

**COURS
D'ANGLAIS
7^{ème} ANNÉE
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PREFACE:

Cette brochure est faite dans le but d'aider les jeunes maitres d'Anglais du Second Cycle et les élèves du Second Cycle plus précisément les élèves de la 7^{ème} Année à mieux comprendre les cours de la langue anglaise (**élèves**) ou à mieux dispenser leurs cours (**Maitres**).

N.B : Cet ouvrage ne peut en aucune manière remplacer les deux livres que le maitre doit toujours travailler avec c'est-à-dire les deux **EFSA BOOKS (Teachers'Book et Pupils'Book)**. Il ne peut en aucun cas remplacer les cours actifs du maitre.

Pour plus d'information ou bien pour plus de suggestion veuillez contactez sur les numéros suivants : 76902931 /**65332101**

GREETINGS

Student: Good morning, Sir. How are you?

Teacher: Fine thanks and you?

Student: Fine too.

Teacher: Ok. Sit down, please.

Student: Thank you, Sir.

Use These words: Hello, Hi, Good afternoon and Good evening.

VOCABULARY

Good morning: Bonjour

Good afternoon: Bonsoir (dans l'après-midi)

Good evening : Bonsoir (pendant la nuit)

Hello: Salut

Hi: Salut

Thank you: Merci

UNIT 1: My Classroom

THEME: Survival Dialogue

I. Vocabulary :

What 's your name ? Quel est ton nom ? Quel est votre nom ?

Sit down : Asseois toi, assoyez vous

Please : S'il vous plait / s'il te plait

II. DIALOGUE :

Policeman : Good morning !

Manga : Hello !

Policeman : What's your name ?

Manga : Manga

Namondo : And I'm Namondo

Policeman: Thank you. Sit down, please

THEME : Functions

PRATICE: A

Hello, I'm Yemi. Here's my classroom.

A black board: Un tableau noir

A door : Une porte

A window : Une fenêtre

A chair : Une chaise

A table : Une table

A desk : Un table blanc

A pencil : Un crayon

A pen : Un Bic

A chalk : Une craie

A book : Un livre

An exercise book : Un cahier (cahier d'exercice)

A copy book : Un cahier

A bag : Un sac

A ruler : Une règle

NB: Draw them on the board for the best understanding of your pupils.

PRACTICE : B

Teacher: Hello. I'm Mr Babalola. What's your name?

Student: I'm Yemi. Good morning, Sir.

Teacher: you, Standup. What's your name?

Student: Ali, Sir.

Teacher: Thank you. Sit down, please.

VOCABULARY:

I'm: Je suis

You, stand up: Toi lève- toi.

Sir: Monsieur

READ AND UNDERSTAND:

Teacher: Good morning. I'm Mr Babalola.

Sit down please.

Stop talking.

Teacher: You, Stand up. What's your name?

Student: Yemi, sir.

Teacher: Thank you, Yemi.

Sit down.

VOCABULARY

Stop Talking: Taisez-vous!

NB: the teacher can change the name of the character of the practice for the best understanding of your pupils if it is necessary.

UNIT 2: HOW ARE YOU?

THEME: Survival Dialogue.

I. VOCABULARY :

To come : Venir

Come Here : Viens ici

Here you are : Le voici

Where are you going? Où vas-tu?

II. DIALOGUE :

Policeman : You, come here

Namondo : Me ?

Policeman : Yes, passport, please.

Namondo : Here you are.

Policeman: Where are you going?

Namondo: Lagos.

Policeman: Ok. Here you are.

Namondo: Thank you.

THEME: FUNCTIONS

PRACTICE:

Student 1: Where are going?

Student 2: To the market. Where are you going?

Student 1: Home. See you tomorrow

Student 2: Ok goodbye / see you soon.

VOCABULARY :

The market : Le marché

Home : La maison

Goodbye: Au revoir

See you soon: A bien tôt

See you tomorrow: A demain

READ AND UNDERSTAND

Yemi: stand up, everybody.

Class: Good morning, sir

Teacher: Sit down, everybody. Chalk please, Yemi

Yemi: Here you are, Sir

Ali: Good morning, sir

Teacher: Come in, Ali .Hurry up.

Shut the door. Sit down

Teacher: Goodbye, everybody.

Class: Goodbye, Sir

Yemi: Where are you going Ali?

Ali: Home. Where are going?

Yemi: To the market. Goodbye.

Ali: Goodbye see you tomorrow.

VOCABULARY :

Everybody : Tout le monde

Hurry up : Dépêche – toi / dépêchez – vous

Shut the door : Ferme la porte / fermez la porte.

UNIT 3: WHAT'S THIS IN ENGLISH?

THEME : Survival Dialogue

I. VOCABULARY :

Excuse me : Excuse – moi

Behind : Derrière

How much : Combien

I don't understand : Je ne comprends pas.

II. DIALOGUE

Namondo: Excuse – me. Where's the market?

Market – woman: Behind the police – station.

Manga: Two mangoes, please. How much?

Seller : Ergu ju ma potu...

Manga: I don't understand. How much?

Seller: Five Kobo.

THEME: FUNCTIONS

PRACTICE A:

Teacher: What's this in English?

Ali: A mango

Teacher: What's that in English?

Ali: A banana

Use these words orally: A pen, a pencil, a chalh, a blackboard, a ruler...

PRACTICE B:

Ali: Where's your book?

Yemi: Under my desk

PRACTICE C:

Ali: Where's your ruler?

Yemi: In my bag

PRACTICE D:

Ali: Where's the chalk?

Yemi: On the table.

VOCABULARY : A, B, C and D

What 's these in English ? Qu'est-ce que ça en Anglais ? (si objet est près de toi).

What 's that in English ? qu'est ce ça en anglais ? (si l'objet est loin de toi)

Under : sous

In : Dans

On : Sur

UNIT 4 : INFORMATION ONE

A. COUNT IN ENGLISH

1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven
8. Eight

11. Eleven
12. Twelve
13. Thirteen
14. Fouteen
15. Fifteen
16. Sixteen
17. Seventeen
18. Eighteen

9. Nine

19. Nineteen

10. Ten

20. Twenty

B. PRACTICE

Koffi: How many drums are they?

Yemi : 3

Use these words by drawing them on the board :

mangoes(9),bags(4),yams(12) ,oranges(13) ...

