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***FROM THEORY TO PRACTICE: A KEY FOR
SUCCESS.***

PRESENTE PAR:

Mr. DIOP and Mr. FAYE.

THE PRESENT TENSES

A) THE PRESENT SIMPLE

Formation: *Subject + verb without to*

We add an **S** in the third singular person.

e.g.: to fix → she **fixes**
to fly → he **flies**
to play → she **plays**
to work → he **works**
to go → she **goes**

Context: We use the present simple to talk about repetitive actions, habits, general truths (ex: Proverbs, scientific law).

Expressions: which often go with the present simple are: **every**, adverbs of frequency (ex: **always, sometimes, often, never, seldom, rarely, usually...**), **on + day** in the plural (ex: on Tuesdays), **nowadays** etc...

Examples: 1- **Today** life becomes harder and harder.
2- **Nowadays** women no longer stay at home.
3- **Every** four years, Americans hold presidential elections.
4- The sun rises in the east and sets in the west.
5- Sea water is salty.

B) THE PRESENT CONTINUOUS

Formation: *Subject + am or is or are + verb + ing*

Context: We use the present continuous to talk about an action which is happening at the moment.

Expressions: which often go with the present continuous are: listen! Look! Right now, be careful! While, at the moment....

Examples: 1- **watch out!** A lorry is coming over there.
2- The ministers are holding a meeting **at the moment**.
3- **Right now** we are learning English.
4- **While** he is painting, he shuts the door.

C) THE PRESENT PERFECT SIMPLE.

Formation: *Subject + have or has + past participle*

Context: we use the present perfect to talk about an action which happened but has a result now. It is used to give information or to make a notice.

Expressions: which are often used with the present perfect are: adverbs (**just- already- never**), **not Yet; for** (duration), **since** (beginning of an action), **recently, always, ever; all my life, so far....**

Examples: 1) the prime minister has recently reshuffled his cabinet.
2) It's the most terrible war I have ever seen.
3) I have never murdered a person all my life.

D) THE PRESENT PERFECT CONTINUOUS

Formation: *Subject + has or have + been + verb + ing form*

Context n°1: It is used to talk about an action which started in the past and continues in the present time.

Context n°2: It is used to talk about an action which has finished with some clues.

Expressions: Which are often used with the present perfect continuous are: **for, ago...**

Examples: 1- he *has been teaching* English **for** eleven years.
2- President Wade *has been leading* the country **since** 2000.
3- Us army *has been killing* innocents in Iraq.
4- Why are your clothes so dirty? You *have been fighting*.

THE PAST TENSES

A) THE PAST SIMPLE

Formation: *Subject + regular verb / Subject + irregular past form*

Context: It is used to talk about an action which happened or took place at a specific moment (time) in the past.

Expressions: often used with the past simple are: **yesterday, ago, last** (+ year or month or week...), **in + year** in the past (ex: 1997).

Examples: 1- **In 2000** President Diouf lost the elections.

2- **Last year** many of our candidates succeeded in the Baccalaureat exam.

B) THE PAST CONTINUOUS

Formation: *Subject + was or were + verb + ing form*

Context: It is used to talk about an action which was in progress sometime in the past.

Expressions: **this time last +** (day or week or month or month...) or **the expressions listed with the past simple.**

Examples: 1- **this time last Sunday** I was having a rest.

2- He didn't attend my wedding ceremony because he was welcoming some guests.

C) THE PAST PERFECT

Formation: *Subject + had + past participle*

Context: It is used to talk about a past action which happened (occurred or took place) before another past one.

Expressions: **Before + past simple** (2nd action) → **Past perfect** (1st action)

Exple: **Before** I met Binta, I had known Cathy.

After + Past perfect (1st action) → **Past simple** (2nd action)

Exple: **After** I had taken my shower, I had my breakfast:

D) THE PAST PERFECT CONTINUOUS

Formation: *Subject + had been + verb + ing form*

Context: It is used to talk about an action which was in progress before another past one and whose duration is mentioned.

Expressions: (see the present perfect)

Examples: 1- Saddam Hussein had been leading Iraq for many years before Americans caught him.

2- We had been watching for half an hour when there was a power cut.

THE FUTURE TENSES

A) THE FUTURE SIMPLE

Formation: *Subject + will or shall + verb without to*

Context: It is used to talk about intentions, projects, wishes, plans etc...

Expressions: which are often used with the future simple are: **tomorrow, next + moment, in the coming + moment to come, in + year in the future.**

Examples: 1- We shall succeed in our exam **in July.**
2- I will buy a nice car **next year.**
3- **On February 2012,** Senegal will organized presidential elections.

B) THE FUTURE CONTINUOUS

Formation: *Subject + will or shall + verb + ing form*

Context: It is used to talk about an action that will be in progress at a specific time in the future.

Expressions: which are often used with the future continuous (see the future simple), **this time + moment in the future.**

Examples: 1- **This time next year,** most of us shall be studying at university.
2- **This time next Sunday,** some of us will be sleeping.

C) THE FUTURE PERFECT

Formation: *Subject + will or shall + have + past participle.*

Context: It is used to talk about an action that will be completed at a definite time in the future.

Expressions: which is often used with the future perfect is : **by + moment in the future**

Examples: 1- **By the end of this class,** we will have seen almost all the English tenses.
2- **By 2011,** I will have learnt English for 9 years.

D) THE FUTURE PERFECT CONTINUOUS

Formation: *Subject + will or shall + have been + verb + ing form*

Context: It is used to talk about an action that will be in progress at a certain time in the future.

Expressions: (see the future simple)

Examples: 1- **In 2011,** I will have been teaching English for 6 years.
2- **Next April 4th,** our country will have been celebrating its 51st Independence day.

SPECIAL USES

→ **It's the first or second or third time + Present perfect**

Exple: **It's the first time;** I have seen such a handsome boy.

→ **It's high time + Simple Past/ Preterit**

→ **It's about time**

→ **It's time**

Exple: **It's high time** teachers *stopped* their strike.

→ **It was the first time + Past Perfect**

Exple: It was the first time the man *had set* foot in America.

→ **It's + period of time + since +(last) + Simple Past or Present Perfect**

e.g. 1- It's two months since I (last) *saw* him.

2- It's some years since people have given up circumcising girls.

→ **It's important/ interesting (that) + Subject + should + infinitive of the verb**

e.g. It is important that we should learn English.

PRACTICE

- 1- These ladiessince this morning. (to chat)
- 2- Before he got the job, he hard. (to struggle)
- 3- I know that there are many good teams but minethe champions league. (to win)
- 4- Theya film when their father entered the waiting room. (to watch)
- 5- This time next year, peoplefor the results of the elections. (to wait)

CONDITIONAL SENTENCES

REVISION: Equivalents of modals

May → **to be allowed to**

Must → **to have to**

Can → **to be able to**

I) SIMPLE CONDITIONAL

Formation: *If + subject + past simple (if clause or subordinate clause) + subject + would + inf. Without to (main Clause)*

Context: we use this structure to talk about unreal present.

e.g. If I had a lot money, I would travel around the world. (**but I do not have a lot of money**)

•We also use sentences like this to talk about unlikely present or future situations.

e.g. If she loved you , she wouldn't be so horrible to you.

1- People vote for him because he gives them money.

→ If he **didn't give** them money, people **wouldn't vote** for him.

2- Government officials embezzle money that's why our country can't develop.

→ If government officials **didn't embezzle** money, our country **would be able to** develop.

II) PAST CONDITIONAL

Formation: *If + subject + past perfect (if clause) + subject + would have + past participle.*

This structure is often called the third conditional.

Context: We use this structure to talk about unreal past situation.

e.g. 1- The Senegalese foot ball team lost the match because they didn't play well.

→ if the Senegalese foot-ball team **had played** well, they **wouldn't have lost** the match.

2- The joola boat sank because it was overloaded.

→ If the joola boat **hadn't been overloaded**, it **wouldn't have sunk**.

III) INVERSION

1- If they had known, they wouldn't have come.

→ **Had they known**, they wouldn't have come.

2- If I had learnt my lessons, I wouldn't have had a bad mark.

→ **Had I learnt** my lessons, I wouldn't have had a bad mark.

3- He would have eaten if he hadn't seen the doctor.

→ **Hadn't he seen** the doctor, he would have eaten.

4- If he caught the mugger, he would kill him.

→ **Did he catch** the mugger, he would kill him.

IF CLAUSES

A) Reminders

1st form (potential): if he comes, he will pay me.

2nd form (unreal present): if she went to the FIDAK, she would buy nice clothes.

3rd form (unreal past): if I had had a lot of money, I would have travelled to the USA. (last year)

B) Reformulation:

1) with unless

Examples:

a- She would leave **if** he *didn't see* her. → **Unless** he **saw**, she'd leave.

b- **if** they *hadn't lived* in the suburb, they wouldn't have been aggressed.

→ **Unless** they **had lived** in the suburb, they wouldn't have been aggressed.

c- **if** he *doesn't eat*, he won't sleep. → **unless** he **eats**, he won't sleep.

N.W: **IF** + *negative verb* = **UNLESS** + *positive verb*

2) With Because

1- he doesn't come **because** he is ill. → **if** he **weren't** ill, he **would come**.

