

COURS

D'ANGLAIS

9ème ANNEE

PREPARE

ET

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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 9^{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 aucun cas remplacer les deux livres que le maître doit toujours travailler avec c'est-à-dire les deux **EFSA BOOKS (Teachers' Book and Pupils' Book)**. Il ne peut en aucune manière remplacer les cours actifs du maitre.

Unit 1: Going to work.

THEME: Text Studies

VOCABULARY:

A party. *une soirée dansante*

To get dressed. *s'habiller*

To slip. *glisser*

To fall down. *tomber par terre*

A scooter. *une mobylette, une moto.*

Text: Going to work.

Bola is a nurse in a big hospital in Lagos, Nigeria. Every day he gets up at six o'clock and goes to work by bus. Last Sunday Bola went to a party and went to bed very late. On Monday morning he couldn't wake up at six o'clock.

When Bola's mother woke up she looked at the clock and went into his bed room. She tried to wake up Bola because it was already half past six.

Bola got dressed quickly and left the house. He could see the bus at the bus-stop. He ran down the road but there weren't many people at the bus-stop, and the bus started moving. He shouted, but the driver couldn't hear him. He ran after the bus, slipped in a puddle and fell down. His friend, Maboudi, came up on his scooter and drove him to the hospital.

I- **Comprehension questions:**

A. **Answer the following questions based on the text :**

1. Why is Bola asleep?
- ***Because he went to a party.***
2. How does Bola go to work?
- ***He went to work by bus.***
3. Where does Bola work?
- ***He works in a big hospital.***
4. Where does he live?
- ***He lives in Lagos.***
5. Where did he go on Sunday night?
- ***On Sunday he went to a party.***

6. When does he get up?
- *He gets up at half past six.*
7. Why did Bola miss the bus?
- *Because he woke up at half past six.*
8. Did Bola go back home?
- *Yes, he did.*
9. Was Bola on time for work?
- *No, he wasn't.*

B. **Multiple Choice Questions**: Choose the correct ending for these sentences. Write out the correct sentences.

Example: Last Monday Bola got up at a) six o'clock.

b) **half past six.**

c) Seven o'clock.

Last Monday Bola got up at *half past six.*

1. Last Monday morning Bola was a) sleepy.
b) Happy.
c) Angry.
2. On Sunday Bola a) didn't drink much beer.
b) Drank a lot of beer.
c) Didn't drink any beer.
3. There a) weren't many people at the bus-stop.
b) weren't any people.
c) were a lot of people.
4. Last Monday Bola went to work a) on foot.
b) by bus.
c) by scooter.

THEME: GRAMMARS

GRAMMAR1: Could, couldn't.

- **The use:** Could is the preterit of can. It expresses the same ideas like Can in the preterit and the conditional. Couldn't is the negative form.

Examples: I **could** win if I wanted to. = *Je **pourrais** gagner si je voulais.*

I **couldn't** lift it. = *Je **ne pouvais pas** le soulever.*

I **could** drive when I was 14. = *Je **savais** déjà conduire à l'âge de 14 ans.*

Could you tell me the time, please? = ***Pourriez-vous** me dire l'heure, s'il vous plait?*

N.B: In the future tense it becomes ***will be able to.***

Example: I **will be able to** speak English in two years.

Je **pourrai** parler anglais dans deux ans.

Exercise: Translate into English.

1. Je savais déjà lire à l'âge de trois ans.
2. Je ne pouvais rien faire.
3. Pourriez-vous me montrer des pulls (***some pullovers***), s'il vous plait ?
4. Tu pourrais me dire la vérité, pour une fois (***for once***).

GRAMMAR2: much/ many

A. **Uncountable nouns:** Much

- **Formation:**

Much + singular noun= *beaucoup de...*

Examples: Much water: *Beaucoup d'eau*

Much drink: *beaucoup d'eau*

Much money: *beaucoup d'argent*

Much work: *beaucoup de travail*

I haven't got much time. *Je n'ai pas beaucoup de temps.*

B. **Countable nouns:** Many

- **Formation:**

Many + plural noun = *beaucoup de...*

Examples: Many friends: *beaucoup d'amis.*

Many books: *beaucoup de livres.*

Many students: *beaucoup d'étudiants*

I haven't got many mangoes. *Je n'ai pas beaucoup de mangues.*

N.B: We frequently use **much** or **many** in negative and interrogative forms but in the affirmative form we use **a lot of**. We can use **much** and **many** in the affirmative form generally after **so, as, too...**

Exercise: Use much or many

1. There isn'troom.
2. He doesn't havefriends.
3. Have you seen any good films recently? Not
4. I don't like him.....
5. Have you got any money? Not.....

Unit 2: At the hospital

THEME: Text Studies

VOCABULARY

The scooter: la moto

The main road: la route principale

The waiting-room: la sale d'attente

Text: At the hospital

Maboudi drove very quickly, but there was a lot of traffic and Bola was late. At the hospital he goes off the scooter and ran quickly to Dr Akuabi's room. Dr Akuabi was very angry because Bola was late every Monday morning. Bola said there were too many people on the bus and he couldn't get on. Dr Akuabi didn't pay attention. He informed Bola that there was a bad accident on the main road an hour ago. He asked Bola to go and see the patients in the waiting-room. Before Bola left his office, he advised him if he was late again, he would lose his job.

I. COMPREHENSION QUESTIONS:

A. Answer the following questions based on the text:

- 1- Who was late for job?
- ***Bola was late for job.***
- 2- Was Bola's story true?
- ***No, it wasn't.***
- 3- Where was the accident?
- ***It was on the main road.***
- 4- What would happen if Bola was late again?
- ***He would lose his job.***

B. True / False statements:

1. Maboudi was late for job.
2. Bola was late because there was a lot of traffic.
3. Dr Akuabi was happy with Bola.
4. There was not an accident on the main road.
5. The patients were in the waiting room.
6. Dr Akuabi advised Bola not to be late again.
7. Bola lost his job.

Exercise: Are these sentences true or false? Discuss your answers with your neighbour.

1. Maboudi drove badly.
2. Maboudi couldn't drive quickly because there was a lot of traffic.
3. Bola was late because there were too many people on the bus.
4. Bola helped the people in the accident.

THEME: GRAMMARS

GRAMMAR 1: Need.

1. **Need + Noun/Pronoun** = Avoir besoin de.

Examples: She **needs** some milk. = *Elle a besoin de lait.*

Do you **need** me ? = *As-tu besoin de moi ?*

2. **Need + to infinitive** = *Etre obligé de, il faut que.*

Example: Do I **need** to come to work tomorrow. = *Faut-il que je vienne travailler demain?*

You **don't need** to answer all the questions. = *Vous n'êtes pas obligé de répondre à toutes les questions.*

3. **Needn't** : n'être pas obligé de.

Example: He **needn't** tell us if he doesn't want to. = *Il n'est pas obligé de nous le dire s'il ne veut pas.*

4. **Need +Verb+ ing** : Avoir besoin de.

Example: The car **needs** cleaning/ the car **needs** to be cleaned.

La voiture a besoin d'être nettoyée.

Exercise : Translate into English.

1. As-tu besoin d'argent ?
2. J'ai besoin de plus de temps.
3. Tout le monde a besoin d'amour.
4. Faut-il que je paie en espèces (*in cash*) ?
5. Je n'ai pas besoin de tes conseils (*advice*).
6. Elle n'est pas obligée de répondre si elle ne veut pas.
7. Ma montre a besoin d'être réparé.

GRAMMAR 2: The formation of adverbs in "-ly".

To form the adverb in "*-ly*" we put *-ly* at the end of an adjective. They express the manner of doing something.

For example look at these two sentences:

Maboudi was a **careful** driver. He drove **carefully**. (Il conduisait attentivement).

Ali was a **quick** driver. He drove **quickly**.

- **Formation**

Adjective + ly = adverb

Example: noisy= noisily (*bruyamment*)

Slow = slowly (*lentement*)

Quiet =quietly (*calmement, tranquillement*)

Bad= badly (*de façon mauvaise*)

N.B: With **good** we cannot put “-ly” at the end we say directly “**Well**”.

Example: Moussa is a **good** driver. He drives **well**.

*Moussa est un **bon** conducteur. Il conduit **bien**.*

Exercise: Look at these two sentences:

Maboudi was a **careful** driver= He drove carefully.

Change these sentences in the same way.

1. Maboudi was a **quick** driver. He (drive)
2. Mrs Bello was **quiet**. She (talk)
3. Maboudi was a **good** driver. He (drive)
4. The school boy was **noisy**. He (talk)
5. Dr Akuabi was **angry**. He (speak)
6. The traffic was **slow**. It (move)
7. Bola was a **good** nurse. He (work)
8. The people in the accident were **bad** drivers. They (drive)

Unit 3: There's a good film on this evening.

