long have you lived here now? You are living in a nice area.

Nafi to her coworkers: When Modu came home yesterday he asked me.....he also said.....

Exercise 3: A radio program called teuss is on air about an issue of rape. Listeners are calling to give their opinions. Report them after.

Listener 1: "The girl has to go to the police at once"

Listener-2: "If I were her I would denounce him"

Listener 3: "I wish we knew where his uncle lives"

Listener 4:"Don't let this case be a family matter and take her uncle to court"

Listener 5: "How many times has he raped her? "

Now report what the different listeners said

Listener 1 said.....

Listener 2 said.....

Listener 3 says.....

Listener 4 said.....

Listener 5 asked.....

FOCUS 8 - COMPARATIVES AND SUPERLATIVES

We use the **comparative** to compare two things or people.

We use the **superlative** to compare one person or thing with more than two.

A-Comparative of Superiority and Superlatives

Adjectives	Comparative of superiority	Superlative
Short adjectives -all adjectives with one syllable (clean, new ,cheap...) -all adjectives with two syllables ending on: -y (easy, happy, pretty, dirty)-er (clever)-e (simple)-ow (narrow)	adj + er + than Ex: Rwanda is cleaner than Senegal.	the +adj + est Ex: Rwanda is the cleanest country in Africa.
Long Adjectives Ex: all adjectives with more than two syllables(important, expensive, interesting etc)	more+ adj + than Ex: English is more important than French.	the + most+ adj Ex: Work is the most important thing in life.

B-Irregular comparative and superlative forms

Adjective	Comparative	Superlative
Good	Better than	The best
Bad	Worse than	The worst
Much	More than	The most
Many	More than	The most
Little	Less than	The least
Far	Farther /further	The farthest/The furthest

C- Comparative of inferiority

LESS + ADJECTIVE (short or long) +THAN

Rice and dry fish is **less pleasant than** rice and meat

D- Comparative of equality

AS + ADJECTIVE (LONG OR SHORT) + AS

France is **as developed as** Germany

Please Note: If the comparison is negative, the modifier *not as* may be replaced by *not so*, although suggests intensification besides equality:

Ex: In December, Dakar is *not as/ so cold as* Saint Louis.

NB:When you want to show precisely the extent to which a difference is considerable use:

number of time + as + adjective + as : John works twice as hard as Peter.

E-DOUBLE COMPARATIVES TO EXPRESS CAUSE AND EFFECT

With double comparatives, the first clause states a cause while the second clause states an effect.

Ex: The **fatter** the cattle are, **the happier** the farmer is (the fatter the cattle , the happier the farmer)

F- REPEATED COMPARATIVE TO EXPRESS GRADUATION

The repeated comparatives joined by **and** are used to express graduation. Verbs such as *become*, *get* and *grow* are commonly used with adjectives.

Examples:

- It's growing **darker and darker** let's speed up to get home before it's too late.
- This singer is getting **more and more** famous since he performs now in Bercy.
- He has become **less and less** talkative since the arrival of the new teacher.
- They became **wearier and wearier** as the work load increased.

EXERCISE 1: On a radio program, listeners are asked to talk about the things they hate most. Complete their sentences using the comparative or superlative form of adjectives given in brackets.

Ngoné: According to me the (annoying).....thing is to see someone who spits next to me.

Anta: For me the (bad).....thing is to wait for someone who always stops to greet and discuss with all the people he meets along our way.

Ibu :To my mind nothing is (irritating).....watching an interesting film stopped due to a power cut

Alkaly: I think that the (crazy).....thing is to be in a Ndiaga Ndiaye car where customers inside quarrel all the way long .

Khady: No one can be (angry).....me when I hear someone who backbites people.

Seny :In my opinion nothing is (stupid).....turning up one's radio up to disturb neighbours when they rest.

EXERCISE 2

Fill in gap with the correct form of the adjectives.

Situation 1

Ali: Your couscous is delicious mum. Give me some more

Mum: Be careful Ali. You are getting.....(fat) because you eat too much now. The more you eat the.....(worried) I am.

Ali: Really! I will take lemons from now on to become.....(big). I will even do sport because many people say that it is.....(good) way of becoming thin.

Mum: You right. I think that doing sport is ten times.....(important) taking lemons days on end.

Situation 2

Samba: Let's go back. It's growing.....(dark). This beach is frequented by many attackers. It's.....(dangerous) place of Guediawaye.

Sidi: But is this place more dangerous than "Mbeubeuss"

Samba: No it is.....

Sidi: I wish we stayed a little more time. The darker it is the.....(chilly) it gets.

Situation 3

Cars and Industries in Africa are not environmentally friendly. The smoke they emit makes the ozone layer become.....(wide). As a result, the level of the sea will get (hi) and the rays of the sun will become.....(destructive). In Summer, it is now twice (hot) as it used to be in the past. To my mind, ... (efficient) solution of all that given by many green people is to multiply awareness campaigns.

EXERCISES 3

Look at these facts and figures about Dakar, Thies, Diourbel and Louga then fill in the gap with correct comparison of adjective.

FACTS	DAKAR	THIES	DIOURBEL	LOUGA
Population	3 .522.450	750.369	270.258	540.500
Number of quranic schools	120	53	267	198
Number of railway stations	1	2	1	1
Averagetemperature in June	41	43	47	47

NB :These figures are fictitious

- 1-Dakar is Thies and Diourbel. (populous)
- 2-Louga is twice Diourbel. (populous)
- 3-Diourbel has.....quranic schools compared to Thies, Louga and Dakar. (numerous)
- 4-Thies has number of quranic schools.(small)
- 5-Dakar is.....Louga and Diourbel in matter of railway station. (poor)
- 6-Thies is Diourbel in June. (cool)
- 7-In June, Diourbel is compared to Dakar and Thies.(hot)
- 8-Louga is Diourbel in June. (hot)
- 9-Dakar is five times.....Thies. (populous)

FOCUS 9 - EXPRESSING WISH AND REGRET

...wish / If only.....

We can express wish and regrets in different ways in English.
Wish and if only are used in the same way.

It is fundamental to take into account the **context of the action**. There are three main contexts. **Past/ Present / Future**. But also it is important to note that the **negative form** associated with the **regret** will give a **wish** with an **affirmative form** and vice versa.

➤ Real Wish:

*If the regret is linked to a **future event**, we talk about the Potential. So we get as a formula:

1st subject + **wish** + 2nd subject + **conditional present**

Example:

It is a pity I won't come tomorrow

I wish I would come tomorrow

➤ Present Regret:

* If the regret is located **in the present**, there will be the unreal present; we have this as a formula:

1st subject + **wish** + 2nd subject + **preterit modal**

Example:

-I am sorry the teacher is not here **today**

-I wish the teacher were here today

➤ Past Regret

*If the regret is situated **in the past**, there will be an unreal past; so we have this formula:

1st Subject + **Wish** + 2nd Subject + **Past Perfect**

Example:

-They regret missing last meeting

-They **wish** they **hadn't missed** the last meeting

EXERCISE 1

What might you say in these situations? Use the prompts given.

1-To a friend who didn't invite you to his birthday party.

I wish

2-To someone who never answers your e-mails.

If only

3-To someone who hasn't paid you back your money yet.

I wish.....

4-To someone who is cheating during a test presently.

I wish.....

5-To someone who forgot to bring his pen to class.

It's a pity.....

6-To your classmates who often play truant.

I wish.....

7-To your sister who refused to go to school.

....., which is a pity.

8-To a cousin who is drinking wine at the moment.

Mum wishes

9-To someone who never does his homework. (wish)

The teacher wishes

10-To a friend who stole your game console.

If only.....

EXERCISE 2: Fill in the gap with the correct tense and reformulate.

Situation 1

Dudu: Hello Fatu. I've sent the errand boy bring you my presents for your wedding.

Futu; That's too much Dudu. The money you sent last time was enough. I wish you.....(to send) me presents again.

Dudu. What I have done means little to me. It's a pity I was not very rich.

I wish I.....very rich. I would have even bought a car for you instead.

Situation 2

Nafi: You are always busy watching TV on Sundays Ali. If only you.....(to switch off) TV and pay a visit to your friends.

Ali: It's not your business. You too I wish you.....(to be) busy in the kitchen every Sunday now. You idle a lot on Sundays.

Nafi: If only I hadn't got a brother like you.

Ali: what did you say.

Nafi: I said It's a pity.....

Situation 3

Sidi: I wish we had attended the meeting Samba

Sidi: It's really a pity.....

Samba: Forget about that. We went to bed late yesterday.

Sidi: I know that but the meeting was extremely important. If only I.....(to set) the alarm, I would have been woken up very early then.

Situation 4

Soda: We'll receive our hip hop award tomorrow but the weather has been rainy recently. I wish it.....(not rain) tomorrow.

Fatu: Don't worry. Everything will be ok.

Soda: I wish the committee hadn't planned it in this month.

Soda: It's a pity.....

Fatu. The committee had no other choice.

FOCUS 10 - PASSIVE AND ACTIVE FORMS

Study these examples by paying attention to the words in bold characters and the relations between the subject and the action of the verb in each case .