2- they left **because** he didn't respect them. → **If** he **had respected** them, they **wouldn't have left**.

N.W: with because we cross the clauses and tenses and forms of the verbs change also.

3) With that's (the reason) why, so

a- he doubles the class **that's why** he works hard.

→ **If** he **didn't double** the class, he **wouldn't work** hard.

b- she didn't work, **so** she stole.

→ **If** she **had worked**, she **wouldn't have stolen**.

N.W: with that's why we do not cross the clauses but tenses and forms of the verbs change.

3) With otherwise = if not

a- he *is* cautious, **otherwise** he *will be* hurt

→ he is cautious **if not** he **will be** hurt.

→ **if** he **weren't** cautious, he **would be** hurt.

b- they *didn't laugh*, **otherwise** they *would be* punished.

→ **if** they **had laughed**, they **would have been punished**.

N.W: with otherwise we do not cross the clauses but the form change only in the subordinate clause.

EXPRESSING WISHES AND REGRETS: Wish or If only

A) Expressing wishes or regrets in the present. (Unreal present) → Je souhaiterais

Formation: *Subject + wish (es) or if only + subject + Simple past*

1- It's a pity that I don't eat chicken.

→ I wish I **ate** chicken

2- What a shame she **doesn't know** the past form of the verb to do.

→ I wish she **knew** the past form of the verb to do.

3- It's a pity that Senegalese ministers embezzled money.

→ He **wishes** Senegalese ministers **didn't embezzle** money.

B) Expressing wishes or regrets in the past. (unreal past) → j'aurais souhaité

Formation: *subject + wish(es) or if only + subject + past perfect*

e.g. 1- It's a pity my candidate lost the elections.

→ I **wish** my candidate **hadn't lost** the elections.

- **If only** my candidate **hadn't lost** the elections.
- I **wished** my candidates **hasn't lost** the elections.
- 2- It's a pity you didn't win the prize last year.
- He **wishes** you **had won** the prize last year.
- He **wished** you **have won** the prize last year.
- **If only** you **had won** the prize last year.
- 3- I'm sorry for kissing your girl friend.
- I wish I **hadn't kissed** your girl friend.
- 4- It's a pity he didn't attend the extra class.
- I **wish or If only** he **had attended** the extra class.

C) Expressing Potential. (j'aimerais)

Formation: *Subject + wish(es) or If only + subject + would + verb without to*

Context: we use this structure to complain about a situation, that is to say when we want something to stop happening or we want something different to happen.

e.g. I wish the rain would stop. (Suppose it is raining)

If only teachers would come to school every day. . (it is obvious that teachers don't come to school every day)

Your English teacher shouts at you and you don't like it

→ We wish our English teacher **wouldn't shout (would stop shouting)** at us.

EXPRESSING PREFERENCE: WOULD RATHER

We use would rather + past tense to say that one person would prefer someone else to do something.

A) EXPRESSING PREFERENCE IN THE PRESENT.

We can express preference in the present with the **past simple** if we have structures like these:

- e.g. 1- I'd like the president not to submit a bill on gender parity.
- I'd **rather** the president **didn't submit** a bill on gender parity.
- 2- It's a pity I don't live in the city center.
- I'd **rather** I **lived** in the city center.

Formation: *subject + would rather + subject + Past Simple*

B) EXPRESSING PREFERENCE IN THE PAST.

We express preference in the past with the Past Perfect.

- e.g. 1- It's a pity you didn't invite me.
- I'd **rather** you **had invited** me.
- 2- I didn't get married early and I regret it.
- I'd **rather** I **had got** married early.
- 3- It's a pity we sold our house to this man.
- Daddy **would rather** we **hadn't sold** our house.

Formation: *Subject + would rather + subject + Past perfect*

CONSOLIDATION: *Rewrite the following sentences without changing their initial meaning.*

- 1- why didn't you buy a house in the city center.
- I'd rather
- 2- I'm sorry for not reminding you of the meeting.
- I wish
- 3- It's a pity I can't afford a house in Paris.

- If only
- 4- What a shame she doesn't know anything about school.
→ I wish
- 5- They regret having sold their garden.
→ They wish
- 6- I'm sorry for forgetting my passport at home.
→ I wish
- 7- It's a pity we didn't catch the bus.
→ If only

DIRECT AND REPORTED (INDIRECT) SPEECH.

Study this dialogue:

-**Mr. FAYE:** I think I will go to Spain for my holidays if I have money (1).

-**Mr. DIALLO:** Really?

-**Mr. DIOP:** What did Mr. Faye say?

-**Mr. DIALLO:** He said he would go to Spain for his holidays if he had money (2).

In Sentence N1 Mr. Faye is directly speaking to his friends. It's what we call direct speech.

In Sentence N2 Mr. Diallo reports to Mr. Diop what Mr. Faye said this is called reported speech.

A/ Direct Speech.

In direct speech, we give the exact words or ideas of the speaker and we use quotation marks.

Example: Alpha said "I'm leaving tomorrow to London".

B/ Reported Speech.

In reported speech we report on somebody's words indirectly by changing some of the speaker's words and we don't use quotation marks. **Example:** Alpha said (that) **he was leaving** the following day to London.

C/ From Direct to Reported speech.

1- The present or future reported speech.

When the verb used in the direct speech is in the present or future there is no change of tenses in the reported speech and also in other cases mentioned below.

Example:

a) Aly **says** "I'm **going** to play football with my friends".

→ Aly **says** that he **is going** to play football with his friends.

b) "I'm your best friend". She has told. → She **has told** that she **is** my best friend.

● Must and Need

Examples: a) "we **must obey** our parents." Children said

→ Children said that they **must (had to) obey** their parents.

b) "You **need** my help." She told me

→ She told me that I **need (needed)** her help.

● To be born

Example: "I **was born** in your native country." He told me

→ He told me that he **was born** in my native country.

● Past dates.

Example: "I **bought** this car in 2010." He said

→ He said that he **bought** that car in 2010.

2- The past reported speech.

In general in the past reported speech the verb that reports is in the preterit or past perfect. And in this case there are changes of tenses.

a) Changes of tenses

Direct Speech		Indirect Speech
Present Simple	→	Preterit
Present Continuous	→	Past Continuous
Future Simple	→	Simple Conditional
Preterit	→	Past perfect
Present perfect	→	Past perfect
Past perfect	→	Past perfect
Simple Conditional	→	Past conditional

b) Changes of pronouns and adjectives

Direct speech		reported speech
I, we	→	he, she, they
Me, us	→	him, her, them
My, our	→	his, her, their
Mine, ours	→	his, hers, theirs
Myself, ourselves	→	himself, herself, ourselves.

c) Changes of adverbs of place and time

Direct speech		reported speech
Today	→	yesterday
Tonight	→	that night
Tomorrow	→	the following day
Yesterday	→	the day before
Last (week, year, month)	→	the previous (week, year, month)
Next (week, year, month)	→	the following (week, year, month)

D/ Reporting Questions.

1- Wh- questions

Reported questions are expressed as statements and we don't use the auxiliary verb do.

Example: John asked "where does Fatima live in Dakar?"

→ John asked **where** Fatima lived in Dakar.

2- Yes/ No questions.

If there is no question word in the question of the direct speech we introduced **IF** or **WHETHER** in the reported speech.

Example: John asked "Does Fatima live in London?"

→ John asked **if/whether** Fatima lived in London.

E/ Reporting: orders, requests, suggestions, advices prohibition etc....

We express orders, requests, suggestions, advices, prohibition in reported speech by using the following structure: **To + INFINITIVE FORM**

Examples: a) "You should phone the police." → She advised her **to phone** the police.

b) He said to me "come back in my office". → He said to me **to come back** to his office.

In negative form we have: **NOT + TO + INFINITIVE FORM**

Example: "Don't touch my camera" he told me

→ He told me **not to touch** his camera.

N.W:

In general with the following verbs : to advise, to promise, to warn, to threaten, to offer, to prohibit, to invite, to ask to express advice, warning, threat, offer, prohibition, invitation, and request we use the structure above.

Ex: "you should stop smoking."

→ The doctor advised him **to stop** smoking.

● **Reported of to come / to go**

Example: “**come** on here”. He told you

→ He told you to **go** there

● **Reported of to bring / to take.**

Example: “**bring** me my mobile”.

→ He told her **to take** him his mobile.

Practice: Report the following sentences using the given clues.

1- “I don’t like classical music.” →He told me that.....

2- “I have to go out now.” →She said to her.....

3- “We can save energy by using solar power.” The scientist claimed
→The scientist claimed.....

4- “Abdoulaye speaks English very well.” Mary remarks.
→Mary remarks that.....

5- “The prisoners escaped yesterday.” Someone said.
→Someone said.....

6- “Clean it yourself.” →Mother told her.....

7- “Fasten your safety belts.” →The speaker announced.....

8- “Are you going to eat in the cafeteria?”
→ She asked us.....

9- “Did the greengrocer have any fresh vegetable?” my mother asked me.
→ My mother asked me.....

10- “Can you ride a bicycle?”
→ The boy asked me.....

11- “Eat up your dinner at once or I will punish you.” My moth
→ My mother told me.....

