

2020 - 2021

ENGLISH COURSE

FOR TERMINALES G

Teacher's full name:

Student's full name:

READING COMPREHENSION

BRAINSTORMING

TEXT: A LOOK AT THE OFFICE

M. Pierre Duval is the Managing Director of the Undersmith Co. (France) Ltd. In his business he deals with the sale of Undersmith typewriters to customers all over France, Belgium and Switzerland. As he is 65 years old and has managed the company for over 20 years, he wants to retire shortly and live with his wife in their little house in the country.

His nephew, Jack Dewell is expected this afternoon. When Jack was born 32 years ago, his name was Jacques Duval. But his parents emigrated to the United



States when he was a boy, and when they became Americans a few years afterwards they changed their name. Jack has not been back to Europe since. For the last three years he has been working at Undersmith's head office in Cleveland, USA where the typewriters are manufactured. Next month he will take over the French agency.

Here they come. M. Duval, who went to the airport to meet his nephew, has just brought him to the office.

A- "Well, my boy, let me show you round the office and introduce you to everybody".

B- "Oh yes, I'd be glad if you'd do that, Uncle. I'll depend on your staff to let me see how you work here. It must be rather different from our organization in Cleveland".

A- "Naturally, ours here is much smaller", M. Duval explained, "but you may find much that is the same. Your work was mainly in the Sales Department, I believe"

B- "Yes, I was the assistant sales manager"

A- "Well, your experience will be most useful here. Now this is the reception office.

May I introduce you to Miss White, our telephonist? Besides answering the telephone, she receives the callers and does some typing. Our junior clerk, Pierre Martin, passes on messages, orders office supplies and helps with the mail and the filing"

B- "How do you do?" Mr. Dewell shook hands with them both. "I hope you both speak English because my French isn't good"

C- "Oh yes", Miss White answered, "I need to know English for my job, and Pierre is learning it at evening classes".

A- "This door leads into the general office" Mr. Duval led the way. He introduced Mr.

Dewell in turn to his secretary, Miss Miller; Mr. Blackman, who dealt with orders and stock; Mr. Taylor, the accountant, who besides being responsible for the bookkeeping also dealt with traffic; and their secretary, Miss Frank. The office was a large one with five desks in it. Round the wall there were shelves and cabinets for the files, cupboards which contained stationery and books, and a safe where money and important papers were kept. Everybody was rather busy, so Mr. Dewell said he hoped to spend some time working with each member of the staff during the next weeks so that he could get to know about their various jobs in the company.



Finally M. Duval took him into his own private office

A- "Look, Jack, I've had another desk put here for you. We can work here together for the next few weeks. I hope you'll find it adequate"

B- "That's fine, Uncle, thanks. Now I'll do my best to learn about the business".

EXPLANATION OF KEY WORDS FROM THE TEXT

To deal with: to take action with respect to someone or something.

To retire: to stop working after a certain age of work

Head office: the main administrative centre for a company or organization.

Stationery: things used for writing in an office, such as papers, pens, etc.

Shelves: stands used to display or show goods

Safe: a strong and security box for keeping money and valuable documents.

Country: an area that is farmed or remains in a relatively undeveloped state, as distinct from cities and towns.

A- QUESTIONS

1- Mr. Duval has managed the company for 65 years. True or False?

2- The typewriters were manufactured in.....

a- Belgium

b- France

c- the United States

3- Who is responsible for the bookkeeping?

4- In your opinion, why has Mr. Duval chosen to spend the rest of his life in the country?

B- VOCABULARY

B1- Find in the text the synonyms of the following words and expressions. Write the number and what corresponds to it.

1- Appropriate

1- Office supplies

2- Certainly

3- Happy

4- Occupied



B2- Find in the text the English equivalents of the following words and expressions.

Write the number and what corresponds to it.

- 1- Fournitures de bureau
- 2- Siège social
- 3- Coffre-fort
- 4- Directeur Général
- 5- Armoires

TENSES

A- Simple present tense

We use it to express our **habits** that is, what we do every day, what we are, etc. Some of its clues are: every, always, never, sometimes, usually, often, occasionally, once per..... (day/ week/ month/ year), twice a....., once in a while, once in blue moon, etc.

Examples:

- 1- My father is an accountant.
- 2- He never steals.
- 3- He prays three times per day.

Practice

Find in the text four (4) examples of simple present tense.

- 1-
- 2-
- 3-
- 4-

Simple present tense is also used in proverbs; general, universal or scientific truths.

Examples:

- 1- Where there is a will, there is a way.



- 2- The sun rises in the East and sets in the West.
3- Water boils at 100°C (hundred degrees Celsius). 4- The Earth is round.

B- Present progressive (continuous)

It's used for actions which are being done at the moment you are speaking or for a future action.

Rule: Subject + am/is/are + Verb + ing

Some of the clues are: now, at present, at the moment, at this time, Listen! /look! /Be quiet!

Note that verbs of perception and emotion such as **to see, to know, to hear, to belong, to seem, to suppose, to forget**, etc don't have the progressive aspect.

C- Present perfect tense

It is used to express an action that started in the past and that is still going on (continues in the present) or it is about to finish.

Rule: Subject + Have / Has + Past Participle

Examples:

- 1- He has lived here all his life.
- 2- Have you seen my Johnny?
- 3- They have finished their housework. So they are free now.

It is introduced by the following clues: just, already, never, ever, not yet, recently, since, for, etc.

Examples:

- 1- Grandma has slept for eight hours. 2- We have just met your husband at the bank. 3- Daddy hasn't eaten his breakfast yet.
- 4- I have never travelled by plane.
- 5- They have lived in this area since the end of the political turmoil. 6- Their working conditions have improved recently.
- 7- Meheza and I have already paid our school fees. How about you?
- 8- Have you ever shaken hands with Obama?
- 9- It is the most wonderful weekend I have ever spent.

N.B: If the action that started in the past still continues at the moment we are speaking,

then we can use present perfect continuous (progressive) to express it.



Rule: Subject + Have /Has + Been + Verb + ing

Examples:

- 1) a- Aunty Paulina started working at CIMTOGO seventeen years ago and she is still there. b- Aunty Paulina has been working at CIMTOGO for seventeen years.
- 2) a- He bought this car since the birth of his first child and he is still driving it. b- He has been driving this car since the birth of his first child.

Practice

Find in the text one (1) example of present perfect and one example of present perfect progressive.

1-

2-

D- Simple past tense (Preterit)

Regular verbs

We have to add « ed » to most verbs		
to add	Added	added
to walk	Walked	walked
to work	Worked	worked
We add « d » to verbs that end in « e »		
to live	Lived	lived
to love	Loved	loved
When a verb has one syllable and ends in CVC (consonant-vowel-consonant), we double the last consonant and we add « ed ».		
to stop	Stopped	stopped
to slip	Slipped	slipped
to omit	Omitted	omitted
Note: When a one-syllable-verb ends in « w, x or y »; we don't double the last consonant.		
to borrow	Borrowed	borrowed
to fax	Faxed	Faxed
to play	Played	Played
When a verb ends in a consonant + « y », we cancel the « y » and add « ied »		
to cry	Cried	Cried
Note: when a verb ends in a vowel + « y », we keep the « y » and add « ed »		
to play	Played	Played
to annoy	Annoyed	Annoyed

2- Irregular verbs



They do not have the same rules, so we have to learn them with their simple past and their past participle (P.P).

to eat	Ate	Eaten
to go	Went	Gone
to buy	Bought	Bought

Examples:

- 1- He spoke to the boss in a rude manner.
- 2- Daddy didn't say I should stay at home.