THEME: Text Studies

VOCABULARY:

To have to: *devoir.*

The land: *le terrain.*

The beginning: *le debut, le commencement.*

The cartoon: *le dessin animé.*

The newsreel: *l'actualité.*

A love-film: *Un film romantique, un film d'amour.*

A naming-ceremony: *une cérémonie de baptême*

Text: There's a good film on this evening.

A. Maboudi, Hajo and Bosede are outside the cinema. They are waiting for Bola.

Maboudi: I don't know. He asked me to meet him here.

Hajo: He told us to be here at ten to nine.

Maboudi: Perhaps he's got a lot of work at the hospital. Yesterday he had to stay there until nine o'clock.

Hajo: well, it's nearly nine o'clock now. If he doesn't come soon, we'll have to go in without him.

Bosede: Yes there's a good film on this evening. We mustn't miss the beginning.

B. Five minutes later

Maboudi: Oh good, there he is. He's getting off that bus over there.

Hajo: Come on Bola! Hurry up! We're waiting for you.

Bola: Hallo, everybody. I'm sorry I'm late, but I had to wait for the doctor.

Maboudi: Oh, it doesn't matter. I'll go and get the tickets.

Hajo: What's on this evening?

Bosedede: It's a western. It's very exciting. A man finds some gold on his land, and some thieves come and...

Maboudi: Let's go in. I've got the tickets.

C. After the film

Maboudi: It was fantastic. Did you enjoy it?

Hajo: I liked the music, but the fight at the end was horrible.

Bola: What? The fight between the cow-boys and the thieves?

Hajo: Yes, it was awful! I had to shut my eyes. I couldn't look.

Maboudi: We'll go and see the nice love-film next time, Hajo.

Bosedede: And next time, Bola, you'll have to arrive on time.

We missed the cartoon this evening.

Bola: It wasn't my fault. We all had to work late this evening.

Anyway we saw the newsreel.

Bosedede: By the way, Bola, you asked us to come to your house next Saturday. What time did you say?

Bola: 3 o'clock. It's the naming ceremony for my cousin's first baby. Don't forget.

Hajo: We'll be there. See you next week then. Goodnight.

I. COMPREHENSION QUESTIONS:

A. Answer the following questions based on the text:

1. Who knows about the film?

- *Bosedede knows about the film.*

2. Who bought the tickets?

- *Maboudi bought the tickets.*

3. How did Bola go to the cinema?
- ***Bola went to the cinema by bus.***
4. Why was Bola late?
- ***Because he had to work late this evening.***
5. When did he arrive?
- ***He arrived at 9 o'clock.***
6. What time did the film start?
- ***The film started at 9 o'clock.***
7. What was the film about?
- ***The film was about a western.***
8. What part did Hajo enjoy?
- ***Hajo enjoyed the music.***
9. Did they see the cartoon?
- ***No, they didn't.***
10. Do you like westerns?
- ***Yes, we do.***

Exercise: Choose the correct ending for these sentences. Write out the correct sentences.

1. Bola told his friend to meet him at a) 8:30 c) 8:50
b) 8:45 d) 9:00
2. They missed the a) cartoon because Bola was late
b) Newsreel
c) western
d) love-film
3. Bola was late because a) the bus was late.
b) he was ill.
c) he wanted to work late.

d) he had to work late.

4. Hajo shut her eyes because a) she liked the music.

b) she was sleepy.

c) she didn't like the fight.

d) it was dark.

5. Next week they are going to a) Bola's cousin's house.

b) Bola's house.

c) Hajo's house.

d) a nice love-film.

GRAMMAR: To have to...

- **The rule of use:** *Have to...* is used to express an obligation.

- **The simple present:**

I'm sorry. I **have to** go. = *Je suis désolé. Je **dois** m'en aller.*

I **have to** telephone. = *Il **faut** que je téléphone.*

You don't have to tell him the truth. = *Tu n'es pas **obligé/ forcé** de lui dire la vérité.*

- **The future:** will have to...

I **will have to** buy some new shoes soon. = *Il **va bientôt falloir** que je m'achète de nouvelles chaussures.*

- **The preterit :** had to...

She has never **had to** work. = *Elle n'a jamais **été obligée** de travailler.*

Exercise : Translate into English.

1. Je suis obligé de te quitter.

2. Il faut que j'écrive à Sally.

3. Est-ce que je dois travailler demain?

4. J'ai dû attendre pendant des heures.

5. Vous n'êtes pas obligé de rester si vous ne voulez pas.

6. Il faudra bientôt que je rentre chez moi.

Unit 4: Bola's grandfather comes to Lagos.

THEME:Text Studies

VOCABULARY:

The journey. le voyage

The lorry-Park. la gare routière

To leave for. partir pour

To hoot. klaxonner

A purse. un porte-monnaie

Text: Bola's grandfather comes to Lagos.

Two weeks ago Bola wrote a long letter to his grandfather who lives in a small village a long way from Lagos. He asked him to come to the naming-ceremony. His grandfather, who is the oldest person in the family, didn't want to go to Lagos. But his family told him not to be afraid of the long journey and the noisy traffic, so he decided to go. The village where grandfather lives isn't on the main road, so he had to walk to a bigger village where there was a lorry-park. He found a mammy-wagon for Lagos very quickly, but they had to wait for the people who were in the market. They didn't leave for Lagos until midday.

Five hours later they arrived in Lagos. They went over the new bridge and stopped at very busy cross-roads. There were buses, taxis, cars and Lorries everywhere. Everybody shouted and hooted. Nobody could move for twenty minutes. Finally they got to lorry-park. It was the biggest and the noisiest lorry-park in Lagos.

Grandfather found that Lagos is a big and noisy place. He didn't know where Bola lived and he couldn't read so he took a taxi which drove him at 4, Ibadan Street, Surulere. Grandfather had to pay five *Naira* for the taxi but he left his purse somewhere.

I. COMPREHENSION QUESTIONS:

A. Answer the following questions based on the text:

1. How long did the journey take?
- *It took five hours.*
2. How did grandfather get to Lagos?
- *He got to Lagos by lorry.*
3. Why was he afraid?
- *Because it was a long way from the village.*
4. Did he walk to the other village?
- *Yes, he did.*
5. Why did he walk to the other village?
- *Because there wasn't a lorry-park in his village.*
6. When did he leave for Lagos?

- *He left for Lagos at midday.*

7. What did he see in Lagos?

- *He saw cars, taxis and lorries.*

8. Can grandfather read?

- *No, he can't.*

9. Who stole the purse?

- *We don't know.*

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

1. Bola lives in Lagos.
2. There is a lorry-park in grandfather's village.
3. Grandfather found a mammy-wagon quickly.
4. They got to Lagos at midday.
5. Bola went to meet his grandfather.
6. Grandfather couldn't find Bola's address.
7. The taxi-driver was a thief.
8. Grandfather said Lagos was horrible.
9. Grandfather lives in Lagos.
10. Grandfather was happy with the journey.

THEME: GRAMMARS

GRAMMAR 1: The relative pronouns.

I. **Who, whom, which:** Qui.

a. **Who, whom:** for person.

Examples: The boy **who** bought my motorbike.

*Le garçon **qui** a acheté ma moto.*

Bob, with **whom** I travelled to England.

*Bob, avec **qui** j'ai fait un voyage en Angleterre.*

b. **Which :** for thing.

Example: An idea **which** changed the world.

*Une idée **qui** a changé le monde.*

II. **That :** qui.

It is used in replacement of **who, whom** and **which** (person and thing).

Examples: The boy **that** bought my motorbike.

*Le garçon **qui** a acheté ma moto.*

An idea **that** changed the world.

*Une idée **qui** a changé le monde.*

N.B: **That, who, which** can be omitted when they are complement. In this case they mean in French "**que**".

Examples: The boy_ I met yesterday. = *Le garçon **que** j'ai rencontré hier.*

The meat_ you bought. = *La viande **que** vous avez achetée.*

Exercise: Complete the following sentences by: who, which or if they are omitted.

1. I don't like people.....don't like me.

2. This is the disc.....I promised to give you.
3. You must stop eating things.....make you fat.
4. He's the manwants to marry my sister.
5. A dictionary is a book.....uses easy words to explain difficult ones.
6. The people.....you met on the stairs are my new neighbours.

GRAMMAR 2: The comparative and superlative form of adjectives.

A. The comparative form of adjectives:

1. The comparative of superiority: *Plus..... que*

- The short adjectives:

S + V + adj. + er + than + O.