1. Today people **use** cars, boat and planes to travel from one place to another , but in the past, most journeys **were done** on horseback.
2. When people **find** gold there is always excitement. There were excitement all around the country when oil **was found** in Senegal last year.
3. Selling second-hand cars is a prosperous job in Senegal nowadays. In fact millions of these cars **are sold** every year to consumers.
1. In many urban areas, sportsmen **hunt** animals with guns. In the countryside, some animals **are hunted** with dogs.

Remark.

In each sentence, we have an active form and a passive one.

In the active form, we realize that the subject does the action of the verb, hence the term « active » as the subject does something.

Example

Today people **use** cars. (Here, it is people who use.)

In the passive form on the contrary the action of the verb is done to the subject.

Example :

In the past, most journeys **were made** on horseback. (Here, the action is made to the subject : **most journeys**.)

From what is mentioned above, we can say that the passive voice is constructed by any form of the auxiliary “to be” followed by the past participle of a transitive verb.

Examples of passive sentences :

1. An international summit on global warming **was held** in Paris some months ago.
2. Some people suspected to have connections with terrorists **have recently been arrested**.
3. Interesting discoveries **are being made** in computer science.

In dealing with the passive we generally encounter two major types of exercises. The first one can be presented as a confrontation between passive and active and the second one in a form of sentence transformation.

- ❖ For the first type of exercise, students are expected to always establish the relationship between the subject and the action of the verb to know if it is active or passive and then react accordingly.

Here is a prototype.

1. Active Vs passive

Complete the following text with forms of verbs from the box.

Reach, elect, defeat, assassinate, sign

John F. Kennedy President of the United states in 1959 when he..... Richard M. Nixon in the election. After years of negotiation he.....an understanding with Khrushchev, head of state of the USSR, on nuclear weapons. A formal agreement.....in 1963. In the same year Kennedy.....

The second case concerns sentence transformation. When we transform an active sentence into the passive, we undergo the following changes :

- a. The active object becomes subject of the passive sentence ;
- b. The auxiliary Be is put in the tense of the verb of the active sentence followed by the past participle of the verb ;
- c. The subject of the active sentence becomes the agent of the passive sentence and is introduced by **BY**.

Exemplification

Turn the following sentences into the passive form

1. An independent jury elected Marouba the best undertaker of the year.

Marouba was declared the best undertaker of the year by an independent jury.

2. Authorities have banned plastic bags and cups.

Plastic bags and cups have been banned by authorities.

3. Dockers were loading the car onto the ship.

The car was being loaded onto the ship by the dockers.

Passive : two objects in the active.

Some verbs have two objects. These are : give, hand, offer, show, lend, pay, promise, ask, etc.

They have therefore two passive forms each object which can be subject of the passive form.

Examples :

Active : The US embassy refused the candidate for emigration a visa.

Passive 1 : The candidate for emigration was refused a visa by the US embassy.

Passive 2 : A visa was refused to the candidate for emigration by the US embassy.

Passive voice with questions.

- *Yes/No questions.*

Active : Did they hold the meeting yesterday ?

Passive : Was the meeting held yesterday ?

- *Wh- questions*

Active : Why do they delay the flight to Liberia ?

Passive : Why is the flight to Liberia delayed ?

Impersonal passive

When the object of an active sentence is a « that clause », there are two possibilities of turning the sentence into the passive. The first possibility follows the rule : **It + passive verb + that clause.**

Examples :

Active 1: People think that the olympic games are dangerous.

Passive 1: It is thought that the olympic games are dangerous.

Active 2 : They decided that the idea was impracticable.

Passive 2 : It was decided that the idea was impracticable.

The second possibility is built as follows : **Subject+passive verb+to infinitive.**

Examples :

Active 1: People think that the olympic games are dangerous.

Passive 1: The olympic games are thought to be dangerous.

Active 2 : People said that the man was shot somewhere.

Passive 2 : The man was said to have been shot somewhere.

Exercise

A/Passive vs Active and verb tenses

This is a brief presentation of the achievements of FAWE (Forum for African Women Educationalists). Fill in the gaps with the right form of the verbs in brackets.

FAWE is a very dynamic and popular organization which fights against girls' lack of education and women illiteracy. Since its creation, many interesting and salutary actions realize/.....in an attempt to provide young girls with an education of quality. Their projects (to launch)..... in many African countries over the last few years and in partnership with women leaders who (to start/..... this fight since 1996 but with very limited means. So far this situation (to bring)..... FAWE and other women organizations to federate their energies in order to solve definitively the problems. They (to notice)..... a long time ago that their difficulties in many countries (to be).....not only due to some traditional and religious beliefs but also some family problems. However, their performances (to praise always)..... everywhere in Africa and many African governments (to make) efforts nowadays by backing them with supplementary financial resources.

EXERCISE 2: Complete these sentences by using the passive voice.

Police: Where did you take the girl?

Rapists: She.....to the construction site

Police: How long had you raped her?

Rapists: She.....for nearly for a long time.

Police: Did you point a knife to her?

Rapists: Yes, the knife.....to her.

Police: Do you know the sentence of a rapist?

Rapists: I was told that a rapist.....(can/to jail) for 10 year.

Police: Are you married?

Rapists: No

Police: Is it a reason to rape girls.

Rapists: No, girls.....(not must/rape)

Police: The girl said that you stripped off all her clothes

Rapists: Yes all her clothes.....by us.

Police: Do you know that we will severely punish you.

Rapist 1: I know that I.....but I apologize for that. Never will I do that again.

Police: You have jeopardized her future.

Rapist 2: I admit that her future might.....but I was not myself at that time. Satan drove me to that horrible act.

Police: You.....(must/jail) severely.

FOCUS 11 - ADJECTIVES AND PREPOSITIONS

I-ADJECTIVE AND PREPOSITIONS

A Afraid of Aware of Accused of Ashamed of Accustomed to Addicted to Anxious about Angry with Acquainted with Appreciated for	B Busy with Bad at Bored with Bad at Brilliant at Beneficial to Based on Boastful for	C Crazy about Curious about Clever at Capable of Conscious of Content with Crowded with	D Different from Derived from Disappointed with Doubtful about
E Experienced in Excellent in/at Eligible for Excited about Envious of Enthusiastic about Exposed to	F Full of Fond of Frightened of Familiar with Fed up with Friendly with Famous for Furious about Faithful to Free of/from	G Good at Gentle with Grateful to Guilty of/about	H Happy with someone Happy about something Hopeful about/of
I Interested in Incapable of Innocent of Inferior to Indifferent to Impressed with	J Jealous of	K Keen on Kind to	L Limited to Late for Lucky at
N Notorious for Nervous of/about	O Opposed to	P Popular with Patient with Pleased with Proud of Punished for Polite to	Q Qualified for
R Relevant to Related to Responsible for Ready for Respectful for Rid of	S Superior to Sensitive to Suspicious of Sick of Scared of Satisfied with	T Tired of Terrified of Typical of Terrible at Troubled with Thrilled with	U Upset about Used to Unaware of W Worried about

	Sympathetic with Suitable for Slow at Skillful at Surprised at Sad about Serious about Sure of/about Safe from Shocked by Successful in	Thankful to someone Thankful for something	Wrong with S1 Wrong about stgh
--	---	---	-----------------------------------

Exercise 1: Fill in the gap with the correct preposition.

Situation 1

I am worried.....these boys because they are all the time busy this computer game. They are not interested.....any other activity and are indifferent.....our advice. I am not really pleased.....their behaviour. Their mother is even shocked.....their attitude. Sometimes they are capable.....playing video games until midnight. They are punished.....that several times but this measure is inefficient. They are really fond.....video games and can't get rid.....it; It's a kind of addiction. Last time I told them that to be successful.....their studies they should be excellent.....in many subject by doing their homework and drop video games.

Situation 2

Ali was responsible.....that wrong decision. We are very disappointed..... that. We should have taken the other way to the beach. He is keen.....being the first to decide in any situation and we are never opposed.....him. I'm tired.....that.

Situation 3

Ali is not qualified.....this position. He is very experienced.....management but he is very friendly.....everybody in this company and might not dismiss some in case the company goes bankrupt.

Situation 4

Fatou says that she is sick.....that man. He is always boastful.....his money and thinks that he is superior.....everybody. She is really fed up.....him now.

Exercise 2: Fill in the gap with these following prepositions: (at, with, to, for, of, about)

We are acquainted.....this business man. He is very sensitive.....people's needs and happy.....his job. He is very famous.....all these qualities and we must cooperate with him since he is very good.....business and proud.....his job.

FOCUS 12 - WORD FORMATION

I) SUFFIX

I) Introduction

We use suffixes to form nouns, verbs, adjectives and adverbs.

God **exists**. We believe in the **existence** of God.

Modernity is very important. We need to **modernize** this school.

He is a **politician**. He analyses any issue **politically**.

Let's have **hope**. We must be **hopeful** after doing our best for this exam.

-We must notice that there are no rules about which suffix you can use to which word. It's only through reading and listening that you succeed in acquiring many words.