12- “Write your name clearly at the top and then take down these points as I call them out.”
→ The teacher told us.....

13- “Don’t spend all your money on food and drink. Save some for your future.”
→ Grandfather advised us.....

14- “Are my shoes cleaned yet?” →My brother asked.....

15- “Is it raining heavily?” → He asks.....

16- “Don’t try to be funny.” →The teacher told the boy.....

17- “Mind the steps.” → He warned the old man.....

18- “Bring in the two accused men and then care they don’t get away.” The judge told them.
→ The judge told them.....

ACTIVE AND PASSIVE VOICE

A) FROM ACTIVE TO PASSIVE.

Example: 1- Musa **chose** the right number. → The right number **was chosen** by Musa.

2- She **is neglecting** the children. → The children **are being neglected** by her.

1- Formation:

Active: *Subject + verb + object.*

Passive: *Object + to be + past participle + (subject)*

TENSES	ACTIVE	PASSIVE
Present simple	XXXXXXXXXX Joola eat too much rice.	Am / is / are + Past Participle Too much rice <i>is eaten</i> by joola.
Past simple	XXXXXXXXXX Alpha broke the chair.	Was / were + Past Participle The chair <i>was broken</i> by Alpha.
Future simple	Will / shall + infinitive The students <i>will organize</i> a party.	Will / shall + be + Past Participle A party <i>will be organized</i> by students.
Present conditional	Would / should + infinitive They <i>would postpone</i> the match.	Would / should + be + Past Participle The match <i>would be postponed</i>
Past conditional	Would / should + have + P.P They <i>would have postponed</i> the match.	Would/should + have + been + P.P The match <i>would have been postponed.</i>
Present continuous	Am / is/ are + verb + ing Students <i>are writing</i> the lesson.	Am / is / are + being + P.P The lesson <i>is being written</i> by students.
Past continuous	Was / were + verb + ing Binta <i>was cleaning</i> the kitchen.	Was / were + being + P.P The kitchen <i>was being cleaned</i> by Binta.
Present perfect	Have / has + P.P Students <i>have written</i> the lesson.	Have / has + been + P.P The lesson <i>has been written</i> by students.
Past perfect	Had + P.P The teacher <i>had explained</i> the lesson.	Had + been + P.P The lesson <i>had been explained</i> by the teacher.

2- Passive with defectives (can, must, may...)

Examples: a) Alpha *can move* the table. → The table **can be moved** by Alpha.

b) Children *must obey* their parents. → Parents **must be obeyed** by their children.

c) Our team *may win* the cup. → The cup **may be won** by our team.

N.W: a) He *was able to decipher* the code. → The code **could be deciphered** by him.

b) She *was allowed to write* letters. → Letters **might be written** by her.

3- Passive with two objects.

Examples: a) Mum *gave* me a present for my birthday.

→ I **was given** a present for my birthday by mum.

→ A present **was given to me** for my birthday by mum.

4- Multiple Passive.

Examples: a) he *kissed, shocked and strangled* the girl.

→ The girl **was kissed, shocked and strangled** by him.

b) If he *takes* a decision, his father *will call* him.

→ If a decision **is taken** by him, he **will be called** by his father.

5- Impersonal Passive.

Examples: a) People *say* that English *is* difficult.

→ It **is said** that English **is** difficult.

→ English **is said to be** difficult.

b) People *said* that she *was* a good person.

→ It **was said** that she **was** a good a good person.

→ She **was said to be** a good person.

c) People *say* that he *was* ill. → He **is said to have been** ill.

d) People *said* that he *had been* ill. → He **was said to have been** ill.

e) Nutritionists *assert* that eggs *bore* proteins. → Eggs **are asserted to have borne** proteins.

6- Passive with (to get, to have, to make)

• To get

Examples: a) Hooligans *killed* him. → He **got killed** by Hooligans

→ He **was killed** by hooligans.

b) Someone *burns* her. → She **gets burnt**. → She **is burnt**.

• To have. (Form: to have + obj. + P.P)

Examples: a) I *have my shoes polished*. → My shoes **are polished**.

b) She *had her car painted*. → Her car **was painted**.

● **To make.** (Form: to make + obj. + infinitive).

Examples: a) I *make you do* a test. → A test **is done**.

b) She *made us join* the club. → The club **was joined** by us.

7- Passive with prepositions and phrasal verbs. (with, of, in).

Examples: a) Dust covers the floor. → The floor **is covered with** dust.

b) It **is made in** Senegal.

c) He **is known of** the police.

d) He *looked at* him. → She **was looked at** by him.

e) The teacher *talks to* the students. → The students **are talked to** by the teacher.

8- Passive of interrogative sentences.

Examples: a) Did he open the door? → He opened the door. → The door is opened by him.

Result: → **Is the door opened?**

b) Are the kids washed by Fatima? → The kids are washed by Fatima.

→ She washes the kids.

Result: → **Does she wash** the kids?

B) FROM PASSIVE TO ACTIVE.

Examples: a) He *has been honored*. → People **have honored** him.

b) The room *is cleaned* by Astou. → Astou **cleans** the room.

c) He *isn't respected*. → Nobody **respects** him or People **don't respect** him.

Practice:

Rewrite the following sentences using the prompts given.

1- They organize activities all the time. → Activities.....

2- He hadn't been tied by the thieves. → The thieves.....

3- You were able to mail flowers. → Flowers.....

4- Aren't you trusting me? → Am.....

5- God forgave me my sins. → I.....

6- People say that President Wade is old. → President Wade.....

THE INTERROGATIVES OR QUESTION WORDS.

They express a specific circumstance and can be direct or indirect. See the chart below:

Question-word	Grammatical function	Examples
Who (without a noun)	Subject and object (people)	<u>The boy</u> is helping <u>his father</u> . Who is helping his father? Who is the boy helping?
Whom	Object (people)	The boys are helping <u>their father</u> . Whom are the boys helping?
Which (with or without noun/pronoun)	Subject and object (people/ animals and things) - Restricted choice	<u>The youngest</u> boy is the best player. They rewarded <u>the best</u> writer. Which boy is the best player? Which writer did they reward?
What (with or without noun)	Subject and object (animals and things)	<u>This dog</u> is always barking at night. She opened <u>the door</u> and smiled. What is always barking at night? What did she open?
What + noun	Subject and object (People) Preference - choice	I would rather vote for <u>the youngest</u> candidate. What candidate would you vote for?
What + To do (to be adapted)	Verbs expressing actions	She <u>was looking</u> for her purse. What was she looking for? Last week they all <u>travelled</u> to Dakar.

		<p>What did they do last week?</p> <p>They <u>do</u> the washing up everyday.</p> <p>What do they do everyday?</p>
What...like(how)	Weather	<p>It's quite <u>windy</u> since two days.</p> <p>What is the weather like?</p> <p>How is the weather?</p>
What...like(look like/how)	Moral qualities	<p>I've never seen such a <u>handsome</u> man.</p> <p>What is the man like? How is the man?</p>
Whose (with or without a noun)	Possession Relationship	<p>This car is <u>Hamidou's</u> new one.</p> <p>Whose car is this? Whose is this car?</p> <p>This boy is the <u>President's</u> son.</p> <p>Whose son is this boy?</p>
Where	Place	<p>They often spend their holidays <u>abroad</u>.</p> <p>Where do they often spend their holidays?</p>
Why	Reason (cause)	<p>She is late because <u>she was sleeping</u>.</p> <p>Why is she late?</p>
what...for	Purpose	<p>She went into the room <u>to sleep</u> again.</p> <p>What did she go into the room for?</p>
When	Definite time/Date	<p>He finally arrived <u>last week</u>.</p> <p>When did he finally arrive?</p>
How + adjective/adverb	Description (Quality & state)	<p>The sky is <u>cloudy</u> today.</p> <p>How is the sky today?</p>

		The sky is <u>very</u> cloudy today. How cloudy is the sky today?
How long	Duration	They have been learning English <u>for six years</u> . How long have they been learning English?
How often	Frequency	These students go to school <u>twice a week</u> . How often do these students go to school?
How far	Distance	Thies is <u>seventy kilometres</u> far from the capital city. How far is Thies from the capital city?
How many	Number	The shopkeeper gave her <u>two</u> kilos of rice. How many kilos of rice did the shopkeeper give her?
How much	Quantity	The shopkeeper gave her <u>two kilos</u> of rice. How much rice did the shopkeeper give her?
How much	Price	These oranges cost <u>200 francs cfa</u> . How much did these oranges cost? These days the kilo of flour is <u>350 francs cfa</u> . How much is the kilo of flour these days?
How fast	Speed	Hamidou's new car is <u>320 km/hour</u> fast. How fast is Hamidou's new car?
How high	Height	Kilimanjaaro is <u>5450 meters</u> high.

		How high is Kilimanjaaro mountain?
How wide	Width	In London, our dining room was <u>six meters</u> wide. How wide was our dining room in London?
How long	Length	In London our dining room was <u>nine meters</u> long. How long was our dining room in London?
How deep	Depth	At this level, the river is <u>twenty meters</u> deep. How deep is the river at this level?
How heavy	Load/weight	This mammal is <u>two tons</u> heavy. How heavy is this mammal?
How old	Age	Rudyard Kipling was <u>71 years</u> old when he died. How old was Rudyard Kipling?
How + verb	Manner/health	He walks very <u>slowly</u> How does he walk? He feels very <u>sick</u> . How does he feel?