Vocabulary :

How many : combien

The drums : les tams-tams

The yams : les ignames

C. The Seven days of the week:

The Seven days of the week are:

Sunday	Dimanche
Monday	Lundi
Tuesday	Mardi
Wednesday	Mercredi
Thursday	Jeudi
Friday	Vendredi
Saturday	Samedi

D. TIME

1. Indication de l'heure en Anglais : Pour indiquer l'heure en anglais on indique les minutes en premier et en ensuite les heures .Pour dire en Anglais **quelle heure fait-il ?** On dit **What time is it ?**il (it is) et ensuite le reste.

Exemple : It is **Ten** past eight .Il est 8h10.Les minutes (**Ten=Dix**) précèdent les heures (**eight=huit**).

2. Past and To :

a .Past :après.On s'en sert pour toutes les minutes de **1 à 30**.

Exemple : It's Ten **past** eight. Il est **10** minutes après huit heures=Il est **8h10**.

On a choisi **Past** parce que le nombre de minutes est bien compris entre **1** et **30**.On a bien mis les minutes au début.

b.To : Pour atteindre, pour aller jusqu'à on s'en sert pour toutes les minutes de **31 à 59**. C'est l'équivalent de notre « **moins** ».

Exemple : It's Ten **to** eight.Il faut **10** pour aller jusqu'à **8h**=Il est **8h moins 10 mn** ; donc il est

7h50.

On a choisi **To** parce que le nombre de minutes (**50**) est bien compris entre 31 et 59. On a bien mis les minutes au début.

3. Quelques heures particulières :

a. O'clock : Pile

It's 8 O'clock : Il est 8h00

b. Quarter : 15 minutes (**quart d'heure**)

It's (a) quarter **past** eight. Il est **8 h 15**.

It's a quarter **to** eight. Il **7h45**.

c. **Half :** 30 minutes (**demi- heure**)

It's half past eight: il est 08 h 30

d. **Midday : Noon :** midi

It's **midday**. It's **noon**. Il est midi

e. **Midnight :** Minuit

It 's **midnight** : Il est minuit

A. **HOME WORK :** Give these time in English.

8h10; 10h15; 11h30; 5h20; 00h; 12h; 9h45

D. **Plural of Nouns**

UNIT 5 : QUESTIONS, QUESTIONS

THEME : Survival Dialogue

I. **Vocabulary :**

The taxis for lagos : Les taxis qui vont à lagos

Over there : Là-bas

All right : D'accord

The luggage : Les bagages

II. **DIALOGUE**

Manga : Where are the taxis for lagos ?

Man : Over there

Taxis – Driver : Are you going to lagos ?

Namondo : Yes

Taxis – Driver : 25 Naira ok ?

Namondo : Yes all right.

Taxis –Driver : Good. Give me you luggage.

THEME: FUNCTIONS

PRACTICE A :

Teacher: Hello, who are you?

Yaya : I'm Yaya.

Teacher: What's your surname?

Yaya : I don't understand.

Teacher: What's your surname? Your family name

Yaya : Oh, Coulibaly, Sir.

PRACTICE B :

Student 1 : Where are you from ?

Student 2 : I am from Kita.

Student 1 : Where is Ali from ?

Student 2 : He is from Bamako.

Student 1 : Is Fanta from Bamako too ?

Student 2 : No, she is from Mopti.

PRACTICE C :

Moussa : How old are you, Fatou ?

Fatou : I'm 13.

Moussa : How old is Koffi ?

Fatou : He is 14.

VOCABULARY

Who are you ? Qui est tu ?/ qui êtes – vous ?

The surname : The family name : Le nom de famille

Where are you from ? D'où viens – tu ?

I'm 13 : J'ai 13 ans

THE ENGLISH ALPHABET

A (ei)	I (ai)	Q (kju)	Y (wai)
B (bi)	J (dzei)	R (ar)	Z (zed)
C (si)	K (kei)	S (es)	
D (di)	L (el)	T (ti)	
E (i)	M (em)	U (ju)	
F (ef)	N (en)	V (vi)	
G (dzi)	O (ôou)	W (dablju)	
H (eitch)	P (pi)	X (eks)	

PRACTICE D :

Teacher : How do you spell Sissoko ?

Fatima : S – I – S – S – O – K – O.

Teacher : Good. And how do you spell PINEAPPLE?

Fatima : P – I – N – E – A – P – P – L – E

Use these words : School, teacher, banana, orange, namondo, blackboard.

VOCABULARY :

How do you spell ? Comment est – ce que vous épelez ?

A school : Une école

The teacher : Le maitre

UNIT 6 : WHERE 'S MY PEN ?

THEME : Survival Dialogue

I. VOCABULARY :

Next to the old man : à côté du vieux

Be careful : Fais attention

To take : Prendre

Let's go now : Allons y maintenant

II. DIALOGUE :

Taxis – driver : Hurry up. Get in. Sit down

Manga : Where ?

Taxi-driver : There, next to the Old man.

Old man : Ow ! Be careful.

Manga : Sorry, sorry

Old man : Here, driver, take some kola. Let's go now.

THEME : FONCTIONS

PRACTICE A :

Student 1 : That's my pen

Student 2 : No, it isn't

Student 1 : Yes, it is

Student 2 : No, it isn't

Teacher : Shut up. It is my pen

PRACTICE B :

Teacher : Come here, Amadou

Ali : I'm not Amadou, sir

Teacher : Well, who are you ?

Ali : I ' m Ali, sir

VOCABULARY :

That's my pen : ça c'est mon bic

Shut up : Vous la fermez

READ AND UNDERSTAND

Teacher : Koffi, your books aren't on your desk ! Where are they?

Koffi : They're at home, sir.

Teacher : And your pen isn't on your desk. Where is it?

Koffi : It' s in my bag, Sir.

Teacher : Well, where's your bag ?

Koffi : Oh, it's my bag, sir.

Teacher : Right. Here's a piece of paper. Sit down do exercice G.

VOCABULARY :

Right : Bon

Piece of papper : Morceau de papier

THEME: GRAMMAR: To be (in simple present)

To be : Être

I. CORPUS :

I am a teacher

You are a pupil

We are not a Docteur

II. THE DIFFERENT PERSONNEL PRONOUNS IN THE ENGLISH

I (je)

It (il ou elle avec la chose ou l'objet)

You (tu)

We (Nous)

He (il)

You (Ils ou Elle)

She (elle)

They (Ils ou Elle)

III. THE DIFFERENT FORMS IN ENGLISH AND THEIR CONJUGATION :

A. THE AFFIRMATIVE

B. THE NEGATIVE

FORM

FORM

I am

I'm

I am not

I'm not

You are

You're

You are not

You aren't

He is

He's

He is not

He isn't

She is

She's

She is not

She isn't

It is

It's

It is not

It isn't

We are

We're

We are not

We aren't

You are

You're

You are not

You aren't

They are

They're

They are not

They aren't

C. THE INTERROGATIVE FORM

Am I ?