Verb suffixes Ise or ize-en-y-ish	Nouns for people Er-ee-ist-ant-ent-an-ian-or	Noun suffixes
Standard/Standardize Critic/Criticize Formal/Formalize Jeopardy/Jeopardize Emphasis/Emphasize Computer/Computerize Private/Privatize Wide/Widen Bright/Brighten Soft/Soften Strong/Strengthen Purity/Purify Beautiful/Beautify Nourish impoverish	Drive/driver Act/actor Assist/assistant Employ/employee Science/scientist Electricity/electrician Republic/republican Study/student	-ing (Build/building) (understand/understanding) -ness (happy/happiness) (kind/kindness) -ty (certain/certainty) -ity (secure/security) -ence (prefer/preference) -ance (perform/performance) -ation (inform/information) -ition (oppose/opposition) -ion (discuss/discussion) -tion (product/production) -sion (permit/permission) -ment (employ/employment) -hood (brother/brotherhood)
Adjective suffixes	Adverbs	
-able (accept/acceptable) (profession/professional) -ible (access/accessible) -ly (friend/friendly) -y (salt/salty) -ous (danger/dangerous) -less (care/careless) negative -ful (respect/respectful) -ive (create/creative) -ic (science/scientific) -al (music/musical)	-ly (normal/normally) (careful/carefully)	

II) PREFIX

A prefix adds something to the meaning of the word. We can add prefix to nouns verbs and adjectives

It was windy last time we need to replay this match. (play) verb
 Akon is famous at the international level. (national) adjective
 China is overpopulated. (population) noun

A) SOME COMMON PREFIXES

Inter (between)	Mini (small)
National, state	Computer, bar, market
Multi (many)	Over (too much)
Coloured, millionaire	Populated, eating
Post (after)	Pre (before)
Graduate, colonial,	History, match
Re (again)	Semi (half)
Read, initialize	Skilled, circle
Super (big)	Under (too little)
Market, star	Developed, weight, paid

B) NEGATIVE PREFIXES

We can use a prefix to form an opposite.

Possible/impossible legal/illegal happy/unhappy

DE (undo remove)	IR (not)
Populate, frost, compress, form,	Rational, regular, relevant, resistible
MIS (wrong, false)	responsible
Behave, pronounce, carry, read, take, lead, use	DIS (not)
UN (not, opposite)	Appear, appear, honest, like, trust, illusion
Necessary, happy, natural, lucky, able, fortunate, helpful, likely, tie	NON (not, opposite of)
IN (not) also (in,into)	Stop, sense, flammable, smoker, fiction
Credible, decent, direct, accurate, capable, convenient	IM (not)
IL (not)	Possible, polite, proper, patient, mature, balance, mobile, mortal, moral, probable,
Logical, legal, literate, legitimate, liberal,	ANTI (against)
	Body, climax, septic, social, freeze

Exercise 1: Fill in the gap with the correct word.

Situation 1

It's.....(credible) the numbers of years Musa spent in Italy without coming back.
 His children have reach the.....(mature) age now. He migrated abroad since
 Senegal is an.....(developed) country.

Situation 2

Modou often causes small accidents on the roads. He is a.....(care) driver. He is
 also always running after time. He is very.....(patient) with passengers and treats
 them.....(correctly). This attitude is.....(polite). He must be
 dismissed.

Situation 3

The meeting is over. It's.....(necessary) to go there. They were talking about financing.....;(graduate) students who are doing their doctorate in chemistry.

Situation 4

We can't fight against that business man. He is very.....(power) and he has much.....(strong) on this market. We are very.....(fortune) to compete with him. We'd better change strategy and propose a.....(negotiate) with him.

Situation 5

Mandela once said that we have to fight against.....(poor) since it's a source of.....(corrupt). It also.....(jeopardy) our social system and bring about.....(happy).

Situation 6

We have to.....(normal) the precarious financial situation of the project. Many members are.....(regularity) in their contributions. If we want the project to be.....(succeed) we must keep our.....(promise) and contribute on time.

Situation 7

There is an.....(balance) between the rich and the poor. If we want to.....(short) the gap we must fight against.....(justice) and.....(equal).

Exercise 2: Fill in the gap with the correct word.

Witchcraft in Africa

Witchcraft is one of the most potent and 'dreaded' superstitions in Africa. Most Africans hold the(believe) that witches are real active beings that can act to influence, intervene and alter the course of human life for good or ill. Africans accept witchcraft as a mode of.....(explain), of perception and interpretation of their problems, events, nature and.....(real) even when reason and common sense suggest otherwise. They believe witches can cause poverty, diseases, accidents, business.....(fail), famine, earthquake,.....(fertile) and childbirth difficulties. Many people in Africa attribute any extraordinary,.....(mystery) or inexplicable event, manifestation or phenomenon to witchery and wizardry. In some African communities there is even a talk about positive and negative witchcraft. People say that positive witchcraft is used to do good-cure diseases or find.....(solve) to problems, and negative witchcraft is used to do evil. But generally, in Africa, witchcraft is associated with evil, harm and.....(destroy).(fortune) this mentality prevails in spite of the.....(emerge) of modern science and technology.

Exercise 3: Complete this table and give the correct word to make the sentences below the table meaningful.

Adjective	Verb	Noun
Strong		
		Equality
	Widen	
Powerful		
		Beauty
	Purify	

Necessary		
		Satisfaction
Rich		
	Live	
Poor		
		Creation
	Succeed	
Dangerous		
		Joy
	Prosper	
Crazy		
	Accept	
False		
Sensitive		

1-(danger):Don't.....the life of these children by taking them to that beach.

2-(false): They were trying to.....the election results.

3-(live): Fortunately all the victims were.....after the car crash.

4-(rich): The ideas are poor try to.....them.

5-(power): The president wants the MPs to.....him.

6-(accept): The university finally gave me an.....letter.

7-(crazy): We don't accept your act of.....here.

8-(satisfaction): The school head is happy because the bac exam results are.....

9-(creation): A good leader must also be.....

10-(necessary): This situation.....a good handling.

FOCUS 13 - WRITING

In testing students mostly deal with reading comprehension, linguistic and communicative competence including writing. As far as the latter is concerned, students can be asked to write a letter, an interview, an e-mail, comment, deal with guided writing, a job application letter, an opinion essay or for and against essay. However, many students tend to write without correct punctuation(full stop, commas or paragraph), thus making their different ideas or opinions confusing. In addition their writing is full of short forms (I'm, he's, we're, we've) or informal language (hi, gonna, wanna, etc.). A good essay must be written with paragraphs separated by linking words. Quotations are also important if they are relevant to the given topic. So, we are going to focus on some different forms of writing and their different techniques

USEFUL EXPRESSIONS AND LINKING WORDS

Chronology

Firstly, First of all, In the first place, To begin with, Secondly, Second, Thirdly, Third, Finally

To list advantages

One advantage of.....is that.....

Another advantage is that.... A further advantage is that...../

To list disadvantages
the main disadvantage of.....is that....

The most important drawback of.....is that...;

Another disadvantage is that.....

To add more point

What is more, besides, in addition (to this), furthermore, moreover, apart from, as well

as, also, not only ... but also, both ... and,

To make contrasting points

On the other hand, however, but, although, nevertheless, nonetheless, in spite of (the fact that), despite (the fact that), even though, still, yet, whereas

Opponents of ... argue/believe/claim that...

While it is true to say that..., in fact...

To introduce examples

for example, for instance, such as, like, in particular, particularly, especially, This is (clearly) illustrated/shown by the fact that...

One/A clear/striking/ typical example of (this)... The fact that.... shows/illustrates that...

To explain/clarify a point
in other words, that is to say, this/which

means that

To express cause

owing to, due to (the fact that), on account of, on the grounds that, given that, because, as, since, for, thanks to

To express effect

Therefore, thus, as a result/consequence, consequently, so, for this reason, if... were to happen... the effect/result would be...

To express intention or purpose

to, so as to, in order to, so that, with the intention of (+ing)

To express conclusion

In conclusion, On the whole, All things considered, Taking everything into account/consideration,

To conclude, To sum up, All in all, Finally/Lastly,

WRITING 1: Controversial topics (FOR AND AGAINST)

1) METHODOLOGY

Introduction

Give the situation of the topic without stating your opinion.

Main Body

Give the arguments '**for**' along with reasons, examples and linking words.

Give the arguments '**against**' along with reasons examples and linking words.

Conclusion

Sum up the main points and open theyour opinion directly or indirectly or by resorting to a balanced consideration of the topic.

2) Example of topics.

Extracted from some bac exam papers

Topic: Some school educators intend to forbid the use of mobile phones at school. What do you think of such a decision? Give your reasons.

Topic 2: Many parents complain about internet saying that itdestroys their children. What do you think of that? Give your opinion.

Topic 3: The refusal of many Senegalese landlords to respect the law about decreasing rental feeshas generated many problems. What is your position about this?

Topic 4: It is generally said that tourism is a source of acculturation, moral decay and depravation. What do you think of this statement?

3) Practice

Topic 4: It is generally said that tourism is a source of acculturation, moral decay and depravation. What do you think of this statement?

With the high rate of unemployment noticed in many developing countries, some young people see tourism as an important source of economy heedless of its impact on the behaviour people.