Example: Moussa is taller **than** Fanta. *Moussa est **plus grand que** Fanta.*

- The long adjectives:

S + V + more + Adj. + than + O

Example: Albert is **more** intelligent **than** Sylvie. *Albert est **plus intelligent que** Sylvie.*

2. The comparative of equality or inequality:

a. The comparative of equality: *Aussi.....que*

- Short/long adjectives:

S + V + as + adj. + as + O.

Examples: She's **as** tall **as** her sister. *Elle est **aussi grande que** sa sœur.*

She's **as** intelligent **as** her sister. *Elle est **aussi intelligente que** sa soeur.*

b. The comparative of inequality : *Ne pas aussi.....que*

- Short/long adjectives :

S + V + not + so/as + adj. + as + O

Examples: He is **not as** clever **as** you. *Il n'est pas aussi malin que toi.*

He's **not so** important **as** you. *Il n'est pas aussi important que toi.*

3. The comparative of inferiority : *Moins.....que*

- Short/long adjectives:

S + V + less + adj. + than + O

Examples: He's **less** happy **than** his father. *Il est moins heureux que son père.*

He's **less** intelligent **than** you. *Il est moins intelligent que toi.*

B. The superlative :

1. The superlative of superiority: *Le/la plus.....*

- Short adjectives :

S + V + the + adj. + est + O

Example: Koffi is **the tallest** boy of the classroom. *Koffi est le plus grand garçon de la classe.*

- Long adjectives :

S + V + the most + Adj. + O

Example: She's **the most** beautiful girl I've never met. *Elle est la plus belle fille que je n'ai jamais vue.*

2. The superlative of inferiority: *Le/la moins.....*

- Short/Long adjectives :

S + V + The least + Adj. + O.

Examples: I'm **the least** happy of us all. *Je suis le moins heureux de nous tous.*

It was **the least** expensive of all. *C'était le moins cher de tous.*

N.B: The comparative and the superlative of the irregular adjectives:

Adjectives

Comparative

Superlative

Good/well	Better	the best
Bad	Worse	the worst
Far	Farther/Further	the farthest/furthest
Much/ Many	more	(the) most
Little	less	(the) least
Old	older/ elder	(the) oldest/ eldest

Exercise 1: Translate into English.

1. Il est plus petit que moi.
2. J'ai plus d'amis qu'elle.
3. Ils sont plus heureux que nous.
4. J'ai plus de vacances que vous.
5. La plus belle fille du village.
6. La montagne la plus haute du monde.
7. Le plus grand écrivain du siècle.
8. Le garçon le plus gentil de la classe.
9. La boutique la plus chère de la ville.
10. Le meilleur moment du film.

Exercise 2: Use a comparative or superlative.

1. History is than Geography (interesting).
2. Spring is the season of the year (nice).
3. I think the Thing in life is to be happy (important).
4. Biology is than maths (easy).
5. My friend has just decided to go to Canada (good).
6. Would like any Information? (far).
7. The experience of my life was a car accident last year (bad).
8. Their son works in a bank, and the other is a doctor (old).

Unit 5: The naming-ceremony.

THEME: Text Studies

VOCABULARY:

The naming-ceremony. la cérémonie de baptême.

The Ifa priest. le prêtre de Ifa.

The guests. les invités.

The relatives. les proches.

The speech. le discours.

To clap. applaudir.

The presents. les cadeaux, les présents.

Forehead: le front.

Text: The naming-ceremony.

Next day Bola's grandfather went to see Bola's cousin, Ademola. He said: In our family my son, we always choose the name of an ancestor for a new baby. After that he told Ademola the name the Ifa Priest gave to the baby, it was Rissi. She must never eat salt.

The Ifa Priest doesn't usually ask grandfather for money but he always asks for something of course.

Grandfather was worry about the food but Ademola made him sure that there is enough food for the guests.

Later that afternoon, Ademola, his wife and their baby went to Bola's compound, which was already full of people: friends, relatives and neighbours. The guests all wore their most beautiful and most expensive clothes. They brought presents, which they gave to the baby's parents. Some of them gave her a name.

The most important person at the ceremony was Bola's grandfather. At about half past four he stood up. When he held up his walking-stick, everybody stopped talking and looked at him.

He made a long speech which was all about his family and his ancestors. He liked making speeches. At the end he told them the baby's name and everybody clapped.

Then the old man invited the guests to start eating and drinking. The drummers sang a song about grandfather and his ancestors. The guests, who enjoyed the dancing and music very much, put coins on the foreheads of the best dancers.

I. COMPREHENSION QUESTIONS :

A. Answer the following questions based on the text :

1- What was the baby's name?

- *The baby's name was Rissi.*

2- Is it a boy or a girl?

- *It is a girl.*

3- Who gave her that name?

- *The Ifa priest gave her that name.*

4- Did the Ifa priest ask for money?

- *No, he didn't.*

5- What did he ask for?

- *He asked for kola-nuts and yams.*

6- What did the guests do after the speech?

- *The guests eat and drink.*

7- What did the guests do when grandfather told the baby's name?

- *They clapped.*

8- What did the drummers sing about?

- *They sang a song about grandfather and his ancestors.*

9- What did the guests who enjoyed the dancing?

- *They put coins on the forehead of the best dancers.*

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

1. In grandfather's family they choose an ancestor name for a new baby.

2. The baby's name is Ruth.

3. The baby is a boy.

4. The baby must never eat salt.

5. There is enough food for the guests.

6. Bola's compound was empty of people.
7. All the guests were well dressed.
8. The most important person at the ceremony was Ademola.
9. After grandfather speech, the feast began.

Exercise: Read these sentences and phrases carefully. They are all very short. Make the sentences longer by adding who or which and choosing the best ending. Write out all the new sentences in your exercise-books.

Example: Grandfather went to see the priest who lived in his village.

- | | |
|---------------------------------------|---------------------------------|
| 1. Grandfather went to see the priest | ...took his purse. |
| 2. He gave him some yams | ...is Bola's cousin. |
| 3. Then he went to the lorry-park | ...took him to Lagos. |
| 4. He got on a lorry | ...was all about his ancestors. |
| 5. They waited for the people | ...was in the next village. |
| 6. He went to Bola's house | ...lived in his village. |
| 7. He never find the thief | ...came from his farm. |
| 8. He went to see Ademola | ...is in Surulere. |
| 9. He made a speech | ...were in the market. |

THEME: GRAMMARS

GRAMMAR 1: The adverbs of frequency.

- I. **The rule of use:** We use the adverbs of frequency to express the frequency or the repetition of an action.

Example: I **always** go to school.

- II. **The place:** They always take place between the subject and the verb in the affirmative form but in the other forms they come after the subject and the auxiliary.

Examples: She **sometimes** goes to school. *Elle va souvent à l'école.*

She doesn't **sometimes** go to school. *Elle ne va pas souvent à l'école.*

Does he **usually** go to work? *Va-t-il d'habitude au travail?*

N.B: There are a lot of adverbs of frequency such as: *often, never, usually, sometimes, always, seldom, several, rarely, frequently, occasionally.*

Exercise: Look at the story again carefully, and then complete the following sentences with one of these words: always, usually, often, sometimes, never.

1. Grandfathergoes to see the Ifa priest about important ceremonies.
2. The priest.....asks people for money.
3. The priest doesn'task grandfather for money.
4. Rissi musteat salt.
5. Bola's motherhas enough food in her house.
6. People put coins on dancers heads.
7. Relativeswear their best clothes to ceremonies.
8. Grandfathermakes long speeches.

GRAMMAR 2: Enough.

1. **Adjective/Adverb + Enough** = *Assez, suffisamment.*

Rich enough = *Assez riche.*

Fast enough = *suffisamment rapide.*

I'm not strong **enough** to lift it. = *Je ne suis pas assez fort pour le soulever.*

2. **Enough (+ Adj.) + noun** = *Assez de.*

Enough wine = *Assez de vin.*

Enough carrots = *Assez de carottes.*

We haven't got **enough** small cups. = *Nous n'avons pas assez de ces petites tasses.*

- *Devant un déterminant ou pronom, on emploie Enough of.*

There aren't **enough** of those small boxes. = *Il n'y en a pas assez de ces petites tasses.*

There aren't **enough** of them. = *Il n'y en a pas assez.*

Exercise : Translate into English.

1. Tu n'es pas assez grand.

2. J'ai assez de problèmes.
3. Nous n'avons pas assez de temps.
4. Il est suffisamment intelligent pour comprendre.
5. Je n'ai pas assez de ces verres.
6. Il y a assez de vin blanc.

GRAMMAR 3: Stop/start.....ing.