Are We ?

Are You ?

Are You ?

Is He /She/It?

Are They?

IV. HOMEWORK

1. Je ne suis pas un élève.
2. Elles ne sont pas à la maison.
3. Vous êtes des garçons.

UNIT 7 : Where do you live ?

THEME : Survival Dialogue

I. Vocabulary

What's wrong ? Qu'est ce qu'il y a ?/Qu'est ce qui se passe ?

A tree : Un arbre

The road : La route

Let's go and help : Allons les aider

Good idea : Bonne idée

Come on : Allons

II. Dialogue :

Old man : What's wrong ?

Taxi driver : There's a tree across the road.

Manga : Let's go and help.

Namondo : Good idea !

Taxi driver : Here,take this machete.

Manga : Thanks.Come on Namondo.

THEME : Functions

PRACTICE A

Student 1 : Who is this ?

Student 2 : My Uncle

Student 1 : Where does he live ?

Student 2 : He lives in Koulikoro.

PRACTICE B

Student 1 : Who is that ?

Student 2 : My Cousin.

Student 1 : Where is she from ?

Student 2 : She is from Kita.

Use these words with the pupils orally : My father, My mother, My brother, My sister, My grandfather, My grandmother, My aunt, My friend.

VOCABULARY

Who is this ? Qui est-ce ?(Proximité)

Who is that ? Qui est-ce ?(Distance)

My Uncle : Mon Oncle

My mother : Ma mère

My aunt : Ma tante

My father : Mon père

My brother : Mon frère

My sister : Ma sœur

My grandfather : Mon grand père

My grandmother : Ma grand-mère

PRACTICE C

Yemi : Where do you live ?

Ali : I live in Segou

Yemi : Where does your cousin live ?

Ali : He lives in Kati.

PRACTICE D

Fanta : Where does your friend work ?

Fatima : He works on the farm.

Fanta : Where do you work ?

Fatima : I work in factory.

VOCABULARY

Where do you live ? Où habites-tu ?

Where do you work ? Où travailles-tu ?

On the farm : Au champ.

In a factory : Dans une usine

UNIT 8 : READING ONE.

THEME : Text Studies.

VOCABULARY

The headmaster : Le directeur

The new boy : Le nouveau garçon

A son : Un fils

Go and get : Vas chercher

To look : Régarder

Come with me : Viens avec moi

TEXT : The New Boy

In School Office

Mr Baloubi : Excuse me, where's the headmaster ?

Secretary : In his room. Who are you ?

Mr Baloubi : I'm Mr Baloubi.

Secretary : Oh yes. Sit down please, Mr Baloubi.

In the headmaster's office

Secretary : Excuse me, Mr Lele.

Headmaster : Yes, what is it ?

Secretary : Mr Baloubi is here, Sir.

Headmaster : Oh yes. Please go and get Mrs Dende. (Stands up) Mr Baloubi. Welcome!
Come

in.Sit down.

Mr Baloubi : This is my son.

Headmaster : Good.what's your name ?

Yado : Yado, Sir.

Headmaster : How old are you Yado ?

Yado : I'm twelve, Sir.

Headmaster : Where do live, Mr Baloubi ?

Mr Baloubi : 35, okebadan Street.

Headmaster : Ah, Mrs Dende.Thank you.Come in.This is Mr Baloubi .And this Yado .He's

in your class.

Mrs Dende : Good morning, Mr Baloubi.Hallo, Yado.Come with me, please.Look that's your

classroom.

I. Pre-Questions :

1. What's the new boy's name?

-The new boy's name is Yado.

2. Who is the headmaster ?

-Mr Lele is the headmaster.

II. Comprehension Questions

A. Answer the follourng questions basted in the text

1. What's the headmaster's name ?

- **The headmaster's name is Mr Lele.**

2. Who is Mr Baloubi ?

- **Mr Baloubi is Yado's Father.**

3. What is his son's name?

- **His son's name is Yado.**

4. Where is the headmaster ?

- **The headmaster is in his office.**

5. Where does Yado live ?

- **Yado lives in 35, Okebadan Street.**

6. How old is Yado ?

- **Yado is twelve.**

B. True /False Statements : Put(T) in front of the true sentences and (F) in front of

the false ones.

1. The new boy is Yado.
2. The headmaster is Mr Keita.
3. Mr Baloubi is Yado's father.
4. Mrs Dende is Yado's teacher.
5. Yado is ten.

THEME : FUNCTION

Count in English

20-Twenty

21-Twenty-two

23-Twenty-three

30-Thirty

31-Thirty-one

40-Forty

50-Fifty

60-Sixty

70-Seventy

80-Eighty

90-Ninety

100-One hundred

1000-A thousand

183-a hundred and eighty-three

407-Four hundred and seven

1,278-One thousand two hundred and seventy-eight.

EXERCISE

Read and write on the board

37 ; 92 ; 111 ; 403 ; 18 ; 48 ; 101 ; 264 ; 1,625 ; 10,000 ;

20,000 ; 99,999

PRACTICE

Amadou : How much is the pen ?

Seller : 75 francs

Use these words : Bag (2000f), Chair (1,500f), Book (4245f), Pineapple (140f).

UNIT 9 : I'M HUNGRY ?

THEME : SURVIVAL DIALOGUE

I. VOCABULARY

Well done : Bien fait

The head-tie : Le foulard

It hurts : ça fait mal

Lie down : Couche-toi

Don't move : Ne bouge pas

A bandage : Un pansement

II. **DIALOGUE**

Old man : That's right.Good.

Namondo : Well done, Manga.

Old man : Sorry !

Namondo : Be careful !

Manga : Oh no.

Old man : Quick, get a bandage.

Namondo : Here's my head-tie.

Manga : Ooooh, it hurts !

Namondo : Lie down.Don't move.

THEME : FUNCTIONS

PRACTICE A

Yemi : I'm hungry.

Koffi : Here's an orange.

Yemi : I don't like oranges.

Use these words : banana, peanuts, pineapple and mango.

PRACTICE B

Yemi : Grandfather's hungry.

Koffi : Here's an orange.