Tourism has greatly contributed to our economy. **For example**, with the building of hotels along many beaches or touristic sites, many young people have finally got jobs to earn their living. **Moreover**, the

promotion of tourism in Senegal for instance has helped some areas like Sally or Ngaparou to become prosperous up to rival the capital city. It's important to remind that these areas were unknown to many Senegalese in the past. They were just small villages. **Besides**, a further advantage of tourism is that it contributes to cross culture exchange and to the development of arts given that the majority of tourists who comes to visit Senegal buy statues and different art objects on their return.

On the other hand, tourism is a source of acculturation, moral decay and depravation. **For instance**, many young people have turned into gigolos with the dream of going abroad once married with very old white women. **More to the point**, young girls dream of getting a white husband who would give them all they want but many of them are trapped into such illusion resulting in divorce, betrayal, forced prostitution once abroad or death. Worse, many Senegalese have lost their values due to direct contact with western tourists believing that everything coming from westerners is beyond our tradition and culture. **Another leading example** is that touristic sites are overwhelmed with pubs, drug dealing corners and dancing clubs where prostitution, the use of drugs and the practice of foreign dancing like bombass and strip tease are dominant.

In conclusion, I think that even though tourism has contributed in the economy of our country it has turned many of our citizens uprooted. Senghor used to advocate "openness to other cultures but rootedness to our traditions and cultures". For that, our citizens need to be intellectually mature to be able to pick up the thorns from the package of tourism. In this way, they will be able to know the right behavior to adopt before tourists who, come what may, represent a factor of development. (balanced conclusion)

As far as I am concerned, I see that tourism has destroyed more than it has contributed in this country. Today many of our young people have turned into drugs, gigolo and are sipped of all their energy that would help them to struggle in life since they think of nothing but travel abroad. (direct opinion)

WRITING 2: OPINION ESSAY/FOR OR AGAINST

1) Methodology

Introduction

Present the situation of the topic and state your opinion.

Main body

First argument: Use linking words. Give your reasons and some examples.

Second argument: use linking words. Give your reasons and some examples if possible

Third argument: Write a paragraph to present the opposing viewpoint and reasons why you think that the opposing viewpoint is not convincing.

.Conclusion

Restate your opinion using different words for the summary.

2) Examples of topics

Extracted from some bac exam papers

Topic 1: Many people think that eating in restaurants, in fast foods or at street vendor' is a good way of saving money. Do you share their opinion? Why or why not?

Topic 2: "When parents fail to educate their children, the street will play the role for them" do you agree? Give your arguments

Topic 3: Do you agree with those who believe that the way girls dress today is one of the reasons why there are so many rapes today. Give your reasons?

Topic 4: It is generally admitted that business and sports go together for the development of a country. Do you share this point of view? Why or why not?

Topic 5: Do you share the opinion that a girl's place is at home? Why or why not?

Topic 6: Are you for or against polygamy?

Topic 7: Do you agree with those who say that terrorist are just bandits or drug traffickers? Give your reasons

3) Practice

Topic 5: Do you share the opinion that a woman's place is at home? Why or why not?

In this 21st century women are more involved in their fight for equal opportunity with men and for their emancipation. This has led some radical men to publicly develop that the right place of a woman is home. In my opinion, this theory doesn't hold water anymore and needs to be questioned.

In this new globalized world dominated by technology and science, holding a theory that would confine women in houses and chores shows a real lack of consideration to them. They must go to school as men for they have proved their ability to compete with them so far. They have even succeeded where the majority of men have failed. In matter of management and leadership for instance women are more appreciated.

In Senegal, many women are organized in small groups to seek finance that would help them to do small businesses, cultivate the lands or invest in farming. Besides, Many of them have succeeded in such projects whereas many unemployed young men stand on corners making tea for days on end. Moreover, women are seen early in the morning in "car rapide, ndiaga ndiaye or TATA buses" with a bucket in hand to fetch fish or vegetables at the local markets for retail sale in their different districts. With the small businesses they do, they financially contribute to the education of their children and even to the daily meal many parents are reluctant to give now.

Consequently, those who think that women should stay at home vehicle the idea that many of them have turned into prostitution or drug. Some still think that the lack of education visible in children is caused by women for they rarely stay in their house. Moreover, some unemployed men complain that women are more

recruited than they are in banks, companies and health districts. This latter seems a bit true but it's up to both men and women to compete and show their skills.

In conclusion, women deserve more than the confinement in houses. They have contributed so far in the development of our country. In addition, without the small business some do to help their children and even save money for their future many families might run down.

WRITING 3: GUIDED WRITING

1) Methodology

Introduction

Give the situation of the topic and restate the plan if possible.

Main body

Follow the guided plan by using link words.

Conclusion

Sum up your arguments.

2) Examples of topics

Extracted from some bac exam papers.

Topic 1: Violence is gaining ground in almost all big cities. What are the causes of this increase? Which solutions can be brought to fight it?

Topic 2: Violence against women is gaining ground in today's society. What do you think are the causes and what consequences can result from it? Suggest a few solutions to fight the phenomenon.

Topic 3: Another objective of the Millenium Development Goals is to increase the number of girls going to school and to enable them to complete their studies. What are according to you the obstacles to girls' education? Suggest solutions to eliminate them.

Topic 4: What are the different rôles that television can play in the transformation of a society? Enumerate these roles and show how they can affect the viewers' life styles.

3) Practice

Topic 2: Violence against women is gaining ground in today's society. What do you think are the causes and what consequences can result from it? Suggest a few solutions to fight the phenomenon.

In today's society we have witnessed that many women are victims of violence. It can be physical or sexual. So, in the course of our essay, I will try first to pinpoint the causes of such forms of violence done to women. Second, I will focus on their consequences and finally I will propose some solutions.

One cause of violence against women is old traditional belief. For instance, many societies neglect the case of women who are often beaten by their husbands because they find it normal since women must be obedient. Another fact is that many women tend to follow the fashion promoted by TV channels which broadcast dressing styles that show the intimate part of women. As a consequence they are often raped. In case of civil war or rebellion many women are also raped. A third cause of women's physical violence is lack of jobs. Because of this fact, many husbands get drunk and release their energy on their wife by beating them.

Consequently, women victim of sexual abuse have mental troubles. Some even become pregnant what lead them to abort. Those who are victim of physical violence are manifested in slaps or beating. These shorts of violence mostly end up in divorce. In this case children will be the most vulnerable. Among many, the most dreadful consequence of violence against women is murder. We hardly stay a long time without hearing that on the news.

As for the solutions, civil right movement must be more involved in the fight against violence done to women. Moreover, it would be important to make people be aware of the importance of women in our society and the good treatment they must receive. Last but not least there should be severe punishment or heavy fine for those who illtreat women..

Therefore, it's high time those who reduced women to being submissive or ill treat them changed mentality. In addition, civil right movements must lobby members of parliaments to pass laws that would help women to be well considered in today's society.

WRITING 3: WRITING A LETTER

WRITING GUIDELINES FOR WRITING A LETTER

Points to remember

Information

Make sure you include everything that the Instructions ask for.

Grammar

Especially check your verbs for tenses.

Vocabulary

Try to use some good adjectives and other new vocabulary you have learned.

Punctuation

Use capital letters at the beginning of sentences and for names. Use full stops at the end of sentences.

Formal or Informal?

Do not use informal language in formal letters.

Remember we write in paragraphs and complete sentences

Use linking words to join them (and, but, or, so, because, as, when)

Make sure we can read your handwriting

Don't forget to write the date

Don't forget the address of the writer and recipient

Check everything you have written

Use polite expressions at the end: sincerely yours, faithfully yours.

Example of letter writing

Write a letter to the minister of telecommunication to tell him the disadvantages of television and propose some solutions.

Aliou Ndiaye

Sicap Liberte 4

N 4556B

Pob 12345

Dakar/Fann

**October, 25th
2016**

Minister of Telecommunication

Moussa Thiam

14 Lamine Gueye Avenue

Pob 123

Dakar/Plateau

Dear minister

I'm writing this letter to you in order to tell you about the drawbacks of television and propose some solutions.

Nowadays, television is negatively influencing children. Many of them are imitating actors and stars. Moreover, they no longer concentrate on their homework. Worst, most of them are victim of pornographic films.

As a solution, we must sensitize children on the drawbacks of television. Besides, Tv channels must contribute to the shaping of children's mind by broadcasting educative programs.

Yours faithfully

WRITING A JOB APPLICATION LETTER

Paragraph 1: Write about the position you are applying for and give the reference of the job offer.

Paragraph 2: Write about your studies, degrees and skills

Paragraph 3: Write about your experience

Paragraph 4: Write about your personality and potentialities.

Ali Seck
HLM Grand Medine
Pob 2345
Parcelle/Dakar
August 16th 2014

Fallou Ndiaye
Human Resource Manager
UBS Universty
13 Blaise Diagne Avenue
Pob.12 Dakar/Plateau

Dear Sir

I am writing this letter to apply for the position of student assistant that I saw advertised on your website. I am interested in working in the teachers' resource library, or in the accommodation department.

I have recently graduated from the WSB Business School in Dakar and received high grades in both my English and Business Courses. In addition, we had to use all of the Microsoft Office programs in the preparation of our finished assignments, so I am able to do most things with computers.