ADJECTIVES: COMPARATIVES AND SUPERLATIVES

A/ COMPARATIVES:

1- Use of comparatives

We use comparatives when we compare one person, thing or animal with another one.

Example: Astou is more intelligent than Alima. Hare is faster than Hyena.

2- Forms of comparatives

a) Comparatives of Superiority

** Short adjectives.*

We form comparative of superiority of short adjectives as follows: **Adj. + er/ier/r + than**

Examples: Dakar is bigger than any given town in Senegal. My house is nicer than yours.

**Long adjectives.*

We form comparative of superiority of long adjectives as follows: **More + Adj. + than.**

Example: Reading instructive novels is more interesting than watching violent films.

b) Comparative of Equality.

We form comparative of equality of short and long adjectives as follows: **As + Adj. + As:** to say that two people, things or animals are the same in some way.

Examples: Amina is as nice as Viviane. This test is as difficult as the last one.

c) Comparative of Inferiority.

We form comparative of inferiority of short and long adjectives as follows: **Less +Adj. + than.**

Example: He is less intelligent than his brother.

d) Parallel Comparative.

We have parallel comparatives as follows: **The + comparative clause, the + comparative + Cl.**

Example: The more she eats, the fatter she becomes. The smaller a car is, the easier it is to park.

e) Gradual comparative.

We form gradual comparatives to say that something is increasing (de plus en plus) as follows:

**Short adjectives: Adj. + er and Adj. + er*

Example: The weather is getting colder and colder.

***Long adjectives: More and more + adj.**

Example: Teaching is getting more and more difficult.

f) Decreasing Comparatives.

We form it as follows: **Less and less + adj.** to say that something is decreasing.

Example: She is getting less and less beautiful. He is becoming less and less fat.

B/ SUPERLATIVES:

1- Use of Superlatives.

We use superlatives when we compare one subject in a group with two or more elements.

2- Forms of Superlatives.

a) Superlatives of Superiority

***Short adjectives:** we form superlative of superiority of short adjectives as follows:

The + adj. + est/st/iest. → King Henry IV was the happiest king in Europe.

***Long adjectives:** we form it as follows: **The most + adj.** → Our president is the most intelligent.

b) Superlative of Inferiority.

We have superlative of inferiority of short and long adjectives as follows: **The least + adj.**

Example: This equation is the least difficult. This idea is the least clear.

N.W: Irregular comparatives and superlatives.

Good	-	better	-	best
Bad	-	worse	-	worst
Far	-	farther	-	farthest
		Further	-	furthest
Little	-	less	-	least
Late	-	later	-	last
Many/much	-	more	-	most

Practice: Rewrite the sentences using the prompts given.

1- As he grew richer, he became more and more selfish.

→ The.....,the.....

2- If they are curious, they become intelligent.

→ The.....the.....

3- I have never seen such a bad match.

DEFINING RELATIVE CLAUSES WITH (who, whom, whose, which, where, that, when, why, etc...)

A/ Study the following sentences.(When, why)

I spoke to the woman **who** owns the hotel.(1)Did you see the letter **that** come yesterday? (2)

In our examples: who owns the hotel and that come yesterday are called defining relative clause. These clauses tell us which persons or things the speaker means. And **who** and **that** are called Relative Pronouns, used to link two different relative clauses.

B/ Use of Relative Pronouns.

1- WHO

Who is the relative pronoun subject referring to people. Ex: the man **who** is coming is my brother. The girl **who** gave me the money is very nice.

2- WHICH

We can use which as relative pronoun subject or object instead of that in a defining relative clause referring to animals or things. **Ex:** The bag **which** is on the table belongs to Daddy. **Subj.** The newspaper **which** I brought is in my bag. **Obj.**

3- THAT

That is a relative pronoun subject or object referring to animals and things and sometimes to people. **Ex:** The keys **that** were on the table have disappeared. **Subj.** **Ex:** It is the book **that** I told you yesterday. **Obj.**

4- WHOM

Whom is a relative pronoun object referring to people. **Ex:** I met a woman **whom** I know. The man **whom** I saw last Saturday at the beach is Yekini.

5- WHOSE

Whose is a relative pronoun used in relative clause in place of his, her, their to show possession or belonging. **Ex:** This is the woman **whose** husband is in Germany.

6- WHERE

Where is a relative pronoun referring to places in a relative clause. **Ex:** London is the city **where** she was born.

7- WHEN

When is a relative pronoun object referring to time. **Ex:** Is there a time **when** we can meet?

8- WHY

Why is a relative pronoun used in a relative clause after the word reason. **Ex:** Is there a reason **why** she dropped out the idea of going to New York.

N.W: we can leave out the relative pronoun when, where or why.

Ex: Is there a reason (**why**) you want to leave?

Ex: Is there a time (**when**) we can meet?

9- PREPOSITION + RELATIVE PRONOUNS

Sometimes we can use a preposition (in, with) before which or whom.

Ex: The people **with whom** I stayed were very kind. This is the city **in which** I was born.

N.W: Don't mingle or confound who, which, whose, whom, when, as relative pronoun and as question word. **Ex:** the man **who** was on T.V is the president.

Ex: Who was talking on T.V?

Practice: Insert in the blank a relative pronoun.

- 1- The gangster.....hand was torn is identified.
- 2- The toy, the color.....is black is exiting.
- 3- The nurse.....looks after the orphan is very kind.
- 4- The boardis black is ours.
- 5- The house.....she hides the money is a castle.

THE DEFECTIVES and SEMI- DEFECTIVES

A) THE DEFECTIVES

1- CAN (to be able to)

We can use the defective CAN to express:

- **Purchase power:** example: she can afford that nice car.
- **Physical capacity:** example: Balla Gaye 2 can lift 600kg.
- **Intellectual faculty:** example: the journalist can speak French and English.
- **Informal permission** (it's permission between friends)

Example: Can I (borrow your pen)?

→ Reformulation

To have the capacity
 The possibility
 The faculty/ the ability

Examples:

- 1- He **has the capacity** to win the race. → he **can win** the race.
- 2- She **is having the possibility** to walk. → she **can be walking**.
- 3- They **had the ability** to cheat. → they **can have cheated**.
- 4- We **had the faculty** to write letters. → we **can have written** letters.
- 5- We **were having the ability** to go fast. → we **can have been going** fast.
- 6- He **will have the possibility** to run. → he **can run**.
- 7- She **doesn't have the ability** to go. → she **can't go**.
- 8- He **didn't have the possibility** to walk. → he **can't have walked**.
- 9- He **wasn't having the capacity** to run. → he **can't have been running**.

2) MAY (to be allowed to)

Permitted to

Authorized to

We can use the defective MAY to express:

→ **Probability (doubt- hesitation):**

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

He may win the prize, I don't know.

→ **Prayer/Wish:**

May God bless you.

May you succeed in your exam.

→ **Formal permission:**

May I go out sir, please? Yes, you can. (Oui tu as la possibilité)

Sir, may I drive your car? No, you mustn't. (Non tu n'as pas le devoir)

→ **Reformulation**

Perhaps	peut être	I'm not sure	I'm unsure / uncertain
May be		certain	I'm doubtful

Examples :

- 1- **Perhaps** he comes. → he **may come**
- 2- **May be** she will learn. →she **may learn**
- 3- **I'm not sure** he drove the car. →he **may have driven** the car.
- 4- She **is doubtful** that he bought it. →he **may have bought** it.
- 5- **Perhaps** she didn't sing. →she **may not have sung**.
- 6- **May be** he wasn't joking. →he **may not have been joking**.
- 7- He **isn't sure** she didn't lie. →she **may not have lied**.
- 8- He **is doubtful** that she went. →she **may have gone**.

3) MUST (to have to)

We can use the defective **MUST** to express:

→ **Strong obligation:**

he must eat and drink.

→ **Certainty:**

The man who is coming must be my brother.

This graduate student must be good at English.

→ **Reformulation:**

To have obligation	to be obligatory
	Compulsory
	Obliged

Examples:

- 1- It was **obligatory** for me to go. → I **must have gone**.
- 2- he **undoubtedly** broke the glass. → he **must have broken** the glass.
- 3- they **are surely playing**. → they **must be playing**.
- 4- I'm sure he jokes. → he **must joke**.
- 5- I'm sure she didn't travel. → She **can't** (not mustn't) **have travelled**.

CONSOLIDATION: rewrite the following sentences using the prompt given

- a) I'm sure he didn't find the key. → He
- b) She wasn't surely relying on us. → She
- c) He undoubtedly breaks the rules. → He
- d) They are certain he wasn't reading. → He.....

4) SHOULD / OUGHT TO (DEVRAIS)

We can use both **should / ought to** to talk about obligation and duty to ask for and give advice and in general, to say what is right or good.

→ **SHOULD + VERB without to** → to give advice

You **ought to / should** respect the environment.

You **should obey** your parents.