Yemi : He doesn't like oranges.He wants a banana.

PRACTICE C

Ali : Are you thirty ?

Amadou : Yes, let's have some water.

Use these words : cola, beer, tea, milk, coffee.

VOCABULARY : A, B and C

I'm hungry : J'ai faim

To like : aimer

To want : vouloir, avoir besoin

The peanuts : les arachides

A pineapple : un ananas

A mango : une mangue

I'm thirsty : J'ai soif

The tea : Le thé

Water : L'eau

Milk : Le lait

Coffee : Le café

Read and Understand

Student 1 : What's that ?

Student 2 : Millet.Do you like millet ?

Student 1 : Yes.

Student 2 : What about your brothers and sisters ?

Student 1 : They don't like millet.They eat yams and rice.

VOCABULARY

The millet : Le mil.

THEME : GRAMMAR : The Simple Present.

I. CORPS :

I don' t smoke cigarette

He goes to school everyday

They talk in class

- II. **FORMULATION** : Il y a toujours un **S** à la troisième personne du singulier. A la forme affirmative le **S** s'ajoute au verbe principal et aux autres formes il se trouve à l'auxiliaire **Does**.

Exemple : to work : travailler

A. THE AFFIRMATIVE FORM

I work

You work

He / She / It works

B. THE NEGATIVE FORM

I do not work

You do not work

He /She /It does not

I don 't work

You don't work

work We/She/It

doesn't work

We work

We do not work

We don't work

You work

You do not work

You don't work

They work

They do not work

They don't work

C. THE INTERROGATIVE FORM

Do I work ?

Do You work ?

Does He/She/It work ?

Do We work ?

Do You work,

Do They work ?

NB : Les verbes qui se terminent par : **s, sh, ch, x, o** on ajoute **es** à la troisième personne du singulier.

EXEMPLES: To pass → passer → He / She pass**es**

To go → aller / partir → He / She it go**es**

To mix → mélanger → He / She mix**es**

To wash → (Se) laver → He / She wash**es**

To teach → Enseigner → He/ She teach**es**

- ❖ Les verbes qui se terminent par **Y** forment leur troisième personne du singulier en **ies** c'est - à dire le **y** se transforme en **i** et on ajoute **es** à **i** ce qui nous donne **ies** sauf quand le **y** est suivi d'une voyelle.

EXEMPLE : To try → essayer → He/She **tries**

To cry → crier → He / She **cries**

To play → jouer → She plays (le **y** est suivi d'une voyelle (**a**) ce qui veut dire si le **y** est suivi d'une voyelle, on ajoute seulement **s** à **y**).

- III. **USE :** Le simple présent s'emploie surtout pour d'habitude, d'actions répétées et de faits plus ou moins permanents.

EXEMPLES : I play football everydy. (Je joue au foot ball tous les jours.)

HOMEWORK : Use the verbs in the brackets into the correct forms.

1. Fatima (to eat) a lot.
2. Moussa and Mamadou (to work) very well at school.
3. (to write) the teacher on the board ?

4. The pupils (not to learn) their lesson.

UNIT 10 : HAVE YOU GOT ?

THEME : SURVIVAL DIALOGUE

I. VOCABULARY

To walk : marcher

I can't walk : Je ne peux pas marcher

The clinic : La clinique

How far ? Combien de kilomètres

Not far : Pas loin

II. DIALOGUE

Taxi driver : What's wrong with you ?

Manga : It's my leg. I can't walk.

Taxi driver : Take him to the clinic. There's a clinic in the next village.

Namondo : All right. Let's go there.

Manga : How far is it ?

Taxi driver : Not far.

THEME : FUNCTIONS

PRACTICE A :

Student 1 : Look ! I ve got some money ;

Student 2 : Good ! Les't go and buy some bean cakes.

USE THESE WORDS : Sugar – cane, coconuts, bread, rice, meat, yams, paw paws, chicken and fish.

VOCABULARY :

To look : Regarder

I 've got : j'ai ≠ **I haven't got** : je n'ai pas

Money : L'argent

Let's go and buy : Allons y acheter

Bean cakes : Les beignets

Coconuts : Les noix de coco.

Bread : Du pain

Rice : Le riz

Meat : La viande

Yams : Les ignames

Pawpaws : Les papayes

Chicken : Le poulet

Fish : Le poisson

PRACTICE B

Teacher : Have you got a pen, Moussa ?

Moussa : No sir, I haven't

Teacher : Have you got a pen Fanta ?

Fanta : Yes Sir, here it is.

Have you got ? : As –tu ? / Avez-vous ?

PRACTICE D :

Fatima : I want some rice, please.

Woman : How much do you want ?

Fatima : 2 kilos, please.

USE THESE WORDS : Millet, flour, sugar, salt and meat.

VOCABULARY :

To want : avoir besoin, vouloir

Flour : la farine

Sugar : le sucre

Salt : le sel

PRACTICE E

Ali : I want some oranges, please.

Woman : How many do you want ?

Ali : 6, please.

Use these words : bananas, mangoes, potatoes, tomatoes and cassava.

VOCABULARY

The potatoes : Les pommes de terre

The tomatoes : Les tomates

The cassava : Le manioc

UNIT 11 : SOME NEW SANDALS.

I. VOCABULARY :

Opposite : En face de

Is it open ? : Est – il ouvert ?

It 's shut today : c'est fermé aujourd'hui.

II. DIALOGUE :

Taxi driver : Where 's the clinic, please ?

School boy : Opposite the school.

Namondo : Is it open ?

School boy : No, it's shut today.

Taxi driver : Where does the nurse live ?

School boy : Over there.

Namondo : Is the nurse here ?

Nurse : Yes, I'm the nurse

THEME : FUNCTION

PRACTICE A

Yemi : Look, I've got some new sandals !

Fanta : Oh, they 're nice

Yemi : Look, i' ve got a now match !

Fanta : Oh, they 're nice.

PRACTICE B

Mr Latundji : has a shop, but it is not a very good shop !

Ali : Good evening, Mr Latundji, I want some candles, please.

Mr Latundji : I' m sorry, I haven't got any candles, please.

USE THESE WORDS : Matches, batteries, soap, coffee and salt.

VOCABULARY : A and B

Some new sandals : Des nouvelles chaussures

Nice : Joli

A new watch : une nouvelle montre.

A shop : Une boutique

The candles : Les bougies

The matches : les allumettes

The batteries : Les piles

The soap : Le savon.