When you want to bring precision on the period in the past, you can use the following clues: yesterday, last, ago, in the past, in the olden days, in the bygone days, once upon the time, before, since, it is high time/ it is about time, in + month/ year/ century, etc.

Examples:

- 1- He got the information a few minutes ago.
- 2- In the olden days, girls were not allowed to go to school.
- 3- Grandpa Akwesi won the last Farmers Award.
- 4- It is two months since I ate roasted chicken.
- 5- I bought this car since the birth of my first child.
- 6- The police (to catch) the thieves yesterday.
- 7- The Dicksons (to live) here three years ago.
- 8- They (to come) back last Monday.
- 9- It is high time you (to learn) a trade.
- 10- How old (to be) your mother before getting married

E- Past Progressive (Continuous)

It is the equivalent of the French 'Imparfait'.

Examples:

J'allais à l'école. = I was going to school.

Nous dormions. = We were sleeping.

Il pleuvait fort. = It was raining heavily. /It was raining cat and dogs.

Rule: Subject + Was /Were + Verb + ing

Past progressive is often used with simple past.

When two actions are in the past, we use past progressive to express the longer in duration and simple past to express the shorter.

How do we recognize the longer action? The answer is very simple. You will see the following clues: while (pendant que), when, As, etc. **Examples:**

Let's translate, together, the following sentences either into English or French.

- 1- Quand je venais à l'école ce matin, j'ai rencontré ton père.



- 2- Pendant que tu dormais, ton petit ami a appelé.
- 3- As I was fasting, I refused to touch the roasted chicken on the dining table.
- 4- While Mummy was washing Dad's trousers, she saw a lipstick in the left pocket.

Answers:

- 1- When I was coming to school this morning, I met your father.
- 2- While you were sleeping, your boyfriend/darling/sweetheart called.
- 3- Comme je jeûnais, j'ai refusé de toucher au poulet braisé sur la table à manger.
- 4- Pendant que Maman lavait le pantalon de Papa, elle a trouvé du rouge à lèvres dans la poche gauche.

N.B: Sometimes, the two actions in the past can have the same long duration. In that case, we use past progressive to express both (the two).

Examples:

- 1- While we were learning our lessons, Caro was watching Novella TV.
- 2- While the Ant and her children were working hard to save enough food for winter, the Cicada and hers were singing and dancing 'Gweta'.

Practice

Complete with the correct tense of the verb in brackets. Just write the number and the verb.

- 1- While Uncle Zicco (to turn) the soil, he found a big precious stone.
- 2- When the boss was checking the accounts, he (to notice) a dysfunction.
- 3- When I (to do) the shopping this afternoon, I met an old friend.
- 4- While we were laughing, they (to cry).

Homework

Translate into English the sentences below.

- 1- Quand j'allais à Vogan, je vis un gros veau attaché à un coteau par le licou.
- 2- Pendant que vous dépensiez vos revenus avec des filles dans des bars et hôtels, nous investissions nos économies dans des affaires florissantes.

F- Past Perfect

The past perfect tense shows that the action of the verb was finished at a time in the past.

Examples:

- 1- It had stopped raining.
- 2- I had heard the old man's story.

Rule: Subject + Had + Past Participle

Past perfect is often used with simple past.

When two actions occurred (happened) in the past, we use past perfect to express the first action and simple past to express the second.



The clues are: after, by the time, before, when, no soonerthan, hardlywhen.

Note that 'before' introduces the second action.

Examples:

a- He prayed and he went to bed. b- After he had prayed, he went to bed.
b- Before he went to bed, he had prayed.

a- She drove three rallies as a co-driver. Then she started driving herself.
b- After she had driven three rallies as a co-driver, she started driving herself. b- Before she started driving herself, she had driven three rallies as a co-driver.

N.B: If there is no subject after 'After' or 'Before', the past perfect tense is replaced by **V + ing**.

Example:

After he had prayed, he went to bed.
After praying, he went to bed.
b- Before going to bed, he prayed.

Practice

Complete with the correct tense of the verb in brackets.

- 1- It (to stop) raining when I reached Agbonou.
- 2- By the time we arrived, they (to eat) everything.
- 3- No sooner they (to leave) the tent than the bomb exploded.
- 4- After he (to sell) his old car, he bought a new one.
- 5- Hardly she (to divorce) when she got married again.

G- FUTURE TENSES

- SIMPLE FUTURE

It shows an event that will take place at a moment in the future.

Rule: Subject + Will /Shall + Verb

Examples:

Don't worry. I will do it for you.
Will you continue working here after all that they did to you?



N.B: After 'I' and 'We', **shall** is usually used, but **will** is used as well, except in questions.

Examples:

- 1- We shall see you later. /We will see you later.
- 2- Shall we see you later?

Some of the clues are: tomorrow, next, in days (weeks/months/years.....) to come, in future, again, never, etc.

Practice

Complete with the correct tense of the verb in brackets. Just write the number and the verb.

- 1- We (to buy) the cards tomorrow.
- 2- I (to celebrate) my seventeenth birthday in three days.
- 3- They (to give) us the loan next week.
- 4- She never (to get) married to that man despite his wealth.

- IMMEDIATE FUTURE

Rule: Subject + am/is/are + going to + verb

Examples:

- 1- I'm going to kill that dog.
- 2- Are they going to pay us today?

- FUTURE CONTINUOUS

Rule: Subject + shall/will + be + verb + ing

Examples;

- 1- At this time tomorrow, I will be sitting in class.
- 2- Next year by this time, our teacher will be driving his own car.

- FUTURE PERFECT

Rule: Subject + shall/will + have + PP

Example:

You will have done the work.

Practice

Find in the text four (4) examples of sentences in simple past.



Example: His parents emigrated to the United States.

- 1-
- 2-
- 3-
- 4-

Homework

Identify the tenses in the song below. Write down the corresponding sentences.

I have seen the downfall of Satan.
Glory be to God, glory be to Jesus.
I have seen the downfall of Satan.
Glory be to God, amen.
He loves me I cannot say why.
He loves me I cannot say why
On Calvary Street He suffered for me.
He loves I cannot say why.
I have seen.....

READING COMPREHENSION

By the end of this lesson, students in business schools should be able to know what a bank is and what its main functions are. They should also know the difference between high-street banks and the other financial institutions.

Text: INTRODUCTION TO BANK ACCOUNTS

In primitive societies, people used to exchange their goods and services through barter. In the long run, that seemed to be inefficient for a number of goods, mainly perishables. In fact by the time the greengrocer or the fisherman found someone who needed their produce, they had already decayed. That uncomfortable situation, gradually, led to the experience of money economy. In the early of colonialism, there were no banks, even though the Whiteman had brought the monetary system. He insisted on our grandparents paying their taxes, not in kind but cash. When our grandparents finished selling their cocoa, coffee, maize, yam and other produce, they used to hide the money in different places. Some used to keep it under the pillow or mattress. Others used to hide it in the ceiling of their house or bury it in their farms. Unfortunately, they did not, very often find the money in the state they had put it. It was either eaten by termites, cockroaches, ants, etc... or destroyed by fire and moisture. In some cases, they died briskly, without telling their heirs where they had hidden their wealth.