→ We use **OUGHT TO / SHOULD + P.P** to say that someone did wrong thing in the past. (to express regret)

I **shouldn't have gone** to bed very late. → I **ought not to have gone** to bed very late.

PAST:

Affirmative

negative

I oughted to go →

I didn't ought to

I ought to have gone →

I ought not to have

→REFORMULATION

With ought to

he **shouldn't lie**. → he **oughtn't to lie**.

They **shouldn't have gone**. → They **oughted to go**. / They **ought to have gone**.

You **shouldn't have raped** this girl. → I *wish* you **hadn't raped** this girl.

With should (to advise)

She advises you to obey your parents. → you should obey your parents.

1-He advised her to go. → she ought to go.

→ she ought to have gone.

→ she should have gone.

2- He wasn't advising me to cheat.= He was advising me not to cheat.

→ I oughtn't to have been cheating.

→ I didn't ought to be cheating.

→ I shouldn't have been cheating.

B) THE SEMI – DEFECTIVES

1- To NEED (avoir besoin)

We use **to need** to express necessity.

Present: Affirmative.

I need to go

→

He needs to go

→

Negative.

I don't need to go

He doesn't need to go

He needn't go

We also use *don't need* or *needn't* to say that it is not necessary to do something.

Past: Affirmative.

He needed to go

→

Negative.

He didn't need to go

He needn't have gone

N.W: need = must → I need to go = I must go. I need you ≠ must (impossible)

→ REFORMULATION:

-It's necessary / It's a necessity

1- it's necessary for us to drink. → We need to drink or We must drink.

2-It was a necessity for me to leave. → I

-Not to be necessary = to be unnecessary

It wasn't necessary for her to sleep. → She *needn't have slept* or she *didn't need to sleep*.

2- To DARE (oser)

a) He **dares** to face a lion. → He *doesn't dare to face* a lion. Or he *daren't face* a lion.

b) He **dared** (durst) to face a lion. → He *didn't dare to face* a lion. Or he *daren't face* a lion.

N.W: *daren't have + past participle doesn't exist.*

→ REFORMULATION

To have the courage

Audacity

To be courageous enough to

audacious

Bold enough to (fougueux, temeraire, intrepide)

She **wasn't bold enough to** slap her husband. → She *daren't slap* her husband

He **didn't have the audacity** to court you. → He *daren't court* you.

C) THE MODALS. (shall / will, should / would)

I can't have gone. → je n'ai pas pu partir.

He shouldn't have lied. → il n'aurait pas du mentir.

→ SHALL / WILL

I

YOU

WE

shall (future simple)

HE, SHE, IT

shall ≠ will (obligation)

THEY

LINKING WORDS OR CONNECTORS

A) DEFINITION

A linking word or connector as its name suggests is a word or phrase that links or connects two different parts of a sentence (two clauses, ideas, phrases).

Example: The telephone rang twice **when** I was watching TV.

There are linking words of *time, contrast, purpose, result and cause, etc....*

B) LINKING WORDS OF TIME

The main linking words of time are: **when, as, while, after, as soon as, before, until etc...**

→ We use **when, as, while** if we want to say that things happen at the same time.

Example: They saw Amadou **as (when, while)** they were playing along the street.

→ we use **when, as soon as, after, before** if we want to say things happen one after the other.

Example: they went out yesterday **when (as soon as, after)** they had finished their breakfast.

N.W: note that when we talk about the future we normally use the present simple after: when, as soon as, before.

Example: they will go out **as soon as** they finish the debate. Sometimes when can have the same meaning as: while, as, before, after.

→ We use **until or till** to mean up to the time when.

Example: we waited **until** she arrived from Paris.

C) LINKING WORDS OF CONTRAST and OPPOSITION.

The main linking words of contrast are: **although, even though, though, despite, in spite of, while, however, whereas, nevertheless, unlike.**

Example: 1- He passed his exam **although** he hadn't studied hard.

2- The Gambians are humble **whereas** the Senegalese are boastful.

→ We use **in spite of or despite** to talk about contrast, and we can use a **NOUN** or an **ING** form.

Examples: 1) **Despite** being late, they didn't hurry.

2) **In spite of** the bad weather, they went out.

→ We can also say **in spite of/ despite the fact that**. Ex: **despite the fact** that they were late, they didn't hurry.

D) LINKING WORDS OF REASON or CAUSE.

The main linking words of reason are: **because, because of, as, since, thanks to or owing to (positive cause), due to (negative cause).**

Example: 1) We didn't go out **because** it was raining cats and dogs.

- 2) *Since* you haven't got any money, I will lend you some.
- 3- I succeeded in my exam *thanks to* my own effort.
- 4- *Owing to* the bad weather, we didn't go out.
- 5- Your flight is delayed *due to* the fog.

N.W: We use **because of** before a noun. → We arrived late *because of* the rain.

E) LINKING WORDS OF RESULT.

The main linking words of result are: **so, as a result, that's why, therefore, so/such.....that**

Examples: 1) he was late *so*, he ran to the station.

2) He failed his exam *therefore (that's why)* he took it again.

F) LINKING WORDS OF PURPOSE(objective, goal).

The main linking words of purpose are: **to, for in order to, so as to, so that.**

Example: I went to England *in order to (to)* perform my English.

N.W: in negative sentences we use **in order not, so as not to**. Ex: We got up early *so as not (in order not)* to be late.

→ We can use **for** to talk about a person's purpose, but only when it is followed by a noun not by a verb. Ex: I'm going out *for* a walk. We went to the restaurant *for* diner.

→ We use **for + ING** forms to talk about the purpose or function of something.

Examples: we use this machete **for** cutting wood.

→ We use **so that** to talk about purpose. We often use this structure with **can, can't, will, will not**. Ex: I give the money **so that** you can buy ice-cream.

G) LINKING WORDS OF ADDITION.

The main linking words of addition are: **moreover, in addition, furthermore, what's more, besides, not only.....but also.**

Examples: 1- He opened my bag, *what's more* he stole cell phone.

2- She shouts at her husband, *moreover* she beats him.

H) LINKING WORDS OF CONDITION.

The main linking words of condition are: **if, unless (if not), provided that, providing that, so long as.**

Examples: 1- We are sure to be on time *unless* we get caught in a traffic jam.

2- *So long as* my first wife takes care of me, I won't take a second wife.

3- We'll go away *provided that* we can't rent a car.

FRONTING with NEGATIVE, SEMI (QUASI)-NEGATIVE, and RESTRICTIVE.

Negative, semi-negative or restrictive words fronted or placed at the beginning of a sentence require an inversion of the subject and the auxiliary. And in this case we have this:

N/ S.N/ R words + Aux. + Subj. + Past Participle

A) Fronting with Negative

Examples:

• **Never**

I have *never* seen a lion. → *Never* have I seen a lion.

• **Nowhere (not anywhere)**

A village without a student doesn't exist **anywhere**. → *Nowhere* does a village without a student exist.

• **Not + noun**

He didn't find a student. → *Not* a student did he find.

• **Not only ----- but (also or as well)**

The teacher sent Alpha out and gave him zero. → *Not only* did the teacher send Alpha out *but* he (*also*) gave him zero.

He comes late and disturbs us. → *Not only* does he come late *but* he disturbs us *as well*.

• **Not merely ----- but also (as well) / Not simply ----- but also (as well).**

They learn their lessons and they behave well. → *Not merely* do they learn their lessons *but* they *also* behave well.

• **Under no circumstances** (whatever the situation or reason)

A terminal class student shouldn't play truant. → *Under no circumstances* should a terminal class student play truant.

B) Fronting with semi-negative.

Examples:

• **Seldom**

He **seldom** smokes cigarettes. → *Seldom* does he smoke cigarettes.

My pen friend seldom wrote me letters. → *Seldom* did my pen friend write me letters.

• **Little (not much)**

I didn't know much about mathematics. → *Little* did I know about mathematics.

• **Rarely (not often)**

A good student rarely comes late. → *Rarely* does a good student come late.

• **No sooner ----- than**

• **Hardly ----- when**

• **Scarcely ----- when**

• **Barely ----- when**

He bought a new car and he lost his job. → *No sooner* had he bought a new car *than* he lost his job.

He went abroad and immediately his wife delivered. → *Hardly* had he gone abroad *when* his wife delivered.

C) Fronting with restrictive

Examples:

The only way to succeed is to work hard.

→ **Only if** you work hard *will you* succeed.

→ **Only with** hard work *will you be able to* succeed.

→ **Only by** working *will you be able to* succeed.

• **Only through**

“Only through hardship, militant action and sacrifice can freedom be won”. Nelson Mandela

• **Only when (restriction on the moment)**

Before I came to casamance I didn't know that Sedhiou is the capital of pakao.

→ **Only when** I came to casamance *did I know* that Sedhiou is the capital of pakao.

• **Only now (moment)**

Before I became a teacher I didn't know that Senegalese students are rude.

→ **Only now** I'm a teacher, *do I know* that Senegalese students are rude.

• **Only later (moment)**

When I was a child, I didn't agree that our parents make too many sacrifices for us.

→ **Only later** *did I agree* that our parents make too many sacrifices for us.

Consolidation exercise

Rewrite the following sentences without changing their initial meaning.

1) They invaded the country and killed many innocents.