Since I was 15 years old I have helped my father to run his small import-export business. I have been involved in helping a variety of clients and also the general administration of the business. In the past 2 years I have worked in the WSB library, helping teachers and students to find and use the resources there. This experience has given me the ability to deal with the needs of all types of people.

I have an outgoing, diligent personality and find that I enjoy the challenges of working in busy environments. In addition, my studies and experience have taught me to be accurate and efficient in organizing my work so I would be a valuable addition to your school.

I look forward to hearing from you.

Yours faithfully

WRITING A COMPLAINT LETTER

Fatou Seck
23 Bourguiba Street
Telephone: 77 004 00 00

September 25th 2014

The Manager
Camera Shots Ltd
21 Cheikh Anta Diop Avenue
Dakar/Fann

I brought my camera into your shop to be fixed on August 7th this year. I was advised you would contact me with details of the problem and how long you considered it would take to fix.

Since this date I have not heard anything from you despite leaving a number of telephone messages for you or your staff to contact me.

You have had my camera for nearly seven weeks. If you are unable to fix it by the end of this week (September 30th), I will expect you to replace it with a new camera

Yours faithfully

WRITING AN OPINION ESSAY

Writing an English essay is different from the French one. While it is forbidden to give one's opinion or position in French dissertation, it is not the case for English essay writing. In other words, our opinion or position must figure in the latter.

What is generally demanded once pondering over an English topic is to

- Define the substantial or key word of the topic
- Show the importance of the topic
- Give one's position
- Set up one's plan

In the introduction.

Nevertheless, the fact of defining the substantial word of the topic is not compulsory. It is optional instead. It only enables you to show the reader that you've masterminded the point you are asked to give your opinion on.

As for the body of the paper, you have to follow line by line your plan, and it would be important to deal with two points in order to avoid filling pages with useless sentences.

Regarding the conclusion, you only need to reformulate the main points developed on the body by putting them in a nutshell and leave the topic open to discussion afterwards.

However, this essay writing strategy generally applies to topics in which you agree or disagree with a statement. You can also be asked to comment upon a statement, or compare points, but, under these circumstances, showing the importance of the given topic and setting up one's plan will be always necessary.

Caution: You need some preliminary tasks before setting on any topic: Have a brainstorming process in which you select some ideas that go along with your topic. In addition, you have to find out some marker expression as (besides, however, first and foremost, for instance etc...) in order to enable an easy reading for the teacher and make your essay a good one.

ARE YOU FOR OR AGAINST EMIGRATION BY CANOES?

- **Definition of the key word**

Emigration can be defined as the fact of leaving one's country on religious, political or economic grounds to seek better living conditions elsewhere.

- **Show the importance of the topic**

Many people are taking now canoes to go abroad risking their lives for some economic reasons.

- Show your position

As a consequence, I will try to show the extent to which I am against emigration

- Set up your plan

By resorting first to the far reaching consequences of taking canoes to go abroad.

Then I will rackle my brain to find some solutions to tackle with this risky practice.

Therefore, you can have this as introduction.

Emigration can be defined as the fact of leaving one's country on religious, political or economic grounds to seek better living conditions elsewhere. Many people are taking now canoes to go abroad risking their lives for some economic reasons. As a consequence, I will try to show the extent to which I am against emigration by resorting first to the far reaching consequences of taking canoes to go abroad. Then, I will rackle my brain to find out some solutions to tackle with this risky practice.

After that, you put in details your plan, and conclude in the end.

APPENDIX

MARKER EXPRESSIONS AND SIGNPOSTS

However = cependant

Presumably = en principe

All the more = d'autant plus

All the less = d'autant moins

Somehow or other = d'une manière ou d'une autre

If worst come to worst = au pire

To such an extent that = à tel point que

By and large = dans l'ensemble

On all accounts = d'après tout le monde

Beyond = au delà

Then = ensuite, donc

Definitely = sûrement

It's likely that = il est probable que

Nowadays = de nos jours

Every other week = toutes les deux semaines

Apart from = mis à part

All day long = toute la journée

On purpose = exprès

As we go along = au fur et à mesure que nous partons

Short lived = de courte durée

There is not the slightest doubt that = il ne fait pas le moindre doute que

According to some people = selon certains

To conclude = pour conclure

First, then, finally, = d'abord, ensuite, finalement
In spite of what is generally believed = malgré ce que tout le monde croit
I fully agree with = je suis entièrement d'accord avec
There are good grounds for saying this = il y a de bonnes raisons d'affirmer ceci
Seemingly = apparemment
In fact, as a matter of fact = en fait
Although, even though = bien que
Most often, in most cases = le plus souvent
We must bear in mind that = nous ne devons pas oublier que
We can go as far as to say that = on peut aller jusqu'à dire que
We must refrain from saying = nous devons nous abstenir de dire
In other words = en d'autres termes
In this respect, in this connection = à cet égard
Regarding = en ce qui concerne, quant à
Moreover, besides, in addition = de plus, en plus
On the one hand.....on the other hand = d'une part.....d'autre part
I do not mean that = je ne veux pas dire que
On the contrary = au contraire

READING COMPREHENSION PRACTICE

Text: Hissène Habré's trial: a major step forward for justice in Africa

- 1 The trial of Hissène Habré, the former president of Chad, is an event of historic importance, not just for one nation or one region, but for a whole continent and beyond. It's a major step for international justice in Africa and, as such, it should be applauded. African judges will give their verdict on what an African leader did to his people. For the first time, an African court, not a western-based one, will rule in atrocities committed by an African leader.
- 6 Mr. Habré is charged with crimes against humanity, war crimes and torture, allegedly perpetrated during his period of rule in Chad from 1982 to 1990. After he entered the courtroom, he wasted no time in expressing his outrage at having to account for his acts. "African traitors!" he shouted at those who had finally brought him to justice. Yet traitors they are most definitely not. The families of victims, the human rights activists and the NGOs who worked tirelessly and bravely for over 20 years to reach this moment, are better regarded as heroes.
- 11 Hissène Habré's presidency was a time of widespread political killing, of systematic torture and of thousands of arbitrary arrests. Chadians lived under the terror of a political police, the DDC, whose directors reported directly to Habré himself. More than 40,000 people are estimated to have suffered from abuse and torture, and many of them died. This trial therefore sends out a clear signal to other leaders in Africa who have trampled on fundamental human rights. It is a powerful example of African justice at work in dealing with the most serious crimes perpetrated by a political leader.
- 17 This is not a case where, as with Charles Taylor, a former African leader is transported far away, to Europe, to face justice. Nor is it a case involving the international criminal court, **which** has often- and rather unfairly- been decried as a western-led effort solely targeting Africans. The trial of Habré is a turning point because it involves a special court set up jointly by the African Union and Senegal, the country where Habré had sought exile. It is also the first trial in Africa to be carried out under universal jurisdiction, a concept which, in international law, allows national courts to prosecute the most serious crimes even when they have been committed abroad. The fact that the African Union has made such a choice sets an important precedent. Perhaps connected to this is the fact that the trial might shed some light on the complacency - if not complicity- that some western countries showed towards Habré during his rule.
- 26 International justice has certainly been applied unevenly in recent years, not only in Africa. There is a certain irony in the fact that the African Union has actively worked to prosecute Habré, while bashing the International Criminal Court (ICC). That smacks of hypocrisy. The ICC can only have jurisdiction over crimes committed after **its** founding treaty came into force in 2002- long after Habré's rule. And in all the African cases where the ICC has been activated, this came about as a result of decisions taken by African governments themselves, or by the UN Security Council...

www.the-guardian.com/world Tuesday, July 21st, 2015

I- COMPREHENSION: (8marks)

A- Fill in the table below with appropriate information taken from the text (1,5 marks)

A former president of Chad	The principal topic in the text	Accusations against Habré
1- Hissène Habré	2-.....	3
		4

B- Fill in the following passage with suitable words taken from the indicated paragraphs (1,5 marks)

HissèneHabré's (P.1)..... shows that African justice is progressing, but this cannot be a pick-and-choose effort. It must be a coherent, constant attempt, where treaties are respected, where (P.2) of laws applies to all, and where a clear priority must be given to (P.2) and to their families, who need the truth.

C- Find in the indicated paragraph words or phrases similar in meaning to the definitions in the chart below (1mark)

Definitions	Equivalents in the text
1. A legal process by which a person accused of crime is judged in a court of law.	(P.1).....
2. Accused of	(P.2).....

D- Find in the indicated paragraphs words opposite in meaning to the ones below. (1 mark)

1) Restricted ≠ (P.4) 2) prevents ≠ (P.4)

E- Sat whether these statements are true or false. Justify by quoting a specific passage from the text (2 marks)

Statements	True/False	Justifications
1. The former Chadian president tried to put an end to political murders in his country.		
2. There is no paradox about HissèneHabré's prosecution		

F- Who or what do the underlined words refer to in the text? (1 mark)

1- Which (P.3) = ...
 2- Its (P.5) = ...