A. **Start.....ing:** *Commencer à.*

Example: I started doing my exercise. = *J'ai commencé à faire mon exercice.*

B. **Stop.....ing:** *Arrêter de, s'arrêter de.*

Example: I must stop smoking. = *Il faut que j'arrête de fumer.*

Exercise: Put these verbs in the right form.

1. Please, stop.....I'm trying to concentrate (talk).
2. OK. Start.....you're being recorded (read).
3. If you stop.....I'll give you 100\$ (smoke).
4. If you start.....to school I'll be very glad (go).
5. I'm getting tired. I think I'll stop.....a rest (have).
6. I'll stop.....when I'm 60 (work).

Unit 6: The journey home.

THEME: Text Studies

VOCABULARY:

Journey home. Le (voyage) retour

To go back. se retourner

Towards. vers

At the side of. à coté de, au bord de

To jump out. sortir d'un bond

To repair. réparer

Text: The journey home.

After three weeks in Lagos, grandfather decided to go back to his village. Bola went to see him off to the lorry-park.

They've just missed the first lorry for Oshogbo but there's another one which is leaving soon. Bola said goodbye because he can't stay long, the doctor told him to see some patients at two o'clock. In the lorry grandfather met his old friend and they talked about all things.

When the lorry was full, the driver got in and they left the lorry-park. The old lorry went slowly and noisily along the main road towards Oshogbo. Soon most of the passengers stopped talking and some of them went to sleep.

Suddenly there was a loud bang and the lorry stopped at the side of the road. The driver jumped out and opened the bonnet. They haven't reached Oshogbo yet but the lorry is broken down. The driver couldn't repair it so they had to find a mechanic.

I. COMPREHENSION QUESTIONS.

A. Answer the following questions based on the text:

1- How long did grandfather stay in Lagos?

- ***He stayed in Lagos for three weeks.***

2- Who went to see him off at the lorry-park?

- ***Bola went to see him off at the lorry-park.***

3- Was it an old or new lorry?

- ***It was an old lorry.***

4- Did grandfather miss the first lorry for Oshogbo?

- ***Yes, he did.***

5- Is there another one?

- ***Yes, there is.***

6- Can Bola stay long?

- ***No, he can't.***

7- Whom did grandfather see in the lorry?

- ***Grandfather saw an old friend in the lorry.***

8- Why did the lorry stop?

- ***Because it was broken down.***

9- What did the driver do when the lorry stopped?

- ***He jumped out and opened the bonnet.***

10-Who repaired the lorry?

- ***The mechanic repaired the lorry.***

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

1. Grandfather spent three weeks in Lagos.
2. Nobody went to see grandfather off to the lorry-park.
3. They missed all the Lorries.
4. Bola stayed with grandfather until their lorry left.
5. Grandfather met an old friend in the lorry.
6. They were going to Lagos.
7. The lorry broken down on the road.
8. The driver repaired the lorry.

THEME: GRAMMAR: The present perfect.

- I. **The rule of use:** In the present perfect tense, the action is complete or has ended and hence termed the perfect. The exact time when the action happened is not important and hence, it is not mentioned in this tense.

Example: I have seen the president. (When?)

- *J'ai vu le président. (Quand?).*

- II. **The rule of formation in the different forms:**

A. The affirmative form:

S + have/has + P.P.V + O

Examples: The students have gone to school. (*Les élèves sont allés à l'école*).

My mother has cooked the lunch. (*Ma mère a préparé le déjeuner*).

B. The negative form:

S + have/ has + not + P.P.V + O

Examples: The students have not gone to school. (*Les élèves ne sont pas allés à l'école*).

My mother has not cooked the lunch. (*Ma mère n'a pas préparé le déjeuner*).

C. The interrogative form:

Have/ has + S + P.P.V + O?

Examples: Have the students gone to school? (*Les élèves sont-ils allés à l'école?*).

Has my mother cooked the lunch? (*Ma mère a-t-elle préparé le déjeuner*).

III. The present perfect with just, ever, never, yet:

Examples: He's just come back from England. (*Il vient d'arriver d'Angleterre*).

Have you ever seen a lion? (*As-tu déjà vu un lion?*).

I have never seen a lion. (*Je n'ai jamais vu un lion*).

They haven't eaten yet. (*Il n'ont pas encore mangé*).

Exercise: Complete these sentences by using the present perfect.

1.a lot of money (he/ steal).
2. the child who disappeared (they/ find).
3. my keys (I/ lose).
4. her the plans yet (we/ not/ show).
5. the shopping? (you/ do).
6. about changing her job? (she/ think).
7. The post (not/ come).
8. breakfast? (you/ have).

Unit 7: A letter from Scotland.

THEME: Text Studies

VOCABULARY:

To take an exam. passer un examen.

To hitch-hike. faire l'auto-stop.

The day before yesterday. avant-hier.

The day after tomorrow. après demain.

To climb. grimper.

To pass an exam. réussir un examen.

To fail. échouer.

To look forward to. attendre avec impatience, être pressé de...

Text: A letter from Scotland.

Sikiru, who is Bola's cousin, went to England in 1984 to study agriculture. He was a student at London University. He wrote a lot of letters to his girl-friend, Hajo, but he only wrote a few to Bola.

**CASTEL HOTEL
EDINBURGH**

SCOTLAND

Tuesday July 8th

Dear Bola

I'm sorry I haven't written to you much this year, but I've had to work very hard. We've already taken all our exams, but we haven't had the results yet. Since then I've been on holiday with a student from Ghana. A few days ago we both hitch-hiked to York.

The day before yesterday we went round Edinburgh Castle. I hope we'll be able to climb a few mountains before the end of our holiday.

The day after tomorrow we're both going to buy a few presents. We'll probably get our exams results next week. If I pass all my exams, I'll be able to fly back to Lagos before the end of July. If I fail them, I'll have to take them again in December.

I'm looking forward to seeing you all again. Have you seen Maboudi and Bosede recently? When did you last see Hajo? Has Lagos changed much? I'm looking forward to eating some good Nigerian food! I haven't had any since 1987.

Best wishes to you and your family.

Yours,

Sikiru.

I. COMPREHENSION QUESTIONS:

A. Answer the following questions based on the text :

1- Who is Sikiru?

- *He is Bola's cousin.*

2- Where is he studying?

- *He's studying in England.*

3- Has he written a lot of letters to Bola?

- *No, he hasn't.*

4- Has he taken his exam?

- *Yes, he has.*

5- Has Sikiru got a lot of money?

- ***No, he hasn't.***

6- When is he coming home?

- ***He's coming on July.***

7- Will they buy a lot of presents?

- ***Yes, they will.***

8- Who is Hajo?

- ***She is Sikiru's girl-friend.***

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

1. Sikiru is Bola's sister.

2. The letter is written in Scoland.

3. Bola wrote the letter.

4. Sikiru was studying agriculture.

5. Bola was a student at London University.

6. Sikiru wrote a lot of letters to Hajo.

7. Skiru had to work hard.

8. Sikiru went on holiday with a student from Ghana.

9. They went round Edinburgh Castle, climbed a few mountains.

10. Skiru is looking forward to seeing all his friends.

11. Sikiru succeeded to his exams.

THEME: GRAMMAR: Use of a little and a few.

I. **A little:** It is used with uncountable nouns.

A little + Singular= Un peu de...

Examples : A little champagne= ***Un peu de champagne.***

Do you speak English? "**A little**". = *Est-ce que vous parlez anglais? "Un peu"*.

II. **A few:** It is used with countable nouns.

A few + Plural= Quelques ou quelques-uns.

Examples: A few friends= *quelques amis.*

Did you get a lot of answers? "Just **a few**"= *Est-ce que tu as reçu beaucoup de réponses? "Juste quelques-unes".*

N.B : Don't confuse : a little time= *quelque temps, un peu de temps* and a few times: *quelques fois.*

Exercise: Complete these sentences with a little or a few.

1. I have got.....questions to ask you.
2. Could I have.....water?
3. Were you disappointed? "....."
4. I have been to Englandtimes.
5. How's your mother? ".....better, thanks".
6. Can you lend meCD's for a party?

LETTER WRITING RULES

Main six points that has to be taken care of while writing a letter are:

1. **Heading:** Address of the writer followed by the date on which the letter was written by him.
2. **The salutation** or courteous greetings.
3. **The body of the letter:** communication or the message.
4. **The subscription:** courteous, leave-taking, or conclusion.
5. **The signature:** name of the writer.
6. **The address:** the address of the addressee on the envelop.

Student of Solinta School.

District of Oualia

August, 10, 2015

Dear Salif,

I hope you are very well. Everybody wishes you a good health.