→ **Not only**

2) Before I travelled to Banjul I didn't know that it is a dirty city.

→ **Only**

3) He left his office and immediately after his personal assistant called him.

→ **No sooner**

4) She rarely misses English classes. → **Rarely**

5) Whatever the situation, a prisoner shouldn't be released without trial.

→ **Under no circumstances**

6) The only way to achieve peace is to sit down and talk.

→ **Only**

PREPOSITIONS AND PHRASAL VERBS

A- PREPOSITIONS

1- Definition

A preposition is an invariable word such as: *on, in, at, out, of, from* etc... which expresses the relationship between a word or an expression with another one usually (but not always) of a noun, a pronoun, or a participle.

Examples: a- the book is **on** the table.

b- he is **in** the bedroom.

2- Uses of some prepositions

√ Preposition of:

-Direction (to): → she is going *to* the market.

-Origin (from): → moussoukeba is *from* Inor.

-Place (in, out, on, at(small place)):

→ They live *in* ziguinchor.

→ the teacher is *out*.

→ My bag is *on* the table.

→ He lives *at* Kegneto.

-Time (in, on, at, at, till, during...)

→ She was born *in* 1990. / Theses times' terminal class students go to school *on* Sunday.

→ Every morning I get up **at** 6 o'clock. / She will stay **till** Tuesday.

→ He was here **during** the tabaski holidays.

-Place and Movement (into, inside)

→

-Place and Position (under, through, above, below, across, near/next, against, behind, between, in front of)

→ the cat is **under** the table.

→ She lives **in front of** the school.

.-Movement (towards, forwards, backwards, up, down, off)

→ He is heading **towards** Touba.

-Duration (for): → he has been living here **for** three years.

-Relationship (with): → they went to the beach **with** their girl-friends.

-Possession (of): → the house **of** Alpha is very nice.

-Means (by, on): → Amina goes to school **by** car whereas john goes **on** foot.

-Estimation (about, around): → he is **about** sixteen years.

N.W: To sum up we notice that there are different prepositions expressing: time, place, movement, origin, position etc...and one preposition can express more than one thing depending on the context it is used.

Examples: 1- I was born **in** 1992. (**time**)

2- I live **in** Bounkiling. (**place**)

B°/ PHRASAL VERBS.

1-Definition

A phrasal verb is a phrase composed of a simple verb and one or more particles which together function like a verb.

Examples: *to go (in, out, on), to look (after, at), to wait (on, for) etc...*

2- Phrasal verb + one preposition

Examples: *to suffer from, to deal with, to turn up/down, to run away, to wake up, to keep on, to die of, to cover with, to put on/off etc.....*

3- Phrasal verb + two prepositions

Examples: *to keep up with, to run away, to cut down, etc....*

C) PRACTICE

Complete the following sentences with the right preposition.

1-a) She always goes to the market foot. b) He is charged having stolen the money. c) Heat changes icewater.

2-a) Farba is interested Politics. b) You should be ashamed yourself.

3-“Every week Daddy supplies us rice and oil”. The little joola said.

4-a) do agree my idea? b) This girl is good Spanish.

5- Ami look Your sister, you should always take care her.

6- The president has to preside the meeting.

7-a) A nice girl waited Me at the resto. b) I heard the news the radio.

8- These people are poor, they liveWhat they are given.

9- You don't have to comment everything I say ok.

10- this team had better giveinsteadlosing time.

11- The concert was calledbecause of the rain.

COMPOUND NOUNS AND ADJECTIVES.

A) NOUNS.

Examples: 1-the car of Ali. → *Ali's car*

2- The ball of James. → *James' ball*

3- The door of the car. → *The car door*

4- A pot with a handle. → *A handle pot*

5- The handle of the pot. → *the pot handle.*

B) ADJECTIVES.

The girl is 20 years old.→ she is *a 20 year old girl.*

The house is at the side of the sea. → This is *a sea side house*

The car which is dark blue is brand new. → This is *a dark blue brand new car.*

●A cart drawn by a horse. → *A horse drawn cart.*

●The girl sheds tears. → She is *a tear shedding girl.*

These news break heart. → These are *heart breaking news.*

This man work hard. → This is *a hard workingman.*

● She is a woman with blue eyes. → She is *a blue eyed woman.*

He is a man with short legs. → He is *a short legged man.*

He is the devil with pale skin. → He is *the pale skinned devil*.

NO MATTER...

Though

Although

Despite + noun

Even though

In spite of + ing

No matter

Even if

How → however → howsoever (state, manner)

What → whatever → whatsoever (action, thing)

No matter when → whenever → whensoever (time)

Who → whoever → whosoever (person)

1) No matter how (state, manner).

Examples: a) *though* he walks fast, he arrives late.

b) Fast *as though* he walks, he arrives late.

c) Fast *as* he walks, he arrives late.

d) *No matter how* fast he walks, he arrives late.

e) *Despite* his walking fast, he arrives late.

His fast walk, he arrives late.

2) No matter what (status, action).

Examples: a) *Though* he is a teacher, he studies.

→ *No matter what* he is, he studies.

b) *Though* she worked, she was poor.

→ *No matter what* she did, she was poor.

c) *Though* she worked hard, she was poor.

→ *No matter how* hard she worked, she was poor.

d) *Whatever* skirt she tries, it gets wide.

→ *No matter what* skirt she tries, it gets wide.

3) No matter where (place).

Example: *Though* she lives near, she always comes ate.

→ *No matter where* she lives, she always comes late.

4) No matter when (time).

Example: *Though she woke up* early, she came late.

→ *No matter when* she woke up, she comes late.

5) No matter who (person).

Example: Anybody who has a green card can enter.

→ *No matter who*

Practice : rewrite the sentences using the clues given.

1- In spite of working, he is poor. → No matter

2- However wealthy she was, she was homeless.

→ Wealthy

→ Despite

3- Though he went to bed early, he overslept.

→ No matter

4) Despite her ignorance, she studied.

→ No matter

5) Despite our belief, we joke. → No matter

THE TAGS

A) YES / NO TAGS

1- Did he follow us?

Yes, he *did*

No, he *didn't*

2- May I go out, please?

Yes, you **can**

No, you **mustn't**

B) TAG-QUESTIONS.

Halima **is** a Portuguese teacher, *isn't she?*

Form:

STATEMENT	TAG
<i>Positive</i>	<i>Negative</i>
<i>Negative</i>	<i>Positive</i>

→ **Positive statement:** He hit wall, *didn't he?*

→ **Negative statement:** She hasn't joked, has she?

I) When the verb of the statement is an auxiliary or a modal auxiliary, we repeat this auxiliary or this modal in the tag.

Examples: 1- a) Modu **is** a student, **isn't he?** b) Fatima **hasn't** a good mark, **has she?**

2- a) He **can't** play the guitar, **can he?** b) They **must** accept, **mustn't they?**

N.W: **I'm** (in the statement) → **aren't I?** (in the tag)

*II) When the verb of the statement is an ordinary verb, use **do, does, or did** in the tag.*

Examples: 1- Senegalese people **eat** rice every day, **don't they?**

2- She **doesn't speak** English fluently, **does she?**

3- They **came** back yesterday, **didn't they?**

III) In statements beginning with (let's), we have always (shall we?) in the tag.

Examples: 1- **Let's go** to school, **shall we?**

2- **Let's not take** the train, **shall we?**

*IV) In sentences that express **command (imperative)**, we have always (will you?) in the tag.*

Examples: 1- **Stop talking**, **will you?**

2- **Don't come**, **will you?**

*V) In sentences that have negative adverbs such as: **never, no, hardly, rarely, barely, scarcely, vainly, seldom**, we have always a **positive tag**.*

Examples: 1- He's **never taken** the floor, **has he?**

2- They'd **send us no** present, **would they?**

*VI) In sentences beginning with: **everybody, everyone, somebody, someone, nobody, no one, none, anybody, anyone, all, people** etc..., the personal pronoun in the tag is (they).*

Examples: 1- **Everybody** knows Nelson Mandela, do **they?**

2- **Nobody** saw him, did **they?**

*VII) Sentences of which verbs have negative prefixes such as: **un, dis, mis, ill**....., the tag is **positive**.*

Examples: 1- She **had ill-treated** the orphan, **had she?**

- 2- He **unloads** the gun, *does he?*
- 3- You'll **mislead** the blind, *will you?*

C) CONFORMITY

a) “ Moi aussi”

- Examples:** 1- He missed the bus, **so *did we***. (or we did too)
- 2- They take a bath, **so *does she***. (or she does too)
 - 3- We've watched this movie, **so *has he***. (or he has too)

b) “ Moi non plus”

- Examples:** 1- They don't shout at her, **neither *does he***. (or nor does he or he doesn't either)
- 2- He went nowhere, **neither *did I***. (or nor did I or I didn't either).

Practice: Answer correctly.

- 1- You slept; so.....Ali.
- 2- You don't speak Latin; neither.....he.
- 3- You will play;.....the boy.
- 4- They didn't come;.....I.
- 5- He must listen;.....the pupils.
- 6- You wouldn't understand;they.
- 7- You said no word;Fatou.
- 8- He never drinks wine;.....his friends.
- 9- Ali speaks English;.....?
- 10- Everybody slept;.....?
- 11- They are playing foot-ball;.....?
- 12- (to succeed).....in the coming exam; won't you?
- 13- (to cut).....the bread; didn't he?