THEME : GRAMMAR : To have got

To have got : avoir

A. **AFFIRMATIVE FROM :**

I have got

I've got

You have hot

You've got

He / She / It has got

He / She / It 's got

B. **INTERROGATIVE FROM**

Have i got ?

H ave you got ?

Has 'he / She / It got ?

We have got	We 've got	Have we got ?
You have got	You've got	Have you got ?
They have got	They ' ve got	Have they got ?

C. THE NEGATIVE FORM :

I have got	I haven't got
You have not got	You haven't got
He / She / It has not got	He / She /It hasn't got
We have got	we haven't got
You have got	you haven't got
They have	They haven't got

HOME WORK : Translate into English

1. J'ai deux frères et trois sœurs.
2. Elle a un père et une mère.
3. Nous avons un maitre d'anglais.
4. Vous avez trois maitres de maths et deux maitres de français.
5. Ils n'ont pas des règles.
6. Est-ce que vous avez un cahier ?

UNIT 12 : REVISION ONE

INTRODUCTIONS

My name is Moussa. I am in the first form. I am thirteen. I live in Niamdougou. My father works in an office. My Mother works in the market. I have got two brothers and three sisters.

I like school.

Yemi is in the first form. She is twelve. She lives in Niamdougou. Her mother works in the big hospital. She has got one brother and four sisters. She plays basketball at school.

Koffi is in the first form too. He is fourteen. He doesn't live in Niamdougou. He lives in the small village near Niamdougou. He likes football, and he plays at home with his friends. He doesn't like school.

Nzekwe and Kuassi are in the fifth form. They live in villages near Niamdougou. At school they don't like science, but they like English and French. They like football and music too.

ASK THESE QUESTIONS TO YOUR PUPILS

1. Are you in the second form ?
2. Is your father a teacher ?
3. Does your mother work in a school too ?
4. Have you got four brthers ?
5. Do you like school ?
6. What form are you in ?
7. How old are you ?
8. Where do you live ?
9. Where does your father work ?
10. How many sisters have you got ?

EXERCISE : THESE SENTENCES ARE WONG. WRITE THEM CORRECTLY.

1. Koffi is 15.
2. Yemi has got three sisters
3. Yemi lives near Niamdougou
4. Her father works in a big hospital
5. Koffi is in the fifth form
6. Koffi like scholl
7. Kuassi doesn't like music
8. Nzekwe likes science

WRITE ABOUT YOURSELF

My name is.....

I am

I am in

I live in

My father works

My mother works

I live got

I like

I don't like

UNIT 13 : KUASSI THE BULLY

THEME : SURVIVAL DIALOGUE

I. VOCABULARY

What's the matter ?/What's wrong ? Qu'est-ce qu'il y a ?

Let me see : Laisse-moi voir

Bad : mauvais

I'm coming : J'arrive.

II. DIALOGUE

Namondo : Can you help us ?

Nurse : What's the matter ?

Manga : Ooooh ! It hurts

Namondo : It's his leg.

Nurse : Let me see. Hmmm, that's bad.

Namondo : Come on, Manga.

Nurse : Take him to the clinic. I'm coming.

THEME : FUNCTIONS

PRACTICE A

Teacher : Yemi, give me that mango !

Yemi : Mango, Sir ?

Teacher : Yes, there's a big mango in your bag.

Use these words : banana, pineapple, and orange.

PRACTICE B

Teacher : Yemi, come here ! There are some mangoes in your bag.

Yemi : Sir, there aren't any mangoes in my bag.

VOCABULARY

Give me : Donne moi

There isn't : There aren't : Il n'en y a pas

Ask your neighbor 1

Moussa : Is there a school in your village ?

Fatima : Yes, there is.

Use these words : garage, clinic, police-station, church, mosque, river, radio-station.

VOCABULARY

Is there : Est-ce qu'il y a ?/Y-a-t-il ?

There is/there are : Il y en a, il y a

A school : Une école

A garage : Un garage

A police-station : Un commissariat de police, une gendarmerie

A church : Une église

A mosque : Une mosquée

A river : Un fleuve

THEME : TEXT STUDIES

I. VOCABULARY

The bully : Le brimeur

Hair : Les cheveux

To pick up : ramasser, prendre

To pull : Tirer

TEXT : KUASSI THE BULLY

Ali : Come on, Koffi ! We've got Maths.

Koffi : But I haven't got my pen. It's at home.

Ali : Oh, come on ! Hurry up !

Koffi : Look there's a red pen over there on the floor pick it up.

Ali : Where ? Oh yes, here you are.

Kuassi : Where's my pen ?

Nzekwe : Is there a red pen in here ?

Ali : No, there aren't any pens in here.

Nzekwe : Hey, Kuassi ! Look ! He's got your pen.

Kuassi : Yes, come here ! You've got it !

Koffi : Your pen ? No. It's my pen. Ouch ! Don't pull my hair !

Kuassi : Well, give me that pen.

Koffi : Here. Take it.

Nzekwe : Come on, Kuassi. You've got it. Let's go.

Koffi : I don't like him. What's his name ?

Ali : That's Kuassi. He's the bully.

I. Pre-Questions

1. Who pulls Koffi's hair ?
 - **Kuassi pulls Koffi's hair.**
2. Who doesn't like Kuassi ?
 - **Koffi doesn't like Kuassi.**

II. Comprehension Questions

A. Answer the following questions based on the text :

1. Where's Koffi's pen ?
 - **Koffi's pen is at home.**
2. Is there a red pen in the room ?
 - **No, there isn't.**
3. Does Koffi like Kuassi ?
 - **No, he doesn't.**
4. What lesson has Koffi got ?
 - **Koffi has got Maths.**
5. Where is the red pen ?
 - **The red pen is on the flour ;**
6. Who picks up the pen ?
 - **Koffi picks up the pen.**
7. Is it Kuassi's pen ?
 - **Yes, it is.**

B. True/False Statements : Put(T) in front of the true sentences and (F) in front of the false ones.

1. Koffi's pen is in his bag.
2. Koffi has got Maths.
3. There is a pen in the room.

4. Kuassi picks up the pen.
5. Kuassi pulls Koffi's hair.

THEME : GRAMMAR : There is, There are (some /any)

I. Corpus

There is one blackboard in the classroom.

There are some clinics in Bamako.

There are not any people in the cinema.

II. The different forms of there is and there are:

A. Affirmative form

In the affirmative form, we use **there is** for singular and **there are** for plural. **There is** and **there are** can also be used with **some**. We can also use **there is** with **Uncountable nouns**.