Today, it is a different story. People no longer hide their income at home. They prefer keeping it in the accounts of commercial banks where, they are sure, it will be safe. The bank allows them to open, at least, three forms of account: savings



account, current account and deposit account. Each account has its particularities. For example, the current account does not produce any interests for the holder, but the deposit account does. In addition, the money in the current account is available at any time for the depositor, but the holder of a deposit account must give notice before any withdrawal. Finally, the holder of a deposit account uses a passbook for his transactions whereas the proprietor of a current account uses a chequebook.

When the holder of a current account wishes to draw on it, or make payment to a creditor, he can issue a cheque. A cheque, be it crossed or open (bearer and order), can be bounced, blank, anti-dated, post-dated, etc. depending on how and when it is made out. There are three people involved in a cheque: the drawer, the payee and the drawee.

Commercial banks render their customers a host of services, including access to loans and overdrafts, provision of negotiable instruments for international businessmen and women, etc.

Don Humberto Atible

A-QUESTIONS

- 1-Why was barter inadequate for the fishermen?
- 2-Why was the monetary system introduced?
- 3-Give another method used by our grandparents to safeguard their savings which is not in the text.
- 4-The text has forgotten to mention other forms of misfortune that could happen to the hidden money. Just give one.
- 5-Give two differences between current account and deposit account
- 6-Apart from banks, where else can people keep their money?
- 7-Apart from money, what else can we keep in a bank?
- 8-Give another service of commercial banks which is not in the text?
- 9-Give two differences between loan and overdraft.
- 10-Answer by true or false. Just write the letter and what corresponds to it.
 - a-Mice eat paper money
 - b-The holder of a deposit account can go to the bank at any time to withdraw money
 - c-Putting one's money in the deposit account is a form of investment.
 - d-The depositor of current account can make payment to his or her creditors with a cheque.
 - e-The holder of a deposit account must inform his or her bank manager in advance before any withdrawal.
 - f-An order cheque is crossed cheque
 - g-A bearer cheque is an open cheque.

B-VOCABULARY

The teacher should study some key words as vocabulary lesson to his students



READING COMPREHENSION

BRAINSTORMING

Translate into either French or English these expressions used in telephone conversation. Write the number and what corresponds to it.

Can I help you?
Who shall I say is calling?
Il est occupé.
Gardez l'écoute, s'il vous plait.
Voulez-vous lui laisser un message? I have a message for her.

TEXT: MESSAGES AND APPOINTMENTS

A- "Miss White, would you get Mr. Rainer, our commercial traveller for West France, on the phone please. Mr. Duval wants me to meet him soon. Try to make an appointment here, asking him to come on Monday or Tuesday, please. You have his number, I suppose".

B- "Yes, I have it in my index. But he may have left home by now. Still, I can leave a message for him".

A- "Thank you. He may need to stay in town overnight. Would you book hotel C-accommodation as well?"

B- "Yes, Mr. Dewell". Miss White dialed the number of Mr. Rainer's home. "

B- "This is Undersmith's here. May I speak to Mr. Rainer, please?"

C- "I'm afraid he's not in at the moment. Can I give him a message?" Mrs. Rainer asked

B- "Yes, please, Mrs. Rainer. M. Duval's nephew, who will be taking over the business, has arrived from America and would like to meet Mr. Rainer. Would you please ask him if it suits him to come to our office on Monday or Tuesday next".

C- "Very well. I don't know what appointments my husband has, but I'll ask him to ring you back."



B- "Thank you, When do you expect Mr. Rainer to be in?"

C- "He said he would be home for lunch today, so he will ring you back at about two o'clock. Will that be all right?"

B- "That's fine. Thank you. Good-bye. Mrs Rainer"

C- "Good-bye"

Mr. Rainer rang up the office at two o'clock promptly and arranged to come to Reims on

Monday afternoon, planning to stay until Tuesday. Now Miss White tried to find him a hotel room-no easy task at this time of the year. First she looked up the number of the Queen's Hotel in the directory, dialled it, but the line was engaged. So she phoned the City Hotel.

B- "Hallo, this is Undersmith's Ltd. Have you a single room with bath for Monday, 8th February, please?"

D- "Hold the line please, I'll have a look. No, I'm afraid we're fully booked up for Monday night," the receptionist answered.

B- "I'll try elsewhere then, thank you. Good-bye"

She repeated her request at the Queen's Hotel where the number was free now. Fortunately they had a suitable room available. Miss White asked what the charge was and made the reservation. She always made a note in writing of messages that had to be passed on to someone. Undersmith's had special forms for this purpose and now Miss White filled one in.

EXPLANATION OF KEY WORDS AND EXPRESSIONS FROM THE TEXT.

Appointment: engagement for a meeting or a rendez-vous

Index: a list or catalogue for siding references/ a printed work that gives the pages on which various names, places, are mentioned.

Overnight: for the whole night

To book: to arrange in advance / to make a reservation.

To take over: to take control or management of.

To suit: to be convenient or appropriate for. To corresponds to.



Promptly: exactly / on time

A- QUESTIONS

- 1- Accommodation is available at the City Hotel. True or False?
- 2- When did Mr. Rainer say he would be home? 3- What is Mr. Rainer's profession?
- 4- In your opinion, why was it not easy to find a hotel room at that time of the year?

B- VOCABULARY

B1- Match the numbered words with their lettered definitions. Write the number and the letter. Example: 86- d

1- Nephew 2- Accommodation 3- Task 4- Receptionist 5- Directory
a- An employee who greets visitors and customers and

answers the telephone. b- A piece of work that somebody is assigned

to do, usually short in duration. c- A book that lists persons and

organizations with their phone numbers. d- The son of one's brother or sister.

e- A room or building to live in.

B2- Find in the text the antonyms of the following words. Write the number and the letter.

1- unluckily

2- complex

3- never

4- emptied

5- East



ACTIVE VOICE AND PASSIVE VOICE

BRAINSTORMING

Complete the following chart

Verb	Simple Present	Simple Past	Past Participle
1- Tell	tell(s)	Told	told
2- Buy			
3- Give			
4- Drive			
5- Drink			
6- Know			
7- Draw			
8- Speak			
9- Run			
10- Go			
11- Bring			
12- Sell			
14- Write			
15- Make			
16- Put			
17- Sleep			
18- Cut			
19- Win			
20- Keep			
21- Pay			
22- Teach			
23- Lay			
24- Think			

It is a grammatical structure used to say things otherwise (differently). Look at the next two sentences. a- Mary sweeps the classroom. (Active voice) b- The classroom is swept by Mary. (Passive voice)

In the passive sentence, Mary is no longer doing the action. She becomes the
In the active sentence, Mary is the subject because she is the one doing the action (by + subject)



How do we proceed?