THE GERUNDS

A gerund is the ing form of a verb used as a noun. It can be found in many structures such as :

1) Continuous forms.

- Examples:** a) Look! The teacher is cleaning the board.
- b) Tomorrow same moment, we shall be learning English.

c) She's been leaving in Bounkiling for five years now.

2) Gerund as a noun.

- *Gerund used as the subject of the sentence.*

Examples: a) *Speaking* is much easier than writing.

b) *Smoking* is prohibited.

- *Gerund used as the object of the verb.*

Examples: a) I enjoy *chatting* with my friends on face book.

b) My teacher **prefers** *dictating* than *writing* on the board.

- *Gerund used as the object of the preposition.*

Examples: a) Any student has no excuse **of** *being* late.

b) All graduate students are interested **in** *looking* for a job.

3- Gerund to express a suggestion.

Examples: a) Why don't you read this novel?

→ **What about** *reading* this novel?

→ **How about** *reading* this novel?

4- Gerund in subordinate clauses introduced by while or meanwhile.

Examples: a) **While** the teacher is *explaining* the lesson, she interfered.

b) **Meanwhile** she is *cleaning* the house, he is digging a hole.

5- Gerund after before and after.

Examples: a) **After** he took his bath, I joined him. (*different persons*)

b) **After** *taking* his bath, he goes to work. (*same person*)

c) **After** *having* taken his bath, he went to work. (*narration*)

d) **Before** he came, I had called him. (*different persons*)

e) **Before** *coming*, he had taken a bath. (*same person*)

6- Common preposition combination followed by gerunds.

-be excited

keep someone

-be worried *about + gerund*

prevent someone

Prohibit someone

from + gerund

-complain

stop someone

-dream

-talk *about + gerund*

-think

believe

be interested

Participate *in + gerund*

Succeed

-apologize

-blame

be accused

-forgive

be capable

-have an excuse *for + gerund*

be guilty

-have a reason

be tired *of + gerund*

-be responsible

take care

-thank someone

take advantage

For the purpose

-be accustomed

-in addition

-be committed

-be devoted

-look forward *to + gerund*

-object

-be opposed

-be used

Practice: complete each sentence with any appropriate gerund

1- Would you mind The door? Thanks. (to open)

2- The Police officer told him to stop, but the thief kept.....(to run)

3- I enjoy.....a long walk every morning. (to have)

4- He told a really funny joke. We couldn't stop.....! (to laugh)

5- I spent five hours.....my homework last night. (to do)

6-alone at night in the forest may be dangerous. (to walk)

WORD BUILDING OR FORMATION

While dealing with word building or formation exercises, we look for items or clues which tell us what kind of word is missing in the sentence (**noun, adjective, verb or adverb**). And then we have to make sure by taking into consideration forms by using either a *prefix* (in front of the word) or a *suffix* (at the end of the word).

A) THE USE OF PREFIXES.

A prefix is a word-part added at the beginning of a base word. We can have many prefixes, example: prefixes (*un, in, il, ir, im, dis*) are often used to give adjectives (and some verbs and nouns) a negative meaning; they mean “NOT”.

Prefixes	Meaning and Uses	Examples
un	(not) used with many different words.	Un friendly, un acceptable, un employed
im / in	(not, negative, contrary); im is used before some words beginning with m or p and in is used before a limited number of words	Im possible, im moral, im perfection, im polite In apt, in accessible, in action
ir	(contrary, negative); used before some words beginning with r .	Ir regular, ir relevant, ir rational, ir responsibility
il	(not, contrary), used before some words beginning with l .	Il legal, il logical, il literate, il legitimacy
dis	(not, contrary), used before adjectives and few verbs	Dishonest, dis use, dis agree
mis	(Contrary, wrong, false) used before nouns and some verbs.	Mis understanding, mis conduct, mis adventure
over	(excess) used before some verbs, nouns and adjectives.	Overs leep, over estimation, over populated, over eat
non	(contrary, negative), used before some nouns and adjectives	Non -aligned, nonsense, non -aggression, non -standard
re	(Repetition), used before some nouns or verbs	re -election, re affirm, re write

B) THE USE OF SUFFIXES.

A suffix is a word-part added to the end of the word base. We have many suffixes such as:

Suffixes	Uses	Examples
-able	-Used to form many adjectives from nouns or verbs. -words ending with able quite often express the opposite meaning by adding the prefix -un	Enjoyable, comfortable, knowledgeable, suitable Un drinkable, un reachable
-ible	Able and ible have the same meaning: “can be done”	Comprehensible

-less	Used to mean <i>without + the meaning of the noun</i>	Effortless, homeless
-ful	Used to mean <i>full of + the meaning of the noun</i>	Beautiful, careful
-er / ist / or	They are added to existing nouns or verbs and describe people and their jobs.	Driver, journalist, actor, seller, governor
-ie, let, ling	Added to a noun form a	Birdie, booklet, gosling
-dom	After a noun or an adjective indicates a condition, a state or a domain	Kingdom, wisdom, boredom, freedom
-hood	Added to an adjective or a noun indicates a period or a state	Childhood, brotherhood, falsehood
-ship	Added to a noun or sometimes to an adjective form an abstract noun.	Friendship, lordship, apprenticeship, hardship
-th	After a verb or an adjective, gives the corresponding noun	Long → length To bear → birth
-d, t	Added to a verb even if that verb somehow changes, gives the corresponding noun.	To do → a deed, to flow → a flood To draw → a draught
-en	-Used to form the past participle of certain verbs. -after a noun, it indicates the nature of which it is made. -after an adjective, it indicate a change of state or condition	To eat → eaten To break → broken Golden, wooden, woolen Blacken, fasten, tighten
-ly	-after a noun or an adjective, it means that has the characteristics or the qualities of	Daily, weekly, godly Quietly, sadly, happily

• Verbs + Suffixes

Verbs	Suffixes	Nouns
To jog, to spell	-ing	Jogging, spelling
To improve, to manage	-ment	Improvement, management
To elect, to discuss	-ion	Election, discussion
To inform, to organize	-ation	Information, organization

• Adjective + Suffixes

Adjectives	Suffixes	Nouns
Weak, happy	-ness	Weakness, happiness
Stupid, similar	-ity	Stupidity, similarity

PRACTICE

I-GAP FILLING AND REFORMULATION

CONDITIONAL.

Reformulate these sentences without changing their initial meanings.

1-The more you eat, the fatter you get.

If.....

2-They failed at their exam because they didn't work.

If.....

3-If he does not run faster, he won't win the race.

Unless.....

4-You must come on time otherwise the teacher will get angry.

If.....

5-You have not finished your homework that's why Daddy won't let you get out.

If.....

6-He was fired dead because he stole the money.

If.....

5-Jack was cheating that's why he scored a very bad grade.

If.....

6-In your place I wouldn't give him the information.

If.....

7-Provided that it rains, I will pop at yours around 10.

If.....

8-People were not united that's why their enemies all got victory on them.

If.....

9-You didn't understand anything because you didn't listen the Imam.

If.....

10-Unless you go to the doctor, you won feel better.

If.....

11-Any man driving dangerously will have to pay a fine.

If.....

12-Hurry up, otherwise you will miss the bus.

If.....

13-He didn't respect the gods instruction, so he got punished.

If..... 1

4-As a result of his mistake, he was jailed.

If.....

15-What about going to the club? You'll enjoy yourself.

If.....

REGRETS and PREFERENCES.

Express regret in these sentences by using wish or if only.

1-This boy regretted having insulted you.

This boy wished.....

2-It's a pity the President was jeered at.

People wish.....

3-What a shame! He failed at his exam.

He wishes.....

4-It was a pity he didn't come.

If only.....

5-His father regrets beating him.

His father wishes.....

6-You shouldn't have answered in this bad way.

I wish

7-I'm sorry you ignore this rule.

I wish.....

8-What a pity! Aminata didn't catch the bus.

I wish.....

9-It's regrettable the government didn't satisfy the teachers' grievances.

I'd rather the government.....

10-I would like him to have been elected.

I.....

12-What a shame! They missed the point.

I.....

13-Why didn't you come with him?

I'd rather you.....

14-she regretted having lied to her mother.

She

15-You should have done your excises correctly.

I wish.....

16-I would like him to have won his match.

If only.....

17-Joe shouldn't have answered in this way.

I'd rather.....

18-What a pity! You fail your test.

I wish.....

19-It's regrettable you didn't participate.

I'd rather.....

20-I'm sorry she is hurt.

I'd rather.....

REPORTED SPEECH and DIRECT SPEECH.

Reformulate the following sentences without changing their initial meanings.

1-Daddy asked him not to open the door.

Daddy.....

2-Mammy wonders "Is it really true?"

Mammy.....

3-His friend affirmed “we were solving this problem yesterday.”

His friend affirmed.....

4-The teacher said “he has been disturbing the class that’s why I sent him out.”

The teacher said.....

5-The doctor warns him “ you will catch AIDS if you don’t stop.”

The doctor warns
him.....