THERE IS +SINGULAR NOUN/UNCOUNTABLE NOUN.

Examples: There is a mosque in my village.

There is some sugar on the table.

THERE ARE+ PLURAL NOUN.

Examples: There are three books in my bag.

There are some people at school.

N.B: **There is = There's** but we can not contract **There are**.

B. Negative form

The negative is formed by putting **not** after **is** or **are**:

THERE IS +NOT+SINGULAR/UNCOUNTABLE NOUN.

Example: There is not a clinic in my village.

THERE ARE+NOT+PLURAL NOUN.

Example: There are not two blackboards in the classroom.

N.B: The negative contractions are:

- **There's not=There isn't.**
- **There are not=There aren't.**
- ❖ **There aren't with any:** When we want to indicate that a zero quantity of something exists we use **there aren't any**.

Examples: There aren't any people at school.

There aren't any mangoes in my bag.

❖ **We can also use any with uncountable nouns:**

Example: There isn't any sugar in my coffee.

C. Interrogative form

To form the interrogative form, we place **is/are** in front of **there**. We can also use **any** with plural nouns or with uncountable nouns. We also use there is/are in short answers.

Example: Is there a dog in your house?

- **Yes, there is. /No, there isn't.**

III. **Use:** We use **there is** and **there are** to say that something exists or (doesn't exist).

IV. **HOMEWORK:** Use there is, there are in the following sentences.

1. a hospital in Kangaba.
2.some pupils in class.
3. a teacher in class?
4.not any churches in my village.
5.nine classes in my village.

UNIT 14 : KOFFI'S LATE.

THEME : SURVIVAL DIALOGUE

I. VOCABULARY

The leg : La jambe

I can walk now : Je peux marcher maintenant

Get in quickly : Entrez rapidement

It's going to rain : il va pleuvoir

A storm : Un orage

We can't go on : nous ne pouvons pas continuer

Why not ? Pourquoi pas ?

The road is flooded : La route est inondée

II. **DIALOGUE**

Taxi driver : How's your leg ?

Manga : Ok. I can walk now.

Taxi driver : Get in quickly, everybody. It's going to rain.

Namondo : What a storm !

Taxi driver : We can't go on.

Manga : Why not ?

Taxi driver : Look ! The road is flooded !

THEME : FUNCTIONS

PRACTICE A

Teacher : What are you going to do tomorrow ?

Koffi : I'm going to play football.

Use these words : play basketball, buy a new torch, do my homework, see my cousins.

PRACTICE B

Student 1 : What's Koffi going to do tomorrow ?

Student 2 : He's going to play football.

Use these words : basketball, tennis.

VOCABULARY A and B

What are you going to do tomorrow ? Que vas-tu faire demain ?

What's Koffi going to do tomorrow ? Qu'est-ce que Koffi va faire demain ?

To buy a new torch : Acheter une nouvelle torche.

To see my cousins : Voir mes cousins

THEME : TEXT STUDIES

VOCABULARY :

To draw : Tracer, dessiner

To punish : Punir

To be late : Retard

TEXT : KOFFI IS LATE

Koffi : What's the time, Yemi ?

Yemi : It 's quarter past ten.

Koffi : Oh no, I've got Maths now.

Yemi : Well, hurry up, you're going to be late.

Mr Dossou : To day we're going to draw a circle.

Who are you, boy ? Why are you late ?

Koffi : I'm Koffi, sir. I'm sorry, Sir. Don't punish me, sir

Mr Doussou : All right, but don't be late tomorrow.

Koffi : I'm not going to be here tomorrow. I ' m going to see the Doctor !

I. Pre-Questions

1. Who is late ?
 - **Koffi is late.**
2. Is Koffi going to see the doctor tomorrow ?
 - **Yes, he is.**

II. Comprehension Questions

A. Answer the following questions based on the text

1. Is the teacher going to punish Koffi ?
 - **No, he isn't.**
2. What is Koffi going to do tomorrow ?
 - **Koffi is going to see the doctor tomorrow.**
3. What's the time ?
 - **It's quarter past ten.**
4. Who is with Koffi ?
 - **Yemi is with Koffi.**
5. Is Koffi late ?
 - **Yes, he is.**
6. What lesson has Koffi got ?
 - **Koffi has got Maths.**
7. Who is Koffi going to see tomorrow ?
 - **Koffi is going to see the doctor tomorrow.**

B. True/False Statements : Put(T) in front of the true sentences and (F) in front of the false ones.

1. Yemi is late.
2. Ali is going to see the doctor tomorrow.
3. Koffi is going to see the doctor tomorrow.
4. Koffi has got Maths.

UNIT 15 : IN A SHOP.

THEME : Survival Dialogue

I. **VOCAGULARY** :

Dark : Sombre, noir

We must stop : nous devons arrêter

Too deep : Trop profond

II. **DIALOGUE** :

Old man : Don't stop, driver .It 's dark.

Taxis – Driver : We must stop. The water's too deep

Manga : What are we going to do ?

Taxis – Driver : I don't know.

Manga : Let 's go back to that village

Namondo : Yes, good idea

THEME. FUNCTION

PRACTICE A :

This hat's no good. It' s too big

This hat's no good. It's too small.

VOCAGULARY :

Hat : chapeau

Too : Trop

Big : Grand, gros

Small : Petit

PRACTICE B :

I like this watch and these watches

I like that radio and those radios

VOCABULARY :

This : ce, cet, cette

That : ce, cet, cette

These : ces

Those : ces

COLOURS

Black- white- green- blue- red- brown - yellow

PRACTICE C :

Fatima : Look at those black sandals. I like them

Yemi : I don't. I like brown ones.

USE THESE WORDS : That red shirt, that white dress, those blue trousers, those green pants.

VOCABULARY :

A shirt : Une Chemise

A dress : Une robe

The trousers : le pantalon

The pants : la culotte

THEME : TEXT STUDIES

VOCABULARY :

To try on : essayer

The red ones : les rouges

TEXT : IN A SHOP

Yemi has got two good friends, Egun and Fatima. They are in the first form, too

Yemi : Hello, Egun. Where are you going ?

Egun : To the market. Fatima is going to buy some sandals. Come with us.

Yemi : No, I've got some work to do.

Fatima : Come on, Yemi. There are some new sandals in the shop near the market.

Egun : And they aren't expensive.

Yemi : Well All right. Let's go.

Fatima : I like those blue sandals over there.

Egun : Yes, they're nice. Try them on.