II- LINGUISTIC AND COMMUNICATIVE COMPETENCE (6marks)

G- Complete this passage with the right tenses or forms of the verbs in brackets (2 marks)

For more than 25 years families of victims (1)..... (to fight) tirelessly to bring Hissène Habré to justice. It's only the first time that a former African president (2) (to bring) to an African court. Years ago, they (3)..... (to send) to the International Criminal Court. Nowadays some human rights activists suggest (4) (to inflict) heavy penalties on political criminals so as to put an end to governmental atrocities in Africa.

H- Match the notions in the box below with the suitable sentences (2 marks)

Suggestion	condition	reproach	advice	possibility	contrast
------------	-----------	----------	--------	-------------	----------

Sentences	Notions
1-What about putting an end to crimes against humanity?	
2-Hissene Habre's presidency shouldn't have been a period of political crimes	
3-African leaders had better avoid committing political atrocities.	
4-If Hissene Habre's reign hadn't been a time of widespread killing, he wouldn't have been accused of those cruelties	

I- Fill in this passage with adequate words derived from the ones in brackets (1 mark)

For years, human rights activists and NGOs have been struggling to bring Habré to court either in Senegal or another country. Since Senegal seemed to be (1) (**reluctance**) to judge him, they wanted Senegalese authorities to show their (2)..... (**commit**) to inflict heavy penalties on that political criminal.

J- Rewrite the following sentences without changing their meaning by using the prompts given (1 mark)

1- Habré was unbearable in Chad because he killed many innocent people

If Habré.....

2- Habré regrets assassinating too many people in Chad during his reign.

Habré wishes

.....

K- Use a question tag in this conversation and complete B's answer meaningfully (1 mark)

1- A: Habré's been treated unfairly by some policemen, ...?

2- B:

III- **WRITING: Choose one topic and write an essay of 150 to 200 words (6 marks)**

Topic One: Make up a conversation between two people talking about political atrocities committed in Chad

Topic Two: In Senegal, some people are against the extradition of Hissène Habré. Should he be prosecuted or tolerated? Why/ Why not? Give your reasons

Text: High blood pressure (Hypertension)

Blood pressure is a measure of how hard the blood pushes against the walls of your arteries as it moves through your body. It's normal for blood pressure to go up and down throughout the day, but if it stays up, you have high blood pressure. In most cases, doctors can't point to the exact cause. But several things are known to raise blood pressure, including being very overweight, drinking too much alcohol, having parents with high blood pressure, eating too much salt, and getting older. Your blood pressure may also rise if you are not very active, you don't eat enough potassium and calcium, or you have a condition in which blood sugar levels become abnormally high.

High blood pressure is also called a "silent killer", because most people don't know they have it until they go to the doctor for some other reason. Without treatment, high blood pressure can damage the heart, brain, kidneys, or eyes. This damage causes problems related to the coronary artery disease, stroke, and kidney failure. Very high blood pressure can cause headaches, vision problems, nausea, and vomiting. These symptoms can also be caused by dangerously high blood pressure called malignant high blood pressure. It may also be called a hypertensive crisis or hypertensive emergency. Malignant high blood pressure is a medical emergency.

Most people find out they have high blood pressure during a routine doctor visit. For your doctor to confirm that you have high pressure, your blood pressure must be at least 14/8 (14 over 8) on three or more separate occasions. It is usually measured one to two weeks apart. You may have to check your blood at home if there is reason to think the readings in the doctor's office are not accurate. You may have what is called white-coat hypertension, which is blood pressure that goes up just because you are at the doctor's office. Even routine activities, such as attending a meeting, can raise your blood pressure. So can commuting to work or smoking cigarette.

Treatment depends on how high the blood pressure is, whether you have other health problems such as diabetes, and whether any organs have already been damaged. Your doctor will also consider how probably it is that you develop other diseases, especially heart disease. You can help lower your blood pressure by making healthy changes in your lifestyle. If those lifestyle changes don't work, you may also need to take pills. Either way, you will need to control your high blood pressure throughout your life. If you have pre-hypertension, your doctor will probably recommend lifestyle changes. These may include losing extra weight, exercising, limiting alcohol, reducing the amount of salt, quitting smoking, and eating a low-fat diet that includes more fruits, vegetables, whole grains, and low-fat dairy food.

I. Reading Comprehension (11 marks)

A. Paragraph Matching: Match the paragraphs with the titles (2 marks)

1.	a) The Diagnostics of Hypertension
2.	b) The types of Hypertension
3.	c) The causes of Hypertension
4.	d) The Preventive Measures
	e) The Consequences of Hypertension

P1	P2	P3	P4

B. Choose the right option: (1,5 marks)

5. Hypertension happens when:

- a. your blood vessels are damaged
b. your blood pressure is high
c. you are overweight
d. your blood pressure is low

6. Hypertension may damage the following organs:

- a. The mouth
b. The ear
c. The brain
d. The lungs

7. People can prevent hypertension by:

- a. Eating less salty meals
b. Sleeping under a mosquito net
c. Drinking a lot of water
d. Eating sugar regularly

C. Answer True or False and justify by quoting the text: (2 marks)

8. Only doctors can diagnose hypertension

9. You can get hypertension when you have passive life

10. You can inherit the disease from your parents.

11. If you are affected you immediately fall ill.

D. What or who the underlined words refer to? (1 mark)

12. They: (L. 8) 13. Which: (L. 19)

E. Information Transfer. Fill in the chart: (4,5 marks)

14. Causes	15. Consequences	16. Prevention
a.	a.	a.
b.	b.	b.
d.	c.	c.

II. Communicative Competence: (9 marks)

F. Rewrite these sentences without changing their meaning: (3 marks)

You may check your blood pressure at home.

17. Your blood pressure

The doctor said, "Let me measure your blood pressure, Mr. Diouf"

18. The Doctor said to.....

Your blood pressure will rise if you are not very active.

19. Unless

G. Problem Solving: (6 marks)

a) Read John's fact-sheet

Name: John Martin Diouf
Age: 52
Address: Mermoz
Weight: 110 kg
Height: 1.70m
Diet: butter, steak, French-fries, tinned-food, hamburger.
Profession: manager
Others: heavy smoker and alcohol drinker, has two cars

b) Suppose you are a doctor and John is your patient. He suffers from hypertension, complete your conversation

-Hello sir, what's your name?

-Hello Doctor, my name is John

20-

-I am 52

21 -.....

-110 kg

22-.....

-Mermoz

23-

-I'm a manager

-Well, Babacar I'm afraid, your results are not satisfactory. You suffer from hypertension

-Are you sure Doctor?

-Yes, absolutely.

-Why am I affected?

24. -You are affected because

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....
.....
-What should I do now?

26. -You should

.....
.....
.....
.....

-Thank you doctor.

-You're welcome.

TEXT : WHY DO PEOPLE EMIGRATE?

1-People emigrate from one country to another for a variety of complex reasons. Some are forced to move, due to conflict or to escape persecution and prejudices, while others may voluntarily emigrate. Although such a move may be necessary, it can be quite traumatic on top of the challenges experienced so far. From another perspective, immigration can also represent an act of courage. For example moving to a different country with different culture and norms can be quite daunting. The potential loneliness to be suffered is not always easy to overcome. There may be the additional pressure to earn enough to live (in a more expensive-to-live-in country) and send back meager savings. An economic migrant, a person searching for, work or better opportunities, will be stepping into the unknown an exciting prospect if the person is already well-to-do, or daunting at least, if out of desperation.

10-As Inter Press Service (IPS) reported, the European Union has recently acknowledged a concern about immigration that has not received much media attention. That is; a large number of people are attempting to leave the devastation of their own country caused by the current form of globalization and other political and economic policies, which, as well as creating winners, is creating a large number of losers, and increasing inequality. Tackling poverty and addressing issues of development and opportunity are important aspects of tackling this type of immigration.

16-Immigration can have positive and negative impacts on both host (recipient) country, and the original country. The recipient country is usually an industrialized country in Western Europe, or the United States. For these countries, immigrants offer various benefits such as the following: Immigrants will often do jobs that people in the host country will not, or cannot do. Migrant workers often work longer hours and for lower salaries, and while that is controversial, sometimes exploitive, it benefits the host country. Immigrants, when made to feel welcome in the host society, can contribute to the diversity of that society, which can help with tolerance and understanding. For the host country's economy, immigrants offer an increased talent pool, if they have been well educated in their original country.

26-But there are also numerous drawbacks: Immigrants can be exploited for their cheap labor. Developing countries may suffer "brain drain" as the limited resources they spend in educating their student amount to very little if that talent is enticed to another country. The UK for example is often accused of actively hiring medical staff from developing countries. Immigration can also attract criminal elements, from trafficking in drugs and people to other forms of crime and corruption. Immigration can become a social/political issue, where racism can be used to exploit feelings or as an excuse for current woes of local population. Where there is a perception that immigrants and refugees appear to get more benefits than local poor people, tensions and hostilities can also rise.

34-Concerns about illegal immigration can spill over to ill-feelings towards the majority of immigrants who are law-abiding and contributing to the economy. Many die trying to flee their predicament, and this can often make sensational headlines giving the appearance that immigration is largely illegal and "out of control". Despite what appears to be large population movements, Gary Younge, from The Guardian noted some time ago that people still are not able to move as freely as commodities. In some places around the world, there are additional restrictions being put up on people's movements.