I'm going to tell you some news from our village. You know in our school we're organizing a competition in football. Competition between the 7th, 8th, 9th and the 6th forms. I'm the captain of our team (8th form). The next match is going to be played next Thursday at 4 p.m at the school between the 8th and the 7th form. I want you to pray for us in order we win this match. We have some good players.

I'm looking forwards to hearing from you.

Friendly yours,

Boubacar.

Unit 8: Sikiru comes home.

THEME: Text Studies

VOCABULARY:

Empty. vide; Full. plein.

The plane. l'avion.

To land. atterrir, se poser à terre.

Text: Sikiru comes home.

Sikiru is going to arrive from England today. Ademola, Hajo and Bosede have already arrived at the airport. Bola and Maboudi are still looking for a taxi. But they have been there for an hour.

At last, they found an empty taxi which took them to the airport. Hajo, Bosede and Ademola were already at the airport. They came in Ademola's car. Sikiru's plane was going to be twenty minutes late.

Two hours later, Sikiru's plane landed on the runway. The passengers got out and went into the airport building. They had to collect their luggage, go through customs and show their passports. Then at last Sikiru could come and greet his friends and his darling Hajo. Sikiru has changed much because he's fatter and shaved his beard off, too.

I- **COMPREHENSION QUESTIONS :**

A. **Answer the following questions based on the text :**

1°) How long did Bola wait for a taxi?

- *He waited for a taxi for an hour.*

2°) How did Hajo get to the airport?

- *She got there in Ademola's car.*

3°) How many people came to meet Sikiru?

- *Five people came to meet Sikiru.*

4°) Who got to the airport first?

- *Hajo, Bosede and Ademola got to the airport first.*

5°) Was the plane on time?

- *No, it wasn't.*

6°) Who came with Hajo?

- *Bosede and Ademola came with Hajo.*

B. **True or False statements:** Put (T) in front of the true sentences and (F) in front of the false ones.

1. Sikiru is going to arrive from England today.
2. Ademola, Hajo and Bosede have already arrived at the lorry-park.
3. Sikiru's plane was going to be twenty minutes late.
4. Sikiru's plane landed on the main road.
5. The passengers got out and went into the airport building.
6. Sikiru has changed much

THEME: GRAMMAR: The present perfect continuous.

1. **Rule of use:** In the present perfect continuous tense, the action has been taking place for some time and is still ongoing. The duration for which the action has been going on is usually mentioned in the present perfect

continuous tense.

Examples: I have been working all day.

J'ai travaillé toute la journée. (Et je continue ou je viens de terminer).

II. **Formation :**

Have/ has + been + verb + ing.

Examples: He has been working. (***Affirmative form***).

I haven't been working all day. (***Negative form***).

Have your parents been travelling? (***Interrogative form***).

III. **The present perfect continuous with since and for:**

We use **since** to express the departure of the action and **for** to express the duration.

Examples: He's been living in London **for** three years.

*Il habite Londres **depuis** trois ans.*

I have been learning English **since** 1996.

*J'apprends l'anglais **depuis** 1996.*

N.B: Some verbs have not any progressive form as: ***to be, to know, to want, to like...*** in this case we use the simple present perfect.

Examples: I have been here **for** five minutes.

*Je suis là **depuis** cinq minutes.*

I have known Dave **since** September.

*Je connais Dave **depuis** Septembre.*

Exercise: Fill the blanks using: ***Since, for*** or ***ago***.

1. I've been learning in this school.....I was 11.
2. The detective has been following a suspect.....four days.
3. Bakary has been learning data processing.....December.
4. He went to U.S.A two years.....
5. The surgeon has operated.....three hours.
6. She lived here three years.....

7. I've been travelling on Kayes.....2hours.
8. The weather has been getting hotMarch.
9. I left home an hour.....
10. He's been driving.....7 hours.
11. I woke up long time.....

Unit 9: Sikiru visits his village.

THEME: Text Studies

VOCABULARY:

To borrow. emprunter.

The bumpy road. la route cahoteuse.

To spread. étendre, étaler.

The Powder. la poudre.

To quarrel. se quereller.

Text: Sikiru visits his village.

A few weeks later Sikiru borrowed a car and went to Ogebadan. He didn't want to go by himself, so Bola went with him.

On the road Sikiru was surprised because it was bumpy. In the village they met grandfather who walked round the village with them. They saw Obi's huge house. Just outside the village they saw the Ifa priest's house. Sikiru and Bola went inside to ask him some questions. It was dark inside. They both sat down. The Ifa priest spread some powder on his board, picked up his two strings of kola-nuts and threw them on the floor. He did this several times and then he made marks in the powder. Then he spoke to Sikiru. You've just come back from England. You'll soon go on a long journey. It will be dangerous. Just a minute...

You have a girl-friend. If you aren't careful, you will quarrel with her. That's all.

Outside, Bola and Sikiru talked about the priest but Sikiru didn't believe him.

I. **COMPREHENSION QUESTIONS:**

A. **Answer the following questions based on the text :**

1- Did Sikiru go in his car?

- *No, he didn't.*

2- Did Sikiru go alone?

- *No, he didn't.*

3- Does the priest think Sikiru is going to England?

- *No, he doesn't.*

4- Where is he going?

- *He's going on a long journey.*

5- Has he told the priest about his girl-friend?

- *No, he hasn't.*

6- Has Sikiru believed the priest?

- *No, he hasn't.*

7- Has Bola believed him?

- *Yes, he has.*

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

1. Sikiru went in his own car.

2. He went with Bola.

3. The road wasn't bumpy.

4. Bola and Sikiru got in the Ifa priest's house.

5. The priest was telling truth to Sikiru.

6. Sikiru didn't believe the priest.

THEME: GRAMMARS

GRAMMAR 1: The exclamations (What...! What a...! How...!).

I. **The rule of use:** We use the exclamations to express feelings, emotions, astonishment and so on.

II. **Formation:**

A. **How:**

How + adjective

How pretty! = *Que c'est joli!*

How stupid! = *Que c'est idiot!*

B. **What:**

What (+ adjective) + noun.

What pretty flowers! = *Quelles jolies fleurs!*

What fools! = *Quels idiots!*

C. **What a/an:** It is used before the singular of countable nouns

Examples: What a pretty dress! = *Quelle jolie robe!*

What a relief! = *Quel soulagement!*

N.B: Don't confuse questions and exclamations.

Examples: How old is he? (Question).

Quel âge a-t-il?

How old he is! (Exclamation)

Comme il est vieux!

Exercise 1: Translate into English.

1. Comme c'est intéressant!
2. Comme c'est cher!
3. Comme elle parle bien!
4. Comme il est grand!

Exercise 2: Use how, what, what a.

1.difficult language!
2.interesting!

3.fanny animals!
4.fool!
5.lovely music!
6.nice!

GRAMMAR 2 : The reflexive pronouns.

1. The reflexive pronouns are generally the same person like the subject. Look at the correspondences: Myself(**I**), Yourself(**You**), Himself(**He**), Herself(**She**), Itself(**It**), Ourselves(**We**), Yourselves(**You**), Themselves(**They**), Oneself(**One**).

2. They mean : *me, te, lui, le, la, se, nous, vous, and eux* in French.

Examples: I looked **myself** in the mirror. = *Je me suis regardé dans la glace.*

Did you hurt **yourself**? = *Est-ce que tu t'es fait mal?*

3. They also mean : *Moi-même, Toi-même, lui-même, elle-même, nous-mêmes, vous-mêmes, eux-mêmes, soi-même* in french.

Examples: I went there **myself**. = *J'y suis allé moi-même.*

Do it **yourselves**. = *Faites-le vous-mêmes.*

One must go there **oneself**. = *Il faut y aller soi-même.*

N.B : Quelques expressions à noter :

Help yourself: *Servez-vous.*

Behave yourself: *Sois sage.*

Make yourself at home: *Faites comme chez vous.*

Please yourself: *Faites comme vous allez.*

Exercise1: Complete the sentences by the reflexive pronouns.

1. Little Awa can already dress.....
2. He washes his clothes.....
3. We repaired the car.....
4. It's a pity people can't see.....as others see them.

Exercise2: Translate into English.

1. Il s'est fait mal.
2. Tu te vois sur la photo?
3. Va le chercher toi-même.
4. Je parle souvent de moi.
5. Elle se regarde pendant des heures.

Unit 10: Sikiru quarrels with Hajo.

THEME: Text Studies

VOCAULARY:

Tonight: *ce soir*

In a bad mood: *de mauvaise humeur*

Someone else: *quelqu'un d'autre*

Somewhere else: *quelque part d'autre*

To spend: *passer, dépenser*

To be fed up with: *en avoir assez, en avoir marre de*

The bill: *l'addition, la facture*

Text: Sikiru quarrels with Hajo.