To change an active sentence into a passive one, you need three elements:

- 1- Subject (Mary);
- 2- Verb (sweeps);
- 3- Object (the classroom).

The object of the active sentence becomes the subject of the passive sentence. Then, put the verb **To Be** into the tense of the active sentence, followed by the past participle of the active verb and the agent.

N.B: If the subject of the active sentence is indefinite (personal pronouns, people, someone, no one, everybody, nobody, etc), it should not appear in the passive sentence as agent.

Examples

- 1) a- Rukia always cooks the dinner.
b- The dinner is always cooked by Rukia.
- 2) a- People grow yams in Togo. b- Yams are grown in Togo.

How do we recognize a passive sentence even if there is no agent?

Just see if the subject of the sentence is doing or undergoing the action.

Example:

- 3- The boy is punished.

Is the subject (the boy) doing the action or undergoing the action? In this specific context, the boy undergoes the action. In that case, we can say it is a passive sentence.

Practice

Distinguish each of the following sentences. Use 'A' for active sentences and 'P' for

passive ones. Just write the number and the letter. Example: 86- Miss White dialled the number. Answer: 86- A

- 1- It was made here.
- 2- The hotel accommodation was booked.
- 3- Mr. Rainer rang up the office.
- 4- The cheque is being written by the manager.
- 5- When do you expect Mr. Rainer?
- 6- He is given a new computer.



Homework

Change into passive voice the following sentences. Write the number and the passive sentence.

- 1- Farmers raise cattle.
- 2- The mill processes cotton into dressing materials.
- 3- They keep the goods in the warehouse.
- 4- Mawusi wrote the letters.
- 5- Papasron will bring you the cheque.
- 6- Zubeya is putting the vegetables into the refrigerator.
- 7- They are paying the workers.
- 8- People eat a lot of rice in Sokode.
- 9- He cut his finger in the kitchen.
- 10- Someone has beaten your mother.
- 11- Mr. Seydou is going to teach this course.



LETTER WRITING

There are three types of letters: informal, semi-formal and formal letters. Each one has a specific approach.

❖ INFORMAL LETTER WRITING

It is a letter we write to our parents (Dads and Mums), brothers and sisters, friends, classmates, people who are close to us, for short.

It can be a letter of congratulation, condolences, invitation, advice, gratitude, apology, complaint, etc.

I- LAYOUT

It is the way the different parts of the letter are arranged.

A- Address

Only the sender's address is used in an informal letter. Do not write the sender's name in the address.

B- Date

It is the date of the day on which the letter is written. Do not write day (Monday, Tuesday, Thursday.....).

Example:

December 21, 2020 / 21st December, 2020

C- Greeting or Salutation

The **sender** greets the **addressee** (the person to whom the letter is written) by his or her first name. In an evaluation, use only the first name given in the topic.

Examples:

Dear Tom,
My Dear Zenabu,
Hi Kofa,

N.B: Even if in the topic they give both the addressee's first name and last name (Surname), use only the first name.

D- Ending or Complimentary close

There is a ready-made expression for that: **Yours sincerely**, You can also use:



Yours,
Your friend, /sister, /cousin, / nephew, /.....

E- Signature

The sender signs the letter by his or her first name.

There are two main forms of layout: bloc format and indented format.

Bloc format

Sender's address	BP. 8530 Lomé Togo
Date	November 12, 2020
Greeting	Dear Suzy,
Body	................................................................................
Ending	
Sender's first name	Yours sincerely, Mustafa

Indented format

BP.8530
Lome
Togo

21st December,

2020

Dear Graciella,

Yours sincerely,
Mustafa

II- CONTENT OF THE LETTER

Introduction

The first paragraph is generally the introduction. It is very often one sentence, not more than two. The sender can start the letter by making allusion to the source of information.

Examples:

I heard that you had lost your grandfather.

In your last letter, you told me that you were pregnant and you wanted to abort.

I received the money /iPhone /laptop that you had sent to me.
You invited me to your twentieth birthday party, but I couldn't come.
I was informed that you had succeeded brilliantly in your baccalaureate examination. Etc.

Purpose

It is the main reason why the sender writes the letter.

Examples:

I write this letter to sympathize with you. /... to express to you my sincere condolences.

I write this letter to advise you not to do that.

I write this letter to thank you for your gift.

I write this letter to tell you that I am very sorry for not having been present at your party.

I write this letter to congratulate you for your success.

Etc.

After that, the sender can add three or four sentences to answer explicit or implicit questions in the topic. Be as brief as possible. Avoid long and useless sentences.

Conclusion

It is generally one sentence and it depends on the type of letter you write.

Examples:

I hope to see you soon.

Hoping to see you soon.

I hope to hear from you soon.

I look forward to seeing you soon.

I count on you understanding. (for apology or complaint)

See a practical example on the next page.



BP. 8530
Lomé
Togo

21st December, 2020

Dear Graciella,

I received the seven million Francs CFA that you had sent to me after my success in the Baccalaureate examination.

I write this letter to thank you for your gift. It is the best gift I have ever received from a cousin. I promise to use this money wisely. First of all, I will put it in a bank because there are armed robbers everywhere in the city nowadays. After that, I will find a well-located shop at Djagblé or Zanguéra. As I did commerce and my brother electrical engineering, I will invest five million Francs in the sale of all sorts of electrical equipment. I will leave the remaining two million Francs in the bank, where it will produce interests for me. By the grace of God, I will become a great businesswoman in a few years and I will not need to be a civil or public servant.

I hope to hear from you soon.

Yours sincerely,
Mariama

❖ SEMI-FORMAL LETTER

Semi-formal letters are those written to adult friends (perhaps a friend of your parents) and adults who are either personally known (former headmaster) or unknown to you (a stranger).

II- LAYOUT

The difference between the layout of a semi-formal letter and that of an informal letter is at three levels.

Salutation

Dear Mr. Charles,
Dear Mrs. Catherine,



Dear Captain Gbagbo,
Dear professor Tobias,
Dear Uncle Gézéré,

Complimentary close or Ending

Only 'Yours sincerely,' is used here.

Signature

The sender signs the letter with both his/her first name and last name (surname).

Example of layout:

B.P: 1313
Lomé
Togo

February 21, 2021

Dear Mrs. Armah,
Dear Uncle Guézéré,

.....
.....

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

.....
.....

Yours sincerely,
Angela Doto

II- CONTENT OF THE LETTER

It is the same as in Informal letters.

❖ FORMAL LETTER

Formal letters are written to individuals, governmental departments, businesses, organizations, etc. Formal language should be used in writing these letters.

Be polite, courteous and forthright in your writing.



I- LAYOUT

A- Addresses

Both the sender's and addressee's (recipient) addresses are used here.

B- Date

It is the same as in informal and semi-formal letters.

C- Greeting or salutation

Dear Sir,
Dear Madam,
Dear Sirs,
Sirs,

D- Heading or title

It serves as the summary of the subject line. It is put immediately after the salutation and in the middle of the paper. It must be in capital letters. Examples:

APPLICATION FOR THE POST OF.....

APOLOGY

E- Ending or complimentary close

Use the following:

Yours faithfully,

Yours truly,

F- Signature and name

The sender signs the letter with his/her first name and last name. He/She can also use his/her position/title in the company or organization.