Source: <http://www.globalissues.org/article/537/immigration#whydopeopleemigrate>

READING COMPREHENSION

A-Match titles with paragraphs

Titles	Paragraphs
a-Causes of illegal immigration	Parag 1
b-Drawbacks of immigration	Parag 2
c- Obstacles to the free movement of people	Parag 3
d-Advantages of immigration	Parag 4
European Union's concern	Parag 5

a=.....; b=.....c=.....d=.....e=.....

B- Read the text and answer the following questions

- 1-Why does the author say that immigration "can be quite traumatic"?
- 2-How is globalization responsible for the increase of unemployment in some developing countries?
- 3-What is brain-drain and how is it detrimental to the developing world?

C- Say whether the following statements are true or false and justify your answer by quoting a relevant passage from the text

- 1-Globalization is partially responsible for the immigration of many people in poor countries.
- 2-Immigrants are of no social support to the host country.
- 3-The developing countries receive a lot of benefits when its skilled workers immigrate to developed world.

D- Fill in the table below with the relevant information from the text

Immigration
Advantages Countries of origin..... Host Countries.....
Drawbacks Countries of origin..... Host Countries.....

E- What or who do the following words refer to in the text?

- 1- Some (L1)=.....
- 2- These (L 18):.....
- 3- It (L 20):.....

F- Writing: A qualified relative of yours (cousin-nephew-uncle –aunt) is thinking about resigning from his job to go to Europe to look for a better job. Write a letter in which you persuade him not to emigrate.

Kicking the plastic: Senegal among the latest to ban *flimsy bags

At a market in Senegal's capital, the sandy paths are *strewn with them. They blow around like feathers in Dakar's coastal breezes, piling up alongside buildings on city streets and clogging canals.

Thin plastic shopping bags, and pieces of them, litter this seaside capital and the nearby waters of the Atlantic Ocean. The number of discarded bags is impressive—a total of 5 million in Senegal, according to Environment Minister Abdoulaye Balde. Now, the government is set to impose a ban, joining a global shift against the bags.

Street vendors wonder how they will do business without them. Daouda Ndiaye sells hundreds of plastic bags a day to other vendors, who sell fish, meat and other goods in the Ouakam neighborhood. For 500 francs (about \$1), a customer can buy a packet of 100.

Banning the bags will "be a huge problem because all the vendors here use plastic to sell nuts, glass, meat, fruit and vegetables," said Daouda Ndiaye, a 23-year-old father of three. "If they are going to ban plastic, I won't be able to feed my family."

Another merchant, Ami Ndiaye, says she must keep using plastic to protect the charcoal she sells wrapped in small paper rolls which are then neatly piled into plastic.

"The problem isn't the plastic, it's the people," she said. "People must put it in the garbage and not on the streets so animals don't eat it and it doesn't pile up."

But Pascaline Ouedraogo fully supports the measure, saying she worries about chemicals from the sacks getting into the food she buys. She moved to Senegal four years ago from Burkina Faso, which adopted a ban.

"The problem is no one understands what else to use, so it's been difficult," she said of Burkina Faso. "Little by little people can learn" to use safer alternative products, like paper and reusable bags.

In April, Senegal's National Assembly unanimously prohibited the production, importation, possession and use of the black bags that are so thin they can barely hold several cans of soda without falling apart and are usually discarded after one use. Implementation was planned for six months later.

In 2013, Mauritania imposed a ban, saying an estimated 70 percent of cattle and sheep in the capital were dying from ingesting plastic bags, according to the Washington-based Earth Policy Institute. Cameroon, Guinea-Bissau, Kenya, Mali, Tanzania, Uganda, Ethiopia and Malawi are also among countries that have adopted or announced bans, according to the institute.

In France this week, the National Assembly approved a bill that would ban plastic bags in all supermarkets and stores on January 1, 2016.

Senegal's government hasn't announced details on how it will enact the bans, but said alternative solutions to the flimsy bags will have to be found. The discarded bags are an eyesore, shredded and hanging in trees and beautiful flowering branches. And they are a danger to fish, sheep and other animals that may ingest the bags and their toxins.

By ASSOCIATED PRESS

PUBLISHED: 16:06 GMT, 29 May 2015 | UPDATED: 16:06 GMT, 29 May 2015 (Adapted)

Footnotes:

**flimsy*: Lacking solidity or strength

**strewn*: Covered, dispersed over

I. READING COMPREHENSION (08 marks)

A. Complete the following passage by giving the suitable words or phrases from the text. (02 marks)

Due to environmental concerns, more and more countries today have decided to ban plastic 1..... In fact, authorities have become aware of the damages they're causing to the environment. They are thrown everywhere, which is a real eyesore. Besides, they can be a menace to 2....., 3..... and other animals. However, before enacting the ban, governmental authorities should first provide other replacement products such as 4.....

B. Match the characters with the opinions they expressed in the text. (02 marks)

People	Opinion on plastic bags	Answers
5. Pascaline	a. Plastic bags seem to be the only solution.	5.....
6. Abdoulaye Balde	b. There are too many of them in the country.	6.....
7. Daouda Ndiaye	c. The bags cannot give diseases.	7.....
8. Ami Ndiaye	d. Without them my people will die of hunger.	8.....
	e. People's attitude is to blame.	

C. Give words similar in meaning as the following: (01 mark)

9. an interdiction (parag. 3) = ...
 10. thrown away (parag. 7) = ...

D. Complete the chart with information from the text. (01 mark)

Countries	Reasons why they prohibited plastic bags
Senegal	11.....
Mauritania	12.....

D. Say whether the following sentences are true or false, justify with specific passages from the text. (01 mark)

13. The majority of the MPs (members of parliament) have voted the new law.

 14. Senegalese authorities have already given replacement products for plastic bags.

E. Say what the following terms refer to in the text. (01mark)

15. **them** (line 7):
 16. **the measure** (line 17):

I. LINGUISTIC AND COMMUNICATIVE COMPETENCE (0 7marks)

G. Daouda Ndiaye, a street vendor, is talking to his client Ami Ndiaye, a merchant at Ouakam market. Pascaline Oudraego is next to them, she is listening to their discussion. Complete their discussion coherently. In case a verb is given, put it the right tense of form. (03 marks)

Daouda Ndiaye: Hi dear client! How are you today?

Ami Ndiaye: Not bad. Hope you're doing well Daouda. Well, how about your business?

Daouda: Alhamdoulillah. To tell you the truth, I 17.....(make) a lot of money since the beginning of the new year. But I am not very satisfied.

Ami: But why?

Daouda: You've heard about the new measure on plastic bags, 18.....?

Ami: No, what's that new measure?

Daouda: Plastic bags 19..... (ban) by the government from now on.

Ami: What? We'll never do without plastic bags 20.....?

Daouda: You're right but we are helpless. There aren't any other replacement products. And I am afraid I will be obliged to do another job soon. If I don't, my family 21..... (starve).

Pascaline Ouedraogo: (next to them, talking to herself) What good news! I'd rather we 22..... (not/to see) this rubbish anymore. My food will no longer be contaminated!

H. Complete the passage by giving the right forms of the words in brackets. (02 marks)

Modou Fall, who has dedicated himself to getting Senegalese to stop 23..... (throw) away plastic bags, is 24..... (optimist) about the ban, though he notes that garbage bins are needed around the city so people can 25..... (proper) dispose of trash. Clad in more than 7,000 thin plastic sacks and a cap made from 100 plastic cups stapled together, the tall 42-year-old is a 26..... (familiarity) sight in Dakar.

I. Report and react meaningfully and coherently to the following situations. One is given as an example. (02 mark)

Plastic bags in Senegal	
Situations	Reactions
Fish, sheep and other animals ingest the bags and their toxins.	27. I wish animals wouldn't die any longer because of plastic bags.
No one understands what else to use in Senegal.	28. It's high time the government.....
The number of discarded bags is impressive— a total of 5 million.	29. We'd better
"We will enact the law next month"	30. I heard on the radio Mustapha Diakhaté saying that
Senegalese throw plastic bags anywhere	31- I am looking forward to

III. Writing: Choose ONE topic and write about 150-200 words. (05 marks)

Topic 1: What do you think about the prohibition of plastic bags in Senegal? Is it a good or bad decision? Give your reasons.

Topic 2: Your district, town or city is being damaged by the local people's bad behavior. Write a letter to the Minister of the Environment to ask for help. *GOOD LUCK.*

TEXT: Oprah Winfrey

Winfrey came from a humble background to become one of America's most influential women. Winfrey has amassed a great fortune through her media and publishing interests and uses her fame and wealth to positively influence the lives of people in need.

Winfrey was born on January 29, 1954 in Mississippi – USA. At a young age her parents separated and sent her to live with grandparents in very poor surroundings until the age of 6 when she moved to live with her mother. She was sexually molested by male relatives at a young age and endured the hardship until she was 14, then she moved to live with her father in Nashville Tennessee.