- A. When he got back to Lagos, Sikiru had to go the Department of Agriculture to meet his new boss, Mr Musaya.

Mr Musaya: Ah, good morning. You're Mr Sikiru Akinseye, aren't you?

Sikiru: Yes, sir. I've just got back from the U.K.

Mr Musaya: Ah yes, you were at London University, weren't you?

Sikiru: Yes, sir. I passed my exams last month.

Mr Musaya: Well, Mr Akinseye, for some months I've been looking for someone for a job in the north, in Kano. Are you interested?

Sikiru: Yes, I am. I'd like to work in the north.

Mr Musaya: Right. My driver is going to drive to Kano on Monday morning. You can go with him.

B. That evening Hajo and Sikiru went to a very smart restaurant.

Hajo: This restaurant is so popular, isn't it? And they've got such a wonderful band.

Sikiru: I don't like it. It's so dark! I can't see what I'm eating!

Hajo: Come on, I'd like to dance.

Sikiru: I don't want to. It's too crowded.

Hajo: You don't like anything tonight, do you? What's the matter?

Sikiru: I can't tell you here. It's too noisy. The trumpeter is blowing his trumpet right in my ear. Can't we sit somewhere else?

Hajo: You're in a bad mood, aren't you? What's wrong?

C. **Sikiru:** I've got something to tell you. I've got a job... in Kano.

Hajo: What! Kano! You aren't going to work up there, are you? It's such a long way away. You've just spent three years in England, and now you want to go off again somewhere else.

Sikiru: Look. There's a good job for me up there.

Hajo: But what about me? You never think about me. You always think about yourself, don't you?

Sikiru: I'll write to you every week.

Hajo: Why can't someone else go? I don't think you love me at all. I fed up with you. I'm going home. Goodbye.

Sikiru: Hajo, wait! Come back! Oh dear, she's gone. Now I'll have to pay the bill myself!

I. **COMPREHENSION QUESTIONS:**

A. **Answer the following questions based on the text:**

1. Is the restaurant cheap?
- ***Yes, it is.***
2. Are there many people there?
- ***Yes, there are.***
3. Is it quiet?
- ***No, it isn't.***
4. Why is Sikiru in a bad mood?

- ***Because he is worried to tell Hajo about his new job.***

5. Does Hajo know about his new job?

- ***No, she doesn't.***

6. Will she be pleased?

- ***No, she won't.***

7. Do you think Sikiru is wrong to go to Kano?

- ***Yes, I think so.***

8. Why is Sikiru worry when Hajo walks out?

- ***Because he will pay the bill himself.***

B. **Multiple Choice Questions:** Choose the correct ending for these sentences.
Write out the correct sentences.

1. Sikiru a) went to Kano yesterday.

b) won't go to Kano.

c) wants to go to Kano.

2. The restaurant is popular, so it is always a) crowded.

b) smart.

c) dark.

3. Sikiru doesn't want to dance because it's very a) dark.

b) noisy.

c) crowded.

4. Hajo left the restaurant because she was fed up with a) the food.

b) Sikiru.

c) the music.

5. Sikiru tells Hajo he'll a) pay the bill.

b) think of her.

c) write to her.

THEME: GRAMMAR: Tag-questions.

I. **Definition:** Tag-questions are some little questions (auxiliary + pronoun) at the end of sentences. Into French they correspond to: **N'est-ce pas? Hein? Non?**

II. **Formation:**

A. **Affirmative form:** When the sentence is in the affirmative form the tag-question will be in the interro-negative form.

Examples: You're lucky, *aren't you?* = Vous avez de la chance, *n'est-ce pas?*

He will come, *won't he?* = Il viendra, *n'est-ce pas?*

B. **Negative form:** When the sentence is negative the tag-question will be in the interrogative form.

Examples: She can't do it, *can she?* = Elle ne sait pas le faire, *hein?*

He didn't understand, *did he?* = Il n'a pas compris, *hein?*

***Do :** Après une phrase qui ne contient pas d'auxiliaire le tag se compose avec *Do/does* ou *did*.

Examples: You like fish, *don't you?* = Vous aimez le poisson, *n'est-ce pas?*

They won, *didn't they?* = Ils ont gagné, *non?*

C. **Particular case:**

I'm becomes, *aren't I?*, *Let's* becomes *shall we?* *The imperative* becomes *will you?*

Examples: I'm very late, *aren't I?* = Je suis très en retard, *hein?*

Let's go out, *shall we?* = On sort?

Stop that noise, *will you?* = Tu arrêtes ce bruit?

Don't forget, *will you?* = N'oublie pas, *d'accord?*

Exercise: Complete the sentences with tag-questions.

1. You're English,.....?
2. You can swim,.....?
3. Alice works in a bank,.....?
4. You haven't got a light,?
5. You will be here tomorrow,?
6. It rains a lot in Scotland,.....?

7. I'm lucky,.....?
8. Don't tell him,.....?
9. I left the book at home,.....?
10. Koffi doesn't like school,?

Unit 11: A car crash.

THEME: Text Studies

VOCABULARY:

The countryside. la campagne.

The sharp bend. le tournant brusque.

The hole. le trou.

To come towards. s'approcher.

The brakes. les freins.

A crash. un accident.

To skid. dérapier.

To hit. *frapper, cogner.*

Text: A car crash.

A week later Sikiru had to start his new job in Kano. On Monday morning he was packing his cases when a smart white car stopped outside his cousin's house in Surulere. But Sikiru hasn't finished packing yet.

While the driver was putting the cases in the boot Sikiru said goodbye to his family. Then they left Lagos and drove north to Kano. While they were driving along, Sikiru tried to read a book. The car was going too fast and the road was too bumpy, so he couldn't read, and began looking at the countryside. Suddenly they went round a sharp bend and a huge hole in the middle of the road. And there's another car coming towards them.

While Sikiru was shouting at the driver, the driver was trying to stop the car. He put his foot on the brakes, but it was too late. The car crashed into the hole. There was a loud bang. They skidded across the road and hit a baobab tree. They damaged the car because they had got a puncture and they would have to change the wheel.

I- **COMPREHENSION QUESTIONS:**

A. **Answer the following questions based on the text:**

1. Has a car come to take Sikiru?
- ***Yes, it has.***
2. Did Sikiru try to read a book?
- ***Yes, he did.***
3. Was the car going too fast?
- ***Yes, it was.***
4. Was it a good road?
- ***No, it wasn't.***
5. Is another car coming towards them?
- ***Yes, it is.***
6. What did they hit?
- ***They hit a baobab tree.***

7. What happened to the car?

- *The car is damaged.*

8. Whose fault was it?

- *It was the driver's fault.*

B. **True or False statements:** Put (T) in front of the true sentences and (F) in front of the false ones.

1. Sikiru had not to start his new job.

2. A car came to take sikiru.

3. They left Lagos and drove north to Kano.

4. Sikiru tried to read a letter.

5. There's another car coming towards them.

6. The car crushed into the hole.

THEME: GRAMMAR: The past progressive.

I. **The rule of use:** In the past continuous tense, the action was ongoing till a certain time in the past. This tense is used to talk about an action at a particular time in the past.

Example: While Sikiru was shouting at the driver, the driver was trying to stop the car.

II. **The rule of formation:**

A. **The affirmative form:**

S + was/ were + v + ing + O

Examples: He was doing his exercise. *Il faisait son exercice.*

They were playing tennis at 10:30. *Ils jouaient au tennis à 10h 30.*

B. **The interrogative form:**

Was/ were + S + V + ing + O?

Examples: Was he doing his exercise?

Were they playing tennis at 10:30?

C. **The negative form:**

S + was/were + not+ V + ing + O.

Examples: He was not doing his exercise.

They were not playing tennis at 10:30.

Exercise: Simple past or past progressive?

1. When I ... round, I saw that he ... my bicycle away (*look, take*).
2. He ... up the stairs when he ... a scream (*go, hear*).
3. I ... along a deserted road. Suddenly I ... a big dog (*walk, see*).
4. She ... me while I ... a bath (*phone, have*).
5. Yesterday Mr Jones ... home at 8:30. He ... black jeans (*leave, wear*).
6. While I ... a newspaper Alice ... into the shop (*buy, come*).

Unit 12: A storm in the country.

THEME: Text Studies

VOCABULARY:

The fields. les champs.

The headman. le chef.

Tarred road. la route goudronnée

Text: A storm in the country.