Fatima : No, it's no good. They're too small for me.

Yemi : What about these ?

Fatima : The red ones ? No, they're too expensive.

Yemi : I like those green ones. How much are they, please ?

I. PRE – QUESTIONS

1. Who has got two good friends ?
 - **Yemi has got two good friends.**
2. Which sandals does yemi like
 - **Yemi likes the green ones.**

II. COMPREHENSION – QUESTIONS

A. Answer the following questions based on the text :

1. Does Fatima buy any new sandals ?
 - **Yes, she does.**
2. Which sandals is Yemi going to buy ?
 - **Yemi is going to buy the green ones.**
3. Where is Ebun going ?
 - **Ebun is going to market.**
4. Where is Yemi going ?
 - **Yemi is going to the market too.**
5. What 's Yemi going to do ?
 - **She is going to buy some new sandals.**
6. What has she got in her hand ?
 - **She has got some new sandals in her hand.**
7. Where is the shop ?
 - **It is near the market.**

B. TRUE / FALSE STATEMENTS : Put (T) in front of the true sentences and (F) in front of the false ones.

1. Yemi has got three good friends.
2. Ebun is going to the market
3. Fatima is going to buy some sandals
4. The shop is not near the market

THEME : GRAMMAR : BE GOING TO

I. Corpus

I am going to work at school tomorrow.

Ali is going to buy a ball next week.

They are going to study English at the University next year.

II. FORMATION

A. AFFIRMATIVE FORM

In the affirmative form, the rule of formation is:

S+TO BE (in simple present) +GOING+VERB+OBJECT.

Example: Madou is going to eat rice tomorrow.

B. NEGATIVE FORM

In the negative form, the rule of formation is:

S+TO BE (in simple present) +NOT+ GOING+VERB+OBJECT.

Example: I am not going to come to school next week.

C. INTERROGATIVE FORM

In the interrogative form, the rule of formation is:

TO BE (in simple present) +S+GOING+VERB+OBJECT.

Example: Are you going to work next month.

III. Use: Be going to is normally used to indicate the future in English. We use it:

1. When we have already decided or we intend to do something in the future.

The decision has been made before the moment of speaking.

Example:

2. When there are definite signs that something is going to happen.

Something is likely to happen based on the evidence or experience you have.

Example: It is very hot, it is going to rain.

3. When something is about to happen.

Example:

UNIT 16 : INFORMATION TWO

MONTH OF THE YEAR

January

February

March

April

May

June

July

August

September

October

November

December

THE YEARS

Write
1960
1971
1982

Say
Nineteen sixty
Nineteen seventy one
Nineteen eighty two

BE CAREFUL

1900
1901

Nineteen hundred
Nineteen oh one

DALES

WRITES

June 1st
June 2nd
June
June 3rd
June 4th
June 5th
June 13th
june
June 20th
june
June 21th
of june

SAY

June the first
June the second
June the third
June the fourth
June the fifth
June the thirteenth
June twentieth
June The twentyh first

OR

The first of June
The second of
The third of June
The fourth of June
The fifth of June
The Fhirtieth of
The twentieth of
The twenty fiast

PRACTICE

Alex : What's your date of birth ?

Marc : 18, 8, 1987

Use : 12 ; 1 ; 1995, 10 – 5 – 1997, 3, 2 – 2005

VOCABULARY

What 's your date of birth : Quelle est ta date de naissance ?

YOUR BODY:

N.B. Look at this in Pupils'Book 1 and draw it on the board.

PRACTICE

Doctor : What's wrong ?

Patient : I've got a headache

USE THESE WORDS : backache, earache, toothache, stomachache

VOCABULARY :

Headache : Mal à la tête

Backache : Mal au dos

Earache : Mal à oreille

Toothache : Mal aux dents

Stomachache : Mal à l'estomac

THEME : TEXT STUDIES

VOCABULARY :

The rainy seam : La saison des pluies

The dry season : La saison sèche

To last : Durer

The sky : Le ciel

The weather : Le temps

The grass : L'herbe

Chaudy : Nuageux

Cloud : Nuage

TEXT : SEASON IN MALI

They are two season in Mali : The rainy season and the dry season. The rainy season is from june to september, it lasts almost four months. In the rainy season the sky is often cloudy and the weather is nice. It rains a lot specially in august.

The dry is longer. It is from october to May. It is very cold in December and January .From April to May the harmattan blows and it is very hot. Water and grass are scarce. Animals are often hungry and thirsty.

I. PRE – QUESTIONS :

1. Is it very cold in December and January ?
- **Yes, it is.**
2. How many months does the rainy season last ?

- **The rainy season lasts four months.**

II. COMPREHENSION – QUESTIONS :

A. ANSWER THE FOLLOWING QUESTIONS BASED IN THE TEXT :

1. How many season are there in Mali ?
 - **There are two season in Mali.**
2. When is the rainy season ?
 - **They rainy season is from june to sptember.**
3. When does it rain a lot ?
 - **It rains a lot specially in August.**
4. How is the weather in the rainy season ?
 - **In the rainy season the weather is nice.**
5. When is the day season ?
 - **The dry season is from October to May.**

B. TRUE / FALSE STATEMENTS : Put (T) in front of the true sentences and (F) in front of the false ones.

1. There are four seasons in Mali.
2. The rainy season in Mali is from june to September.
3. The dry season in Mali is from October to December.
4. The weather is nice in the rainy season.

UNIT 17 : EVERY DAY

THEME : SURVIVAL DIALOGUE

I. VOCABULARY :

I can't see : Je ne vois pas

I 'm afraid : J'ai peur

I think so : je crois

Help ! Au secours

A thief : Un voleur

Thieves : Des voleurs

II. DIALOGUE

Namondo : what time is it ?

Taxis – Driver : About twelve o'clock

Manga : It's dark. I can't see

Old man : I 'm afraid !

Manga : Is this the nurse 's house ?

Namondo : Who 's there ? Help ! Thierves ! Police !

THEME : FUNCTIONS

PRACTICE

Nzekwe : What does Ali drink / eat for breakfast ?

Koffi : He drinks hot tea for breakfast.

Use : Hot coffee ; bread, a banana, fried yam.

VOCABULARY :

What does Ali drink / eat for breakfast ? Qu'est – ce qu'Ali prend comme déjeuner ?

Hot coffee : Café chaud

Bread : Du pain

Fried yam : De l'igname frite ;

ASK YOUR NEIGHBOR : 2

When does Koffi have breakfast/lunch ?