Examples:

Charles Agbo
Catherin Assih
The Managing Director
The Human Resources Manager

N.B: On the professional field, he/she must sign between the ending and the name.

However, at the examination, the candidate must not sign. He / She must write **signature** at that place.



Example:

BP. 1010

Lomé

Togo

15th September 2021

(To)

The Managing Director

ELOM & Sons Co

BP: 10089

Lome - Togo

Dear Sir,

INQUIRY

.....

.....

.....

.....

.....

.....

.....

.....

Yours Faithfully,

(Signature)

Amih Kuawu

II- CONTENT OF THE LETTER

A- Introduction

A reference (allusion) is made to the source of information.

Examples:

I saw on TVT/ Whatsap/Internet that..... I



read in 'TOGO-PRESSE' that..... I heard
on RFI that.....
I received your invitation to the inauguration of..... But I couldn't come.
Etc.

B- Purpose

It is the same as in informal and semi-formal letters.

Examples:

I write this letter to inquire about your goods and conditions.

I write this letter to apply for that post. I write this letter to thank you for having granted me an internship in your company.

I write this letter to tell you that I am very sorry for.....

Etc.

N.B: It is possible to combine the reference and the purpose. Example:

With reference to your letter, ref. N° FB 11/ B of 28th September 2004, I write to.....

C- Conclusion

Conclude the letter with the following polite ready-made expressions:

It would be very much appreciated if you could arrange to have me interviewed on another date that is convenient to you.

Thank you for your attention and consideration.

I look forward to having a favorable reply (answer) from you.

I count on your understanding. (apology and complaint)

I hope this incident will not affect our business relationship. (apology and complaint)



ESSAY WRITING

There are three (3) types /kinds / sorts /forms of essay: narrative essay, descriptive essay and argumentative essay.

In this form of essay, they ask you to relate /say / narrate what you do....; what you saw....; what you did...; how you will spend; how the traditional feast of your region is celebrated; etc.

A- PRESENTATION

Like every form of essay, a narrative essay must have three (3) distinct / separate parts:

- Introduction
- Body
- Conclusion.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

B- CONTENT

1- Introduction

The first paragraph is the introduction. It is generally one sentence. Do not give more than two (2) sentences.

Example:

- In this essay, I am going to say what I do every Sunday.
- In this essay, I am going to say how I celebrated my last birthday.
- In this essay, I am going to say how I will spend next the weekend. - Etc.

2- Body

In this paragraph, you answer the question raised in the topic. In a few sentences,



say what the topic asks you. Do not forget to use sentence linkers. Some of them are: first of all, secondly, after that, in addition, moreover, however, finally, etc.

3- Conclusion

The last paragraph of your essay should be its conclusion. It is generally one sentence. Avoid repeating the other paragraphs.

Examples:

- This is briefly what I do every morning before coming to school.
- This is briefly how the traditional feast in my village is celebrated.
- To sum up, I can say that my last summer holidays with my grandfather were very wonderful. - Etc.

Example:

Topic: In a short essay, say what you do every Sunday.

In this essay, I am going to say what I do every Sunday.

Every Sunday, I wake up at 6 a.m. After sweeping my father's room, I take a shower and go to church. When I come back, I help my mother cook the lunch. In addition, I polish my father's shoes for the week. In the afternoon, I visit my friends or aunts. In the evening, I learn my lessons and watch T.V. Around 10 p.m, I pray and go to bed.

This is briefly what I do every Sunday.

Practice

Topic: In a short essay, say how you celebrated your last birthday.

Here are some questions to guide you. Which birthday did you celebrate? Sixteenth, Twentieth, Twenty-first? Where was the venue (place)? Your house, a hotel, ,?

Were there many guests?

What did you eat and drink?

Did people dance?

When did the party end?

- What is your general impression about it?

N.B: In an evaluation, they may or may not give you these guiding questions.

Homework

In a short essay, say what your father or mother does to motivate you to work hard at school.



ARGUMENTATIVE ESSAY

In this form of essay, they can ask you to justify a choice of yours; to prove an assertion (declaration) made, etc.

Examples:

Life in the city is better than life in the village. Do you agree with that?

Sending girls to school is waste of time and money. What do think about that?

Is it good to go on strike?

Does corona virus really exist?

Etc.

In the body, the candidate should normally give the pros (arguments for) and the cons (arguments against). He or she can also choose to develop either the pros or cons, not the two.

N.B: The use of sentence linkers is very important here.

Example:

Topic: Is it good to go on strike?

Workers go on strike when they are not satisfied with their conditions. In this essay, I am going to say if it is good to go on strike.

Whatever the form it takes, strike affects the life of workers as well as that of the employer. As far as workers are concerned, they do not receive any salaries or wages. Secondly, some of them could be dismissed. In case of demonstration, the brutal intervention of the riot police could lead to the injury, mutilation or death of some unfortunate workers. A relevant illustration is what happened on August 16, 2012 in Marikana, South Africa. On that day, thirty-four (34) platinum workers were killed and seventy-eight (78) were injured. Moreover, strikes affect considerably the economic development of a country.

In the light of all that is said above, I can say that going on strike is not good for both employer and employees. The best solution is sincere and fruitful negotiations.

N.B: Another candidate can develop the advantages workers gain when they go on strike: improvement of their working conditions; pay increase; respect from the employer; awareness of the population and the international community about their conditions, etc



FORMS OF SENTENCES

A- Interrogative Form

1- She **is** a retailer. 2- He **buys**
large quantities of tea.

These two sentences are in affirmative form. The verb in the first sentence is 'is', which is an auxiliary. In the second sentence, the verb 'buys' is a lexical/ normal verb.

If you want to change an affirmative sentence into an interrogative one, proceed as follows:

Begin your interrogative sentence with an auxiliary (is, was, were, have, has, had, do, does, did) or a modal verb (can, could, may, might,, must, will, shall, would, should); Put the subject, followed by the verb or v + ing or past participle. Do not forget to put the question mark (?) at the end.

For action verbs, start the sentence with do, does or did

Examples:

- 1) a- She is a retailer.
b- Is she a retailer?
- 2) a- He buys large quantities of tea. b- Does he buy large quantities of tea?
- 3) a- We are working for the Lord.
b- Are we working for the Lord?
- 4) a- Essowe can ride a bicycle.
b- Can Essowe ride a bicycle?
- 5) a- They have finished the work. b- Have they finished the work?

- 6) a- Bill went to Accra
b- did Bill go to Accra?

Practice

Find three (3) interrogative sentences in the text. Write the number and what



corresponds to it.

- 1-
- 2-
- 3-

B- Negative form

It is very simple. After the subject of the affirmative sentence, put the auxiliary or modal verb followed by **not** and the verb or v + ing or past participle. **N.B:** You can also use the contracted form.

Examples:

a- Tom is a teacher. b- Tom is not a teacher. / Tom isn't a teacher. a- We must leave now b- We must not leave now. / We mustn't leave now.

a- It may rain tonight. b- It may not rain tonight. /It mayn't rain tonight.

2- He buys large quantities of tea from growers in India or Ceylon.

NB: with action verbs put don't, doesn't or didn't + the given verb

Practice

Change the following sentences into negative form. Write the number and what corresponds to it.