Since he arrived in Kano, Sikiru has been very busy. His boss, Mr. Buhari, wants him to visit all the farms in the district. Last Monday they both got up early and drove through the streets of Kano, which were already full of cars, camels and market people. About twenty miles outside the city they left the wide tarred road and drove down a bumpy earth road to a small village.

A man walked across the market-place to greet them. It was Ibrahim, the headman of the village. He took them to see the fields of cotton.

While the three men were talking, the sun went in and the sky got darker. They could hear thunder and see lightning in the sky. They started running, but it was a long way back to the village.

I. COMPREHENSION QUESTIONS:

A. Answer the following questions based on the text:

1- Is Sikiru working hard?

- *Yes, he is.*

2- Was it a good road to the village?

- *No, it wasn't.*

3- Who greeted them in the village?

- *Ibrahim greeted them in the village.*

4- What do they grow in the village?

- *They grow cotton in the village.*

5- Is the cotton ripe now?

- *No, it isn't.*

6- Were they near the village?

- *No, they weren't.*

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

1. Since he arrived in Kano, Sikiru has been busy.
2. His boss, Mr Buhari doesn't him to visit all the farms in the district.
3. Last Monday they got up late.
4. It was a long way to the village.
5. The streets of Kano were full of cars, camels and market people.

THEME: GRAMMAR: The double comparative.

I. **The short adjectives:**

a. **...er and ...er:** *de plus en plus.*

S + V + Adj. + er + and + Adj. + er

Examples: It's getting cold *er and* cold *er.* = *Il fait de plus en plus chaud.*

b. **Less and less :** *de moins en moins.*

S + V + less and less + O.

Examples: Exercises are getting **less and less** easy. = *Les exercices deviennent de moins en moins faciles.*

II. **The long adjectives :**

a. **More and more :** *de plus en plus.*

S + V + more and more + adj. + O.

Examples: You're getting **more and more** beautiful. = *Tu deviens de plus en plus belle.*

b. **Less and less :** *de moins en moins.*

S + V + less and less + adj. + O

Examples: She's getting **less and less** intelligent. = *Elle est de moins en moins intelligente.*

III. The nouns :

a. **More and more** : *de plus en plus de.*

Examples: There are **more and more** burglaries. = *Il y a de plus en plus de cambriolages.*

b. **Less and less or fewer and fewer**: *de moins en moins de.*

Examples: I've got **less and less** free time. = *J'ai de moins en moins de temps libre.*

You make **fewer and fewer** mistakes. = *Vous faites de moins en moins de fautes.*

Exercise: Translate into English.

1. La vie devient de plus en plus difficile.
2. Il fait de plus en plus chaud (*warm*).
3. J'ai de plus en plus de travail.
4. Cet exercice est de plus en plus ennuyeux (*boring*).
5. Nous avons de moins en moins d'argent.
6. Il y a de moins en moins d'espaces verts (*open spaces*).

Unit 13: An elephant hunt.

THEME: Text Studies

VOCABULARY

To hunt. chasser.

The crops. les récoltes.

The Sunset. le coucher du soleil.

Text: An elephant hunt.

An elephant was eating all the crops in Ibrahim's village. One night last week some of the men of the village decided to go out and shoot it. They asked Sikiru to go with them.

After sunset the hunters set out across the fields with their guns on their shoulders.

A full moon was shining. Nobody spoke. They crossed a small stream and climbed over some rocks. The path got narrower and narrower. Suddenly Ibrahim stopped and held up his hand.

While the hunters were hiding themselves among the bushes, Sikiru tried to find a dry place to sit. As they were talking, a large elephant came out of the trees and began drinking. The hunters aimed carefully. Suddenly one of the rocks slipped, and someone fell into the river. There was a loud splash. The elephant turned round and rushed away through the trees. The hunters tried to shoot it, but they missed it.

I. **COMPREHENSION QUESTIONS :**

A. **Answer the following questions based on the text :**

- 1- Why did they hunt the elephant?
- ***Because it was eating all the crops.***
- 2- Was it dark?
- ***Yes, it was.***
- 3- What time did they leave?
- ***They left after sunset.***
- 4- Where does the elephant drink?
- ***It drinks in the river.***
- 5- Why was the place dangerous?
- ***Because the river was deep there.***
- 6- Why was it a good place to hunt?
- ***Because they can shoot it easily there.***
- 7- Was Sikiru a good hunter?
- ***No, he wasn't***
- 8- Why will the women be angry?
- ***Because they missed the elephant.***

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

the false ones.

1. It was a lion hunt.
2. The elephant was eating all the crops.
3. The villagers decided to kill the elephant.
4. Sikiru is a good hunter.
5. The hunters left the village early in the morning.
6. The elephant drank in the river.
7. The hunters hid themselves among the trees.
8. Sikiru was hiding himself among the bushes.
9. The elephant heard the loud splash.
10. The hunters killed the elephant.

THEME: GRAMMAR: The modal verbs (*can, must, may, should, ought to, could, shall, will, would, might*).

- I. **Definition:** The modal verbs are some verbs which are not complete. They have no infinitive, no past participle. They can't be conjugated in the future and the present perfect. They don't take 's' at the third person of singular.
Examples: He can. Fanta must go home.
 - The modal verbs needn't an auxiliary such as **do, does** or **did** in the interrogative, negative and interro-negative forms.

Examples: He cannot. Fanta must not go home. Can he? Mustn't she?

- The modal verbs are always conjugated in the simple present and the preterit. Sometimes, we meet their equivalents which can be conjugated in the future. These equivalents are called substitution verbs.
 - a. **Can:** It expresses physical, intellectual, material possibilities and sometimes permission. It is translated into French by "**savoir**" or "**pouvoir**".

Examples: He can swim. = *Il sait nager*. (Physical capacity).

Can you speak English? = *Pouvez-vous parler anglais?* (Intellectual capacity);

I can't buy this car. = *Je ne peux pas acheter cette voiture.* (Material capacity)

b. **May:** It expresses an idea of permission.

Examples: Please, sir may I go out? = *S'il vous plait, M. puis-je sortir?*

c. **Must:** It expresses obligation and incertitude.

Examples: You must never be careless. = *Vous ne devez jamais être négligent.* (Obligation).

That child must be ill. = *Cet enfant doit être malade.* (Incertitude).

d. **Ought to and shall:** They express moral obligation or an advice.

Examples: You ought to be ashamed. = *Vous devriez avoir honte.* (Moral obligation).

You shall not talk in class. = *Vous ne devriez pas causer en classe.* (Advice).

e. **Could:** It's the preterit of can.

Examples: I could drive when I was fourteen. = *Je savais déjà conduire à l'âge de 14 ans.*

f. **Might:** It the preterit of must. It can have a conditional meaning.

Example: Don't! You might drown. = *Ne faites pas ça! Il se pourrait que tu te noyes.*

g. **Will and Would:** They express habit and volunty. They also express future and conditional.

Examples: She will come tomorrow. = *Elle viendra demain.* (Future).

Yemi wouldn't tell me her name. = *Yemi ne voulait pas me dire son nom.* (Volunty).

Exercise: Translate into English.

1. Je peux prendre un gateau? (*can*)

2. Je ne pouvais rien faire (*could*).

3. Il fautque je parte (*must*).

4. Dites-lui qu'il doit me téléphoner (*must*).

5. Il va peut-etre pleuvoir (*may*).

6. Il se pourrait que j'aille en Amerique l'année prochaine (*might*).

7. Tu devrais être plus gentil avec (*nicer to*) ta sœur (*ought to*).
8. Elle ne voulait pas me dire son nom (*would*).
9. Voulez-vous m'écouter pendant quelques minutes ? (*will*).

Unit 14: In the market.

THEME: Text Studies

VOCABULARY:

The plug: *la bougie*.

To wander round: *se promener vaguement*,

To print: *imprimer*.

To bargain: *marchander*.

Text: In the market.

While Sikiru was trying to shoot elephants in Kano, Hajo was having problems with her scooter. It was always broken down. Yesterday she took it to a mechanic near the market. Bosede wanted to go shopping to buy some cloth for a new dress, so the two girls went to the market together. There aren't many problems with Hajo's scooter. The plug's dirty. The mechanic changed it for a new one from Germany which is much better.

The two girls went into the market and wandered round, looking at everything. Bosede picked up some light blue lovely cloth printed in Nigeria in the new factory in Kano.

It's too expensive and Bosede can't afford it. They bargained and paid three *Naira* for it. Hajo and Bosede bought the cloth and went off. Then minutes later a tall man with three cameras round his neck came up to them. It was an American tourist.