Living with her father did not eliminate her problems even though he was loving (yet strict) towards her. Winfrey struggled with drugs and rebellious behavior and lost a baby after giving to it birth prematurely. Although her wild behavior conflicted with her father's strict rules and high standards she eventually began to settle after being awarded a university scholarship. **"I knew there was a way out. I knew there was another kind of life because I read about it. I knew there were other places, and there was another way of being."** Oprah Winfrey

Winfrey studied at the Tennessee State University and received a BA in speech and performing arts. Her father's high standards inspired her to aim for and achieve more from life. Winfrey became involved in several groups and pursued her interest in media and journalism while in university. Even though her early years in life were filled with hardship, she was always gifted with intelligence and she graduated as an honors student.

Oprah Winfrey's career in the media industry began as a new anchor and reporter for a television station in Nashville (although she worked in radio during high school as a newscaster). She was the first black African American woman television news anchor to work in Nashville on the WTVF-TV station at the young age of 19. Winfrey never felt comfortable in her position as a news anchor and only began to enjoy her work when she was moved to the early morning talk show "People are talking" at WJT-TV in Baltimore where she able to be herself and express her own opinions and share her true feelings about topics that moved her.

Winfrey's career really began to take off after moving to Chicago in 1984 to host "AM Chicago", an early morning talk show at WLS-TV's. It went on to become the number one ranked talk show shortly after she started and it was renamed "The Oprah Winfrey Show" after one year.

The Oprah Winfrey show went on to become the most successful and highest ranked television talked show programs in history. The program is viewed by more than 20 million Americans (USA) every week and broadcast internationally to more than one hundred countries worldwide. Winfrey's production company "Harpo Production, Inc" produces the program and she is the host.

Winfrey's business and personal interests are wide are wide ranging and she has managed to accomplish success in several areas; apart from a successful talk show host she is also a producer, successful actress, founder of the successful "O, The Oprah Magazine", co founder of "Oxygen Media", and a generous philanthropist. Her entrepreneurial spirit and desire to change society for the better have brought her and her numerous companies many awards and achievements.

"What material success does it provide you with the ability to concentrate on other things that really matter? And that is being able to make a difference, not only in your own life, but in other people's lives", she says. Oprah Winfrey continues to follow her dreams through her many business and

media interests. She is one of the wealthiest women in the United States of America and is regularly placed high up on the Forbes Magazine Rich list every year. Winfrey continues to influence and inspire people worldwide with example of overcoming great odds to achieve great success financially, spiritually and socially.

Adapted from "Oprah Winfrey Biography" www.woopidoo.com

I/READING COMPREHENSION (7pts)

1. Rearrange the following ideas in the order they appear in the text:(2pts)

1) Ranking among the wealthiest / 2) career in the media / 3) dad's positive influence / 4) tough beginnings

The right order is: N° / N° / N° / N°

2. Refer to the text to complete the table by saying what the dates and events refer to in Oprah's life: (1.5ts)

Dates	What they refer to
.....	Birth date
1960	.....
1968	.....
.....	First African American TV news anchor
1984	.....
1985	.....

3. Draw from the text to complete "The Oprah Winfrey Show" Presentation :(1.5pts)

The Oprah Winfrey TV Show	
Initial name of the show	.....
Producer	.....
Host	.....
Frequency	.....
Number of US viewers	.....
Number of countries broadcasting the show	.....

4. According to the text, what different positions in the media did Oprah get?(2pts)

1/ Newscaster in High School 2/.....
3/.....

4/.....5/Founder of.....
6/.....

II/ LINGUISTIC AND COMMUNICATIVE COMPETENCE (7pts)

1-Complete the interview meaningfully by choosing the appropriate words or phrases: (3.5pts)

- ☺ **JOURNALIST:** First congratulations (**on, in, for**)..... your wonderful career! But tell me Oprah, don't you feel lonely at times? Very few women have achieved so much.
- ☺ **OPRAH:** thanks! Not really. However, I have to work (**hard, hardly, harder**) than most men to be (**promotion, promoted, promoting**)..... and acknowledged. I have to assert myself each and every second.
- ☺ **JOURNALIST:** what are the main obstacles to women's promotion today?
- ☺ **OPRAH:** first I'd say they are psychological and social. I mean girls are taught and shown (**at, from, on**) birth that important jobs are for men. The second is linked to our responsibilities. We've got two (**works, jobs, employees**)..... in the office and at home.
- ☺ **JOURNALIST:** Do you feel imparted with a mission.
- ☺ **OPRAH:** Well, I think I am a role model, (**though, despite, therefore**) I have to inspire greater confidence to more and more young and competent women. If I did it, (**why can't they, why can they, why them**)?

2-Reformulation: Rewrite the following sentences using the prompt given(3.5pts)

a-Oprah was successful because she devoted herself to her job.

- If Oprah-----

b- If Oprah didn't work hard, she would be successful.

-Unless-----

c- American say that Oprah is a great Manager.

-Oprah is-----

d- It is the first time we have seen such a great manager.

-This is the-----

-It is the-----

III/ WRITING

- A. Draw the profile of your favorite sportsman, musician, etc. focus on his/her background, greatest achievements, why you are fascinated by him/her.
- B. What are the main obstacles standing in the way of women's promotion in Senegal? Give specific examples and provide possible solutions.

IRREGULAR VERBS

INFINITIVE	PAST	PAST PARTICIPLE	FRENCH
To arise	Arose	Arisen	Se lever
To awake	Awoke	Awoken	S'éveiller
To be	Was	Been	Etre
To bear	Bore	Borne	Porter
To become	Became	Become	Devenir
To begin	Began	Begun	Commencer
To beseech	Besought	Besought	Implorer, supplier
To bleed	Bled	Bled	Saigner
To break	Broke	Broken	Casser
To bring	Brought	Brought	Apporter
To burn	Burnt	Burnt	Brûler
To burst	Burst	Burst	Eclater
To buy	Bought	Bought	Acheter
To catch	Caught	Caught	Attraper
To chide	Chid	Chidden/Chid	Réprimander
To choose	Chose	Chosen	Choisir
To cling	Clung	Clung	S'accrocher
To creep	Crept	Crept	Ramper
To deal	Dealt	Dealt	Traiter, distribuer
To dig	Dug	Dug	Creuser
To do	Did	Done	Faire
To draw	Drew	Drawn	Tirer, dessiner
To drink	Drank	Drunk	Boire
To drive	Drove	Driven	Conduire
To dwell	Dwelt	Dwelt	Demeurer
To eat	Ate	Eaten	Manger
To fall	Fell	Fallen	Tomber
To feed	Fed	Fed	Nourrir
To feel	Felt	Felt	Eprouver, ressentir
To fight	Fought	Fought	Se battre, combattre
To find	Found	Found	Trouver
To flee	Fled	Fled	S'enfuir
To fly	Flew	Flown	Voler, fuir
To freeze	Froze	Frozen	Geler
To gainsay	Gainsaid	Gainsaid	Nier
To get	Got	Got	Obtenir, avoir
To gild	Gilded/Gilt	Gilded/Gilt	Dorer
To give	Gave	Given	Donner
To go	Went	Gone	Aller
To grind	Ground	Ground	Moudre
To grow	Grew	Grown	Pousser, faire pousser
To hang	Hung	Hung	Suspendre
To have	Had	Had	Avoir
To hear	Heard	Heard	Entendre

To hide	Hid	Hidden	Cacher
To hit	Hit	Hit	Frapper
To hold	Held	Held	Tenir
To hurt	Hurt	Hurt	Blessier
To inlay	Inlaid	Inlaid	Incruster
To keep	Kept	Kept	Garder
To kneel	Knelt	Knelt	S'agenouiller
To know	Knew	Known	Connaître, savoir
To lay	Laid	Laid	Poser
To lead	Led	Led	Conduire, mener
To leave	Left	Left	Laisser, quitter
To lend	Lent	Lent	Prêter
To let	Let	Let	Laisser, louer
To light	Lit/ Lighted	Lit/ Lighted	Allumer
To lose	Lost	Lost	Perdre
To make	Made	Made	Faire, fabriquer
To mean	Meant	Meant	Signifier, vouloir dire
To meet	Met	Met	Rencontrer
To outbid	Outbid	Outbid	Surenchérir
To outrun	Outran	Outran	Dépasser
To pay	Paid	Paid	Payer
To put	Put	Put	Mettre
To quit	Quit/Quitted	Quit/Quitted	Quitter, cesser
To read	Read	Read	Lire
To rend	Rent	Rent	Déchirer
To rid	Rid	Rid	Débarrasser
To ride	Rode	Ridden	Chevaucher, monter
To ring	Rang	Rung	Sonner
To rise	Rose	Risen	Se lever
To run	Ran	Run	Courir
To saw	Sawed	Sawn/Sawed	Scier
To say	Said	Said	Dire
To see	Saw	Seen	Voir
To seek	Sought	Sought	Chercher
To shoe	Shod	Shod	Ferrer
To slit	Slit	Slit	Fendre, inciser
To strike	Struck	Struck	Frapper
To take	Took	Taken	Prendre
To teach	Taught	Taught	Enseigner
To tear	Tore	Torn	Déchirer
To tell	Told	Told	Dire, raconter
To think	Thought	Thought	Penser
To understand	Understood	Understood	Comprendre
To undertake	Undertook	Undertaken	Entreprendre
To wear	Wore	Worn	Porter, user
To weep	Wept	Wept	Pleurer
To write	Wrote	Written	Ecrire