- 1- He is a retailer.
- 2- He buys large quantities of tea from growers in India or Ceylon.
- 3- Aicha can swim.
- 4- Manavi went to the market.
- 5- The secretaries are writing letters.
- 6- Grandfather has killed the troublesome lion.

C- Interro-negative form

The only thing to do here is to put the negative sentences in part B into interrogative form. Just put the auxiliary or modal verb before the subject. You can also begin with the contracted form (Doesn't, Didn't, Can't, Aren't)

Examples: a- He sings in the school choir.

b- Does he not sing in the school choir? /Doesn't he sing in the school choir?

a- He could accept your offer. b- Could he not accept your



offer? Couldn't he accept your offer?

Practice

Change the following sentences into interro-negative form. Write the number and what corresponds to it.

- 1- He is a retailer.
- 2- He buys large quantities of tea from growers in India or Ceylon.
- 3- Aicha can swim.
- 4- Manavi went to the market.
- 5- The secretaries are writing letters.
- 6- Grandfather has killed the troublesome lion.

Change into the indicated form. Just write the number and what corresponds to it. Example: 37- He went to the Club last night. (Interrogative) Answer: 37- Did he go to the Club last night?

- 1- She made a lot of profits in market gardening. (Negative)
- 2- Our teacher does his best to show us the way to success. (Interrogative)
- 3- Can't you do what your father is saying? (Affirmative)
- 4- You will wait for me until I come back. (Interro-negative)
- 5- They did their last Christmas shopping in Dubai. (Negative)
- 6- People are looking at you. (Interro-negative)
- 7- Your students must do their homework. (Negative)
- 8- Aicha can swim. (Interrogative)
- 9- Manavi went to the market. (Interrogative)
- 10- Grandfather has killed the troublesome lion. (Interro-negative)



QUESTION TAG

A question tag is a phrase that you add to the end of a statement in order to turn it into a question or check that the statement is correct or not. In other words, we use it at the end of statements to ask for confirmations or refutations.

How do we proceed?

You need only two (2) things:

- Auxiliary or Modal;
- Personal pronoun corresponding to the subject of the statement.

N.B: If the statement is affirmative (positive), the question tag is negative. If it is negative, the question tag is affirmative (positive)

Auxiliaries and modals are repeated but for lexical verbs WE use the different forms of "to do"

Examples:

- 1- Your uncle is a policeman, **isn't he?**
- 2- Your sister wasn't at school yesterday, **was she?**
- 3- This car is expensive, **isn't it?**
- 4- Kodjo can drive a plane, **can't he?** 5- She likes mangoes, **doesn't she?**
- 6- The butcher put the meat on the table, **didn't he?**
- 7- John has gone to the park, **hasn't he?**
- 8- Hajo must type the letters today, **mustn't she?** 9- Grandma has a new wrapper, **doesn't she?**

The case of indefinite subjects

There are: someone, somebody, everybody, everyone, no one, nobody, none, etc. The only tag pronoun to use is '**they**'. Although the verb in the statement is singular, it must become plural in the question tag.

Examples:

- 1- Everybody makes mistakes, **don't they?**
- 2- No one is ready now, **are they?**
- 3- Someone is making noise there, **aren't they?**
- 4- Nobody can stop Reggae, **can they?**

The case of statements with negative words such as: nothing, never, hardly, scarcely, scarce, barely, seldom, little, rarely, etc. They are already negative. So, the question tag must be positive.

Examples:

- 1- It scarcely rains in February here, **does it?**
- 2- Nothing is easy, **is it?**



The case of imperative statements

Imperative sentences, whether positive or negative, take simple future as question tag.

Just use **will you?** or **shall we?**

N.B: We use '**shall we?**' When the person, who is speaking, is included (involved /implicated) in the action.

Examples:

- 1- Open the door, **will you?**
- 2- Don't open the door, **will you?**
- 3- Let them talk, **will you?**
- 4- Let's finish the work, **shall we?**
- 5- Let's not be late, **shall we?**
- 5- Let's sing to the Lord, **shall we?**

Practice

Match the statements in Column A with their tags in Column B. Just write the number and the letter. Example: 96- d

Column A

- 1- Agbodrafo is a nice place to live in,
- 2- Many of you didn't vote for my party,
- 3- Muslim students go to school on Sundays,
- 4- You've called the singers,
- 5- Your parents are coming back this evening,
- 6- This is not going to be easy,
- 7- You haven't finished paying for the plot of land yet,
- 8- We don't need your vote before winning the elections,
- 9- Somebody tore into pieces your land title,
- 10- Don't urinate along the wall of the First Lady,
- 11- It scarcely snows in June,
- 12- Nobody beat them,
- 13- Let's respect our people's will,
- 14- Pa Willy may need you tonight,
- 15- Nobody knows tomorrow,
- 16- I am handsome,
- 17- I am not your size,
- 18- Everybody can do that,
- 19- Sonia must get married,
- 20- We shall leave at dawn,

Column B

- a- mayn't he?
- b- am I?
- c- can't they?
- d- isn't it?
- e- shan't we?
- f- have you
- g- mustn't she?
- h- aren't they?
- i- haven't you?
- j- did you?
- k- don't they?
- l- does it?
- m- didn't they?
- n- shall we?
- o- aren't I?
- p- is it?
- q- do we?
- r- did they?
- s- do they?
- t- will you?

Answer:



1-	6-	11-	16
			-
2-	7-	12	17
			-
3-	8-	13	18
			-
4-	9-	14-	19
			-
5-	10-	15-	20
			-

Homework

Add the appropriate question tag to the following statements. Just write the number and the question tag.

1- My students are not going to your party,?

2- Don't insult your friends,? 3- My brother won't be there,? 4- Bola didn't take the bus,?

5- There is no one in the classroom,? 6- Everybody has got a computer in our school,?

7 - Somebody stole my money yesterday,? 8- Let's not follow them,?

9- I am your father's friend,?

10- Let the children come to me,?

11- Akofa rarely greets people,?

12- I am not happy with you,?



MODAL VERBS

(can, could, may, might, must, ought to, shall, should, will and would)

They have only one form. They have no –ING form or –ED forms and do not add –S to the third person singular form. They are followed by the infinitive of another verb without 'to'. The exception is **ought to**.

Example:

- 1- Tutuvi can speak three languages.
- 2- She will come tomorrow.
- 3- You must find a job
- 4- Children ought to take care of their parents.

Note that some of them have equivalents.

***Can** -----To be able to + Verb or To be capable of + Verb + ing

***Must** -----To have to + Verb

***May** -----To be allowed to + Verb or To be permitted to + Verb

***Ought to** -----To be obliged to + Verb

Examples:

- 1- I can swim = I am able to swim. /I am capable of swimming.
- 2- Students must do their homework. = Students have to do their homework.
- 3- You may not enter. = You are not allowed to enter. /You are not permitted to enter.
- 4- You ought to pay your contribution. = You are obliged to pay your contribution.

Thus, if you have any of these modal verbs in a sentence and you want to change that sentence into a tense, you just use the equivalent.

Example:

- 1a- She can pay you cash. (present perfect) b- She has been able to pay you. / She has been capable of paying you.
- 2a- The bank ought to lend me the money. (simple past) b- The bank was obliged to lend me the money.