I. COMPREHENSION QUESTIONS:

A. Answer the following questions based on the text:

1. Why did Hajo go to the market?
- *Hajo went to the market because she was having problems with her scooter.*
2. Why did Bosede go to the market?
- *Bosede went to the market because she wanted to go shopping.*
3. Where does the mechanic work?
- *He works near the market.*
4. Why does Bosede want some new cloth?
- *Bosede wants some new cloth because she wanted a new dress.*
5. What's wrong with the scooter?
- *The plug's dirty.*
6. Where does the new plug come from?
- *It comes from Germany.*
7. Is Hajo busy?
- *Yes, she is.*
8. Who buys the cloth?
- *Bosede buys the cloth.*
9. Did Bosede bargain for the cloth?
- *Yes, she did.*
10. Where is the blue cloth made?
- *It is made in the new factory in Kano*

B. Multiple Choice Questions: Choose the correct ending for these sentences. Write out the correct.

1. Hajo went to the market to a) buy some cloth.

- b) buy a new scooter.
c) see a mechanic.
2. Her scooter often breaks down because a) it hasn't got a plug.
b) she doesn't look after it.
c) she buys German plugs.
3. The blue cloth is a) printed in Lagos.
b) sold in Kano market.
c) made in Nigeria.
4. Bosede buys the cloth because a) she is getting married.
b) she wants a new dress.

THEME: GRAMMAR: The passive voice

- **Use:** We use the passive voice more in English than in French.

Examples: He was killed by a fanatic. *Il a été tué par un fanatique.*

The world will be destroyed. *Le monde sera détruit.*

English is spoken here. *On parle anglais ici.*

I have been burgled. *On m'a cambriolé.*

The passive is used... *Le passif s'emploie...*

A. Passive: Verbs with two complements.

Examples: Somebody gave John a watch (**active**).

John was given a watch (**passive**).

On a donné une montre à John.

B. Passive :

- *Verbs followed by infinitive with "to".*

Examples: They told me to sit down (**active**). *Ils m'ont dit de m'asseoir.*

I was told to sit down (**passive**). *On m'a dit de m'asseoir.*

- *Verbs followed by infinitive without "to".*

Examples: They made us work (*active*). *Ils nous ont fait travailler.*

We were made to work (*passive*). *On nous a fait travailler.*

C. Passive with: believe, think, say, known, understand.

Examples: He is believed to be over 100 year old

It is believed that he is over 100 years old.

On croit qu'il a plus de 100 ans.

She was thought to be dead.

It was thought to be dead.

On la croyait morte.

Exercise: Put the following sentences in the passive voice.

1. Somebody will tell her.
2. They are questioning him.
3. They interviewed me yesterday.
4. They often invite him to a lecture.
5. Somebody has damaged my motorbike.
6. People speak English in a lot of countries.
7. She told me to go away.
8. They asked him to wait.
9. They sent me the programme last week.
10. Someone offered them money.
11. They made me open all my bags.
12. They told me come again.

Unit 15: A party on the beach.

THEME: Text Studies

VOCABULARY:

A fisherman: *un pêcheur*.

The beach: *la plage*.

The nets: *les filets*.

To pull in: *jeter (les filets)*.

To join: *joindre*.

Text: A party on the beach.

A. Last Monday was a holiday. Hajo and her friends went to the beach on their scooters. Before she went, Hajo did her hair very carefully and then put on her smartest dress and her most expensive ear-rings. They took a radio and a record-player with them. When they got to the beach, they sat down under some coconut trees. A few tourists were swimming in the sea. In the distance they could see some fishermen pulling in their nets. Out at sea there were a lot of boats waiting to come in to Lagos harbor.

B. **Bosedede:** I wonder where Bola is. I can't see him anywhere, can you?

Hajo: He ought to be here by now. Anyway, let's wait for him here.

Bosedede: Hey, Hajo, can you see that tall man over there, the one with a beard?

Hajo: Oh yes, he's the American we met in the market yesterday.

George: Hi there! You're the girls I met in the market, aren't you? Can I join you?

Hajo: Yes, come and sit down. We're waiting for our cousin, Bola, but he hasn't come yet, so we're going to have our picnic now.

C. About half an hour later.

Bosedede: If I had a lot of money, I'd go to America.

George: Well, if you came to America, I'd show you round.

Bosedede: I suppose you live in a skyscraper, don't you?

George: Oh no. I live in a small house near Washington.

Hajo: How marvelous! If we stayed in Washington, we'd meet the president, wouldn't we?

George: Well, you might meet him, but I doubt it. America's a big country, you know.

Hajo: if I went to America, I'd go and see a space-rocket.

Bosedede: Be careful, Hajo. They might put you inside one and send you to the moon!

D. **Hajo:** Ssh, listen to the radio. It's the record request programme.

Radio D-J: ...and now here's a request for Miss Hajo Adetunje of Lagos. Mr Sikiru Akinseye, living in Kano, wants us to play this record for you, Hajo. He hopes to see you very soon...

George: Hey, is that your boy-friend?

Bosedede: Is he going to come in Lagos soon?

Hajo: I hope so. He might come next week.

Bosedede: But you had a quarrel, didn't you?

Hajo: Oh, that was a long time ago. He's written to me every week since he left Lagos, you know. We might get married...

Bosedede: Hajo, look. I think that's Bola over there. I wonder where he's been. I think he's hurt his leg.

I. COMPREHENSION QUESTIONS:

A. Answer the following questions based on the text:

1. Did Hajo wear her best clothes at the beach?

- *Yes, she did.*

2. Who was working at beach?

- *The fisherman was working at the beach.*

3. When did they go the beach?

- *They went to the beach last Monday.*

4. How did they go to the beach?

- *They went to the beach on scooters.*

5. What did they take with them?

- *They took with them a radio and a record-player.*

6. Have you ever seen the sea? Where? When?

- *No, I haven't.*

7. Why do people go to the beach?

- *People went to the beach to swim.*

8. Did Bola go to the beach?

- *Yes, he did.*

9. Did they expect to see the American?

- *No, they didn't.*

Exercise: Answer these questions in groups. Then discuss your answers with the whole class.

EXAMPLE: What would you do if I gave you a hundred francs?

- *If you gave me a hundred francs, I'd (I would) buy some coca-cola.*

1. What would you do if there was a fire in the school?

- *If there was a fire in the school, I'd.....*

2. What would you say if you were the American president?

3. Where would you go if you had three months holiday and lots of money?

4. What would you do if you went to the moon?

5. What would you do if you saw a snake?

6. What would you do if you saw a thief?

THEME: GRAMMAR: The conditionals

I. The first conditional:

A. *The rule of use :*

It's used to talk about things which might happen in the future. Of course, we can't know what will happen in the future, but this describes possible things, which could easily come true.

B. The formation:

The first conditional has the present simple after "*if*" or "*when*", then the future in the

other clause:

- **If + simple present,... will + infinitive.**

Examples: If it rains, I won't go to the park. *S'il pleut, je n'irai pas au park.*

If I study today, I will go to the party tonight. *Si j'étudie aujourd'hui, j'irai à la soirée ce soir.*

She will be late if the train is delayed. *Elle sera en retard si le train est en retard.*

If I see her, I will tell her. *Si je la vois, je lui dirai.*

II. The second conditional:

A. The rule of use:

First, we can use it to talk about things in the future that are probably not going to be true. Maybe I'm imagining some dream for example.

Example: If I won the lottery, I would buy a big house. (I probably won't win the lottery)

Si je gagnais la lotterie, j'acheterais une grande maison.

Second, we can use it to talk about something in the present which is impossible, because it's not true. Is that clear?

Example: If I had his number, I would call him. (I don't have his number now, so it's impossible for me to call him).

B. The formation:

The second conditional uses the past simple after **if**, then "would" and the infinitive.

Examples: She would pass the exam if she ever studied.

Elle réussirait à l'examen si jamais elle avait étudié.

If I were you, I wouldn't go out without that man.

Si j'étais toi, je n'irais pas sans cet homme.

If I met the Queen of England, I would say hello.

Si j'ai rencontré la reine d'Angleterre, je lui dirais Bonjour.

She would travel all over the world if she were rich.

Elle voyagerait à travers le monde si elle était riche.

N.B: There is also the zero conditional which formation is: if + present simple,...

present simple= If water reaches 100 degrees, it boils. (it's always true, there can't be a different result sometimes).

Exercise: Use will or would.

1. If I go to Paris, I.....see the Eiffel tower.
2. She.....give me a prize if she won the match.
3. They.....punish the boy if he doesn't bring back the motorbike.
4. If we pass our exams, we.....go to a picnic.
5. If you left my house, I.....sell it.
6. My father.....hurt if he goes in this car.
7. I.....give you a present if I won the car.
8. Fanta.....visit London if she goes there.

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