6-The dean said “There will be some changes in the school next year.”

The dean
said.....

7-The inspector said “you are going to give us more proofs next week.”

The inspector
said.....

8-This boy said that they had been there for hours.

This boy
said.....

9-“We’ll wait for you when we arrive first” they said.

They said.....

10-He asked me what time I had waken up the day before.

He asked me.....

11-Mrs.Diop said to the driver that they would be late at 6.30 and he hoped he won’t be late.

Mrs.Diop said.....

12-“Don’t tell my parents about my lost bag” Ismaïla told his brother.

Ismaïla told his brother.....

ACTIVE VOICE and PASSIVE VOICE.

Turn **the following sentences from active to passive voice by using the prompt given.**

1-The headmaster expected these students to succeed.

These students.....

2-All the candidates sign the document.

The document.....

3-People say that he was simple-minded person.

He.....

4-People can reach at 33990056.

He

5-The international community gave her the Nobel price last year.

She.....

6-Her apartment was destroyed by the fire.

She.....

8-His friend was killed last year.

He.....

9-It is believed that they succeed by cheating.

They.....

10-This player had broken his leg.

His leg.....

11-You must his secret.

His secret.....

12-Did the news surprised him? No,

he.....

13-Her parents offered her a very nice watch.

.....

14-The orderly is going to post the letters.

The letters.....

15-Was the opened when you entered?

Yes, the door.....

16-Once he arrives, they will question him.

He.....

17-The students heard the teacher scorn at him.

The teacher.....

18-It was known that he was jealous.

He.....

19-They will compulsory do the test.

The test.....

20-Amadou expects you to score a good mark.

You.....

ASKING QUESTIONS

Find the questions corresponding to the underlined words or group of words.

1-Aly's proposal is more interesting.

a.....

b.....

2-it takes him three hours to travel.

.....

3-My car broke down yesterday.

.....

4-They twice meet during the week.....

5- I spent fifteen days in Morocco last year.

.....

6-This student found something interesting from internet.

a.....

b.....

7-All the delegates will meet at eleven.

.....

8-I like shirts.....

9-Shhh! Someone is knocking at the door.....

10-He generally eats mutton.....

11-listen! The president is speaking to his fellow citizens.

12-He failed to his exam because he had not worked.

13-A good translator should have an English dictionary.

14-Hurry up! We shall go.

15-The barman hates being scorn,.....?

16-The soldier doesn't endanger people's life,.....?

17-The well is 30 meters deep.....

18-The whole class came at ten.

19-Amadou left his village to look for a job.

a.....

b.....

COMPARATIVES

Use the appropriate comparatives in the following sentences.

If the fruit is fresh, it tastes good.

→the fresher the fruit is, the better it tastes.

1-We got **close** to the fire. We felt **warm**.

2-If a knife is **sharp**, it is **easy** to cut something with.

3-That chair in the corner is comfortable. It is..... chair in the room (comfortable).

4-Aly and Ismaïla were nervous, but Ibrahima was..... of all (nervous).

5-A lake and ocean.

..... big as.....

6-good health and money

..... important as.....

7-monkey and people

..... agile in climbing trees as.....

8-A bee.....a bird. (big)

9-A city has..... a small town (traffic)

10-Sun light is much.....moonlight (bright)

11-There is.....about geography in an encyclopedia than in a dictionary (information).

12-when you blow up a balloon, it gets.....(big).

13-she sat there quietly, but during all that time she.....(to get angry) and finally she exploded.

14-I've been looking for a job for a month but in vain. I'm getting.....(discouraged).

DEFECTIVES.

Rewrite these sentences with the suitable modal.

1-I'm not sure that they were there.

They.....

2-she was doubtful on the truthiness of this statement.

She.....

3-It was compulsory for him to answer the police.

He.....

4-They had the possibility to swim across this river.

They.....

5-They surely beated him.

They.....

6- The boss was perhaps mistaken.

The boss.....

8-You are not allowed to shout in the office.

You.....

9-It is advisable for you to take correctly your medicine.

You.....

10-It was a necessity for them to get a good job.

They.....

11-I'm certain he is not lying.

He.....

12-They had the obligation to introduce their projects.

They.....

13-She knew how to succeed easily in this field.

She.....

14-They probably found the way.

They.....

15-It is regrettable that they didn't know.

They.....

16-Maybe he has read this novel.

He.....

17-You are authorized to get out if you finish your work.

You.....

18-Why don't you stop talking?

You.....

19-She is sure that he was not guilty.

He.....

20-It's impossible that she did such a mistake.

She.....

PREPOSITIONS AND PHRASAL VEBS

Complete the following sentences with the prepositions from the list below.

After - under - toward - in - during - on - in - before - at - for - away from – across s- after.

- 1-the mechanics is sitting.....the roof of my car.
- 2-Some people were talking.....the movie.
- 3- An old man was coming.....us on his bike.
- 4- The party start..... six o'clock.
- 5-She put the book.....her bag.
- 7-I'll be late for school! It's.....nine o'clock already.
- 8-We walked.....the street to the park;
- 9-We always wash our hands.....meals.
- 10-She ran.....the dog because she was frightened.
- 11-Which letter comes.....D?
- 12- Don't blame him, he is not responsible..... this mistake.
- 13-Julio is a very intelligent student interesting..... everything.

GERUND

**Complete the sentences with prepositions followed by gerunds. Use the verbs in the given list:
ask – have – make – see – break – kill – open – talk – finish – lock – practice – wash.**

- 1-Instead.....for help on each problem, you should use your book and try to figure out the answers.
- 2-I look forward..... you next time I'm in town.
- 3-The four-year-old was blamed.....the glass.
- 4-Alice told us that she was tired.....the dishes every night.
- 5-Because of the bomb scare, people were prevented.....the front door by a guard.
- 6-You should listen to other people instead.....about yourself all time.
- 7-What do you feel.....for dinner? Does chicken and rice sound good?
- 8-Frank is an environmentalist who objects.....wild animals for sport.

- 9-Please don't argue.....your homework. Just do it.
- 10-Marie is responsible.....all the door and windows and.....sure all the lights are turned off before she leaves work.
- 11-Amadou spent the time preparing the match, but in spite..... for many hours each day; he lost the match.

WORD BUILDING.

Use the correct suffix or prefix in the following sentences.

- 1-You're worn out because you have..... today (work).
- 2-He is very.....in all his enterprises (success).
- 3-If you finish working with this computer, you can..... it (plug).
- 4-This document is very, you must read it (use).
- 5- I've a very interesting..... on philosophy, you can read it (book).
- 6-That is a (murder) that's why he is..... (prison).
- 7-After her parents'..... she suffered a lot (depart).
- 8-.....is the most wonderful moment of life (child).
- 9-Theiris not bad, we can adopt it (propose).
- 10-Despite all the efforts made, he is still.....(job).
- 11-I think that you don't follow me, you..... me at this point(understand)
- 12-Michael Jackson is very.....pop singer (fame).
- 13-Have found..... in internet (some)?
- 14-Silent! We are..... the President's speech (listen).
- 15-Please be;you know that it impossible (reason).
- 16- The system wasby the numerous changes (weak).
- 17-It justified that all..... agree that the moon the turns the earth (science).
- 18- Pablo Escobar was the most.....(danger).....the earth has ever known(traffic).
- 19-.....is very bad for the good ongoing of a country (dictator).
- 20-The..... of the demonstration was really a success (organize).

21-if you.....(spell)words you'll..... them (pronounce).

II- COMMUNICATIVE GRAMMAR.

A-Complete the following dialogue meaningfully.

FATHER: Where is Aly?

MOTHER: I.....,.....out.

FATHER: How can say this? at home?

MOTHER: Yes but I.....to busy. Oh! Here he is.

FATHER: Didn't I tell you to your grand father?

ALY: Yes Dadd but Ito school.

FATHER: When..... there?

ALY:.....right now.

FATHER:my greetings.

B- Fill in the following dialogue meaningfully: it is a police check.

POLICEMAN: Pleasecar and papers.

DRIVER: them.

POLICEMAN: Driving license, car license.

DRIVER:;..... home.

POLICEMAN: What..... leg? How can you drive without papers.

DRIVER: I know it is abnormal but Islept and got them; so excuse me.

POLICEMAN: You.....

DRIVER: No, you have to understand me.

POLICEMAN: OK! You.....of 3000f.

C-Complete the dialogue below between Insa and his friend Abdou on illegal immigration.

INSA: Hay! What's new today?

ABDOU: I was listening to the news this morning and heard about immigration.

INSA: So did I but I think it's a horrible phenomenon.

ABDOU:.....
INSA:.....
ABDOU:.....
INSA:
ABDOU:.....
INSA :.....
ABDOU :.....

D-Here is the conversation between a tourist and Ibn.

TOURIST: Please can you help me, I have just come here and I know nobody.
IBN: What.....exactly.
TOURIST: I want to do some shopping.
IBN:.....
TOURIST: Cigarettes.....
IBN: Is that all you want?
TOURIST: Yes. Where.....?
IBN: if you turn..... and.....one.
TOURIST: Ok!.....way.....continue.
IBN: It depends on you but it's not far from here.
TOURIST: Thank you.
IBN:.....