Homework

Change into the indicated tense. Just write the number and the sentence in the indicated tense. Example: 57- Tom can swim. (Simple past) Answer: 57- Tom was able to swim.

- 1- He must pay his school fees. (Simple past)
- 2- You may enter. (Present perfect)
- 3- We can save the country. (Simple future)
- 4- Can't they understand what people are saying? (present perfect)
- 5- Must everybody respect the constitution? (present conditional)
- 6- Every citizen ought to vote. (conditional perfect)
- 7- You must take the stairs. (simple future)
- 8- You may stay as long as you want. (present perfect)
- 9- Can I help you? (simple past)
- 10- She can come to the excursion with us. (conditional perfect)
- 11- She can pay you cash. (simple future)
- 12- They may listen to us. (past perfect)



RELATIVE PRONOUNS

(who- whom- whose-which-that)

1- Who(*qui*)

It is used for persons at the **subject** position. It always comes after a noun and it is **followed by a verb**.

Examples:

- 1- That's the girl who stole my purse yesterday.
- 2- The man who is coming is our headmaster.
- 3- The woman who is talking over there is a bank manager.
- 4- The man who gave you a lift to the harbour yesterday is the prime minister.

2- Whom (Que)

It is used for people at the **object** position. It comes after a noun and it is **followed by another noun or pronoun**.

Examples:

- 1- That's the boy whom I met at the trade fair last time.
- 2- Students whom the teacher punished are late.
- 3- The girl, whom he says he loves, is not serious at all.
- 4- The man whom you insulted at Coco Beach last Sunday is the army chief commander.

3- Whose (Dont)

It is also used for persons. This relative pronoun shows **possession or a relationship** between two nouns.

Examples:

- 1- I want to talk to the man whose son brought the letter to my house.
- 2- I met the woman whose husband is dead.
- 3- - I love girls whose fathers are very wicked.
- 4- The lady, whose car you knocked this morning, is actually your aunt.

4- Which /That (qui/ que)

We use "which" or "that" for animals and objects (things). You can put verbs, nouns or

pronouns after these two words. This means that they can be used as **subject** as well as **object**.



Examples:

- 1- This is the hotel which caught fire last month.
- 2- How did you find the book that I lent to you?
- 3- The dog which you stole and ate had rabies.
- 4- The cat that you saw on our roof belongs to our neighbor

N.B sometimes, a relative clause that starts with "that"; "which" or "whom" can be introduced without these relative pronouns. In other words, they can be omitted and the clauses will still be meaningful. The clauses are then known as **contact clauses**. **Note** that the contact clause usually starts with a noun or a pronoun.

Examples

- 1- That's the man whom I met yesterday. /That the man I met yesterday.
- 2- The policeman whom the dog bit is still in hospital. /The policeman the dog bit is...
- 3- The book that you lent to me is very interesting. /The book you lent to me is very....
- 4- The meal your girlfriend cooked is tasteless.

5- Of Which and Which (of)

Of which (dont)

It is used for animals and things. It shows **possession or a relationship** between two nouns.

Examples:

- 1- The house, the paint of which is red, is my uncle's.
- 2- The car, the screen glass of which you broke, belongs to General Deffalo.
- 3- A country, the political environment of which is stable, attracts many investors.

Which of

'Which' is exceptionally used for human beings (persons) to identify one or more of a larger group.

Examples:

- 1- Which of these girls is called Suzy?
- 2- Which are your children among these?
- 3- Of these twins, which is the more beautiful?

Practice

Translate into French



Modifier avec WPS Office

- 1- The dog which is lying under the table is called 'Vadis'.
- 2- The Prime Minister is the leader of the party which has won the elections
- 3- The hand that gives is the one that commands.
- 4- The person, who appoints the Prime Minister, could also dismiss him.
- 5- The girl, whose father is a police inspector, is Tom's sweetheart.
- 6- Which of you has not done the homework?

Answer 1- Le chien qui est couché sous la table s'appelle Vadis.

- 2- Le premier ministre est le chef du parti qui a gagné les élections.
- 3- La main qui donne est celle qui commande.
- 4- La personne, qui nomme le 1er ministre, pourrait aussi le limoger (le renvoyer / le démettre de ses fonctions).
- 5- La fille dont le père est inspecteur de police, est la petite amie de Tom.
- 6- Qui parmi vous n'a pas fait le devoir de maison ?

Homework

Translate into English the following sentences. Just write the number and what corresponds to it.

- 1- Le gars, à qui je parlais, est très gentil.
- 2- Le compte que j'ai ouvert est un compte courant
- 3- L'élève, dont le père vient de perdre son emploi, est triste
- 4- Qui de ces deux dames là-bas a été nommée premier ministre la semaine passée ?
- 4- Voici la femme pour qui j'ai travaillé pendant huit mois et qui a refusé de me payer.



WH-QUESTIONS

BRAINSTORMING

Translate into English.

- 1- Où
- 2- Quand
- 3- Pourquoi
- 4- Comment
- 5- Qui
- 6- Quoi
- 7- Lequel /Laquelle /Lesquel(les)
- 8- Pour qui travaillez-vous ?
- 9- Où as-tu dormi hier nuit ?
- 10- Pour qui sont ces serpents qui sifflotent sur nos têtes ?

They are questions that begin (start) by one of the following question words: where, who, why, when, how, whose, which, etc.

Examples:

- 1- Where did you sleep yesterday night?
- 2- What will you eat at dinner?
- 3- How old were you before getting married?
- 4- Why can't you do that?
- 5- Who told you that?
- 6- When are we leaving?

Rules

- WH + Auxiliary (am/is/are/was/were) + Subject?
- WH + Auxiliary (am/is/are/was/were) + Subject + Verb + ing?
- WH + Auxiliary (do/does/did) + Subject + Verb?
- WH + Auxiliary (have/has/had) + Subject + Past Participle?
- WH + Modal Verb + Subject + Verb?

Practice

Ask questions based on the underlined words or expressions. Just write the



number and what corresponds to it.

N.B: All the words in the sentence will appear in the question, except the underlined ones.

1- Akwesi didn't come to church yesterday because his dresses were dirty.

2- Lama is 20km from Kara.

3- Rosemary always does her shopping at Kingsway.

4- Mr. Begood spent the weekend in Kpalime with 'Miss France'.

5- She eats twice a day.

6 - Sam smokes a lot.

7- Sonia cut her finger when she was trying the new blender.

8- Angela has been disappointed four times by men.

9-The D.M.D will visit Switzerland during his leave.

10- Adja Totoa can lift a bag of cement with one hand.

11- This computer cost me a huge amount of money.

12- They have lived as husband and wife for twenty good years.

Answers

1- Why didn't Akwesi come to church yesterday?

2- How far is Lama from Kara?

3- Where does Rosemary always do her shopping?

4- Whom did Mr Begood spend the weekend in Kpalime with? /With whom did Mr. Beggod spend the weekend in Kpalime?

5- How often does she eat per day?

6- Who smokes a lot?

7- Whose finger did Sonia cut when she was trying the new blender?

8- How many times has Sonia been disappointed by men?