He has.....at 9 O'clock.

Use : Lunch (1.30 pm), Breakfast (7.15).

THEME : TEXT STUDIES

VOCABULARY

To sleep : dormir

Of course : bien sur

To walk back : retourner

To bring : apporter

Because : Parce que

The bell : La cloche

TEXT : Every day

It's Tuesday. It's 12.15. It's very hot.

Koffi : There's the bell. It's quarter past twelve. I'm hungry.

Fatima : Yes, come on. Let's go home.

Koffi : I don't go home for lunch.

Fatima : You don't go home for lunch ?

Koffi : No, my uncle lives near the school. I eat at his house. And I sleep there too.

Fatima : Why don't you go home ?

I go home every day.

Koffi : Because it's too far. My father lives in Diafoua. Diafoua is ten miles from Niamdougou.

Fatima : When do you go home then ?

Koffi : My uncle takes me home on Saturday afternoons.

Fatima : Has he got a car ?

Koffi : Yes of course. He doesn't take me on his bicycle. He's rich !

Fatima : What do you do on Monday ? Do you walk back ?

Koffi : No, my father comes to Niamdougou market on Mondays. He brings me. But he hasn't

got a car ; he brings me on his bicycle.

I. Pre-Questions

1. Does Koffi sleep in Diafoua?
 - **No, he doesn't.**
2. When does Koffi go home?
 - **Koffi goes home on Saturday afternoons.**

II. Comprehension Questions

A. Answer the following questions based on the text

1. Where does Koffi have lunch ?
 - **Koffi has lunch to his uncle's house.**
2. Does Koffi go every day at home ? Why not ?
 - **No, because it is too far.**
3. Why is Koffi happy ?
 - **Koffi is happy because his uncle is rich .**
4. Where does Koffi's uncle live ?
 - **Koffi's unle lives in Niamdougou.**
5. Where does Koffi sleep ?
 - **Koffi sleeps in Niamdougou.**
6. Who lives in Diafoua ?
 - **Koffi lives in Diafoua.**

B. True/False Statements : Put(T) in front of the true sentences and (F) in front of the false ones.

1. Koffi goes home for lunch.
2. Koffi's uncle lives near the school.
3. Fatima doesn't go home every day.
4. Koffi's uncle takes him home on Saturday afternoons.
5. Koffi's father lives in Niamdougou.

UNIT 18: OUTSIDE THE SCHOOL

THEME: SURVIVAL DIALOGUE.

I. VOCABULARY :

What's going on ? Qu'est ce qui se passe ?

Somebody : someone : Quelqu'un

II. DIALOGUE

Policeman : What's going on ?

Nurse : Thieves, thieves !

Policeman: Who are you? What are you doing here?

Taxis –Driver : I Er We were here this afternoon.

Nurse : Bring a torch .Somebody.

THEME : FUNCTIONS

PRACTICE A :

Nzekwe : I'm very hungry ! I want a lot of Groundnuts.

Use these words : Banana, bean cakes, rice, fufu, cassava

VOCABULARY :

I'm very hungry : J'ai très faim

A lot of : Beaucoup de

PRACTICE B :

Koffi : I'm very thirsty. I want a lot of water

Use these words : Beer, coaca cola cofffee, tea

VOCABULARY :

I'm very thirsty : j'ai très soif

PRACTICE C :

Koffi : Let 's to the football match !

Yemi : Yes, good idea !

Nzekwe : No, I've a lot of work to do

USE THESE WORDS : Basketball match, cinema, party, night-club.

VOCABULARY

Party : Soirée dansante

Night-club : Boite de nuit

THEME : TEXT STUDIES

VOCABULARY

The blood : Le sang

The dog : Le chien

The fight : La bagarre

The ground : La terre

Shopping : Les courses

To stay : rester

To think : penser

To be busy : être occupé

Outside : dehors

Text : Outside the school

It is six O'clock on thursday afternoon.

Kuassi : Hello, Aminata. Are you busy ?

Aminata : Yes, I've got a lot of things to buy.

Kuassi : Are you going to have a party ?

Aminata : No, my cousins are going to stay with us next week.

Kuassi : What are you going to buy ?

Aminata : Some meat, some okra, some tomatoes and a lot of yams and rice.

Kuassi : A lot of yams and rice ?

Aminata : Yes, my cousins eat a lot.

Kuassi : Hey, look, what's the matter ? There are a lot of people outside the school.

Aminata : There's a man on the ground.

Kuassi : Yes, and there are three women, and a dog, and a tall man...

Aminata : No, sorry. I don't like fights. I've got a lot shopping to do.

Kuassi : OK I'm going to see the fight. Goodbye.

I. Pre-Questions

- 1) who is going to buy some meat, okra ; tomatoes, yams and rice ?
 - **Aminata is going to buy some meat, okra, tomatoes, yams and rice**
- 2) Is there a man on ground ?
 - **Yes, there is.**

II. COMPREHENSION QUESTION:

A. Answer the following questions based on the text

- 1) What is Aminata going to buy ?
 - **She is going to buy some meat, okra, tomatoes , yams and rice.**
- 2) Who is outside the school ?
 - **There are a lot of people outside the school.**
- 3) Is Aminata busy ?
 - **Yes she is.**
- 4) What is she going to do ?
 - **She has got a lot of things to buy.**

- 5) Who is going to stay with her?
 - **Her cousins are going to stay with her.**
- 6) What are her cousins going to eat?
 - **They're going to eat yams and rice.**
- 7) Do they eat a lot?
 - **Yes, they do**

B. True / False Statements : Put (T) in front of the true sentences and (F) in front of the false ones.

1. Aminta is going to buy some cakes.
2. There are a lot of people outside the school.
3. Aminata has got a lot of things to buy.
4. Her friends are going to stay with her.

THEME : GRAMMAR : A lot (beaucoup) and A lot of (beaucoup de)

I. Corpus :

I have got a lot of money

Madou sleeps a lot

I. FORMATION :

- a) **Sans complément :**
Sujet + verbe + A lot

Exemple : Koffi eats a lot. **Koffi mange beaucoup**

- b) **Avec complément :**

Sujet + verbe + A lot of + complement

Exemple : He's got a lot of money. **Il a beaucoup d'argent.**

They've got a lot of work to do. **Ils ont beaucoup de travail à faire.**

Exercice : Translate into French

1. I have got a lot of things to do.

2. Moussa eats a lot.
3. I work a lot.
4. He has got a lot of problems.

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