9- Where will the D.M.D visit during his leave?

10- What can Adja Totoa lift with one hand?

11- How much did this computer cost me?

12- How long have they lived together as husband and wife?

Homework



Complete with the missing question word or phrase. Just write the number and what corresponds to it.

- 1-times did the telephone ring before he picked it?
- 2-can't they grant what teachers are asking?
- 3-shall they kill our prophets while we stand aside and look?
- 4-kilometers separate Cinkasse from Djankasse?
- 5-are you going to meet at the hotel?
- 6-country won the last world cup?
- 7-have you gone in the implementation of the new project? 8-
.....does this suit cost?
- 9-do you think you are?
- 10-.....women ministers will there be in the next government? 11
-.....does this suit cost?
- 12-.....do you think you are?
- 13-.....women ministers will there be in the next government.

BRAINSTORMING

THE USE OF THE GERUND

The gerund is a noun in the form of the present participle of a verb (that is ending in ING). To form the gerund, we only add "ING" to the basic verb. We have as a result a noun and not a verb.

e.g: To eat + ING ===== eating

To write + ING ===== writing

As noun, the gerund can be a subject or an object. It can also be used after some prepositions, some verbs, some noun compounds or some expressions.

1- Gerund used as a subject

Very often, when a gerund is used as a subject, it begins the sentence. e.g: - *Drinking* too much alcohol is dangerous -
Smoking is dangerous for our health

2- Gerund used as an object

When it is used as an object, it tends to occupy the last position in the sentence. e.g: - Singing is easier than *dancing*

3- Gerund used after some verbs e.g: - he likes *eating* fufu

- He enjoys himself *taking* drugs



N.B: Some verbs calling for the gerund are: *(To) Avoid; like ; dislike; enjoy; finish; hate; appreciate; start; begin; stop; avoid; deny; delay; detest; understand; forgive; postpone; practice...*

4- Gerund after some verbs + prepositions e.g: - He insists on *coming* to my place

- He is accused of *stealing* the purse

Note: Some verbs + prepositions calling for gerund are: *(To) insist on; object to; be good at; be bad at; be fond of; accuse of; be charged with; be fined for; be used to; prefer to; be for; be against; be a tool for; think of; be sorry fo; care fo; keep on; look forward to; put off; see about; take to...*

5- Gerund used after some prepositions

e.g: - On *hearing* the news, she falls down

- Before *dying*, she whispered a few words

Note: Some prepositions calling for gerund are: *Without; after; before; of; about; by; on; in...*

6- Gerund used after some expressions

e.g: Would you mind *showing* me the way to hospital?

Note: Some expressions calling for gerund are: *I'm fed up; it's no use; it's no good; it's worth; it's not worth; would you mind...*

PRACTICE

Rephrase these sentences using the gerund

1a) The guy repeatedly wanted to buy me a drink

b) The guy insisted on...buying me a drink

2a) May I open the door?

b) Would you mind ...my (me) opening the door?

3a) Don't sit around complaining. Why don't you do something about it?

b) Instead of...complaining, why don't you do something about it?

4a) You need not copy the first sentence

b) It's no use...copying the first sentence

5a) James is interested in playing the piano

b) James enjoys...playing the piano

6a) They said that he had set the house a fire

b) They accused ... him of having set the house a fire

7a) It is not good to talk in class

b) You must avoid...talking in class.



IF CLAUSES - UNLESS

A conditional sentence consists of a main clause and an « if » clause. Conditional sentences are of three types. The action in the main clause will only take place on the condition that the action of the subordinate clause occurs first. If-clauses state a condition and they are adjuncts of the main clause.

I- First or Real Conditional (If-clause Type 1)

This shows a condition that is very likely to happen. It means that if X happens, Y should definitely happen.

STRUCTURE: *IF + SIMPLE PRESENT + SIMPLE FUTURE*

e.g:-If I meet him, I shall give him a nice present

- *If you learn hard, you will pass your exam*
- *If it rains, they won't be able to go swimming*

II- Second Conditional (If-clause Type 2)

This shows a condition that is improbable or unlikely to happen. You imagine that if X happened now, Y would probably happen.

STRUCTURE: *IF + SIMPLE PAST + PRESENT CONDITIONAL (would + verb)* e.g:

- *If Kpatcha were rich, he would marry Ayélé*
- *Hajo would beat Koboyo if she were strong*
- *If Kpakpatrou had money, he would help poor children*



III- Third Conditional (If-clause Type 3)

This shows a condition that is impossible to happen or unfulfilled. It means you imagine that if X had happened (but it didn't), Y would have happened.

STRUCTURE: *IF + PAST PERFECT (Had + P.P) + PAST CONDITIONAL (Would +have +P.P)*

e.g: - *If Naka had worked hard, she would have passed her exam*
- *If Abide has gone to Kumasi, she would have visited KNUST.*

Note:

- In conditional sentences we use "were" instead of « was » for all the persons because « were » is a subjunctive (the form of verb that expresses a wish or possibility).
- A conditional sentence may also be expressed without "if", in this case we have an inversion of the subject, it means that the subject follows the verb.

e.g: - *were I sick, I would go to hospital.*

- *Had I worked hard, I would have passed my exam.*
- *Did you come, I would introduce you to foreigners.*
- Sometimes the main clause can be an imperative to show advice.

e.g: - *Don't switch on the fan if you feel cold*

- *If you don't know how to do it, ask someone for help.*
- The «if » clause is separated from the main clause by a comma when it comes in front.

e.g: - *If I am sick, I will go to hospital===== I will go to hospital if I am sick.*
Conditional sentences may go with words like: *unless, when, as soon as, provided that, supposing that, whenever....*

IV- the use of « unless » (if...not).

It is used to talk about a situation that could be true in the future. « Unless » is always followed by a positive (affirmative) verb group.

STRUCTURE: *UNLESS +Affirmative verb+the main clause*

e.g:1a) *if I am sick, I will go to the hospital*

b) *Unless I am sick, I won't go to the hospital*

2a) *if I work hard, I won't fail*

b) *Unless I work hard, I will fail*

3a) *if I were not laborious, I wouldn't find a job*

b) *Unless I were laborious, I wouldn't find a job*

N.B: 1) if + affirmative + affirmative===== unless + affirmative + negative



	2) If + negative + negative=====unless + affirmative + negative
	3) If + negative + affirmative===== unless + affirmative + affirmative
	4) If + affirmative + negative===== unless + affirmative + affirmative

BRAINSTROMING

EXCLAMATION

In an exclamative sentence, we use:



1

A) what...a + singular

E.g:- What a nice film we have seen!
- What a beautiful girl!
- What a stupid boy!

Rule: *What a + adjective (consonant) + noun (singular)*

B) What...an + singular

E.g: - What an interesting match!
- What an evening we had!
- What an awful noise!

Rule: *What an + adjective (vowel) + noun (singular)*

C) What...+ plural

E.g: - What ugly boys!
-What troubles we had!

Rule: *what + adjective + noun (plural)*



2

A) How...

e.g: - How handsome this boy is!
- How delicious these oranges are!

Rule: *how + adjective + noun + verb*

B) How...



e.g:- How

handsome! - How

delicious! Rule: *How*

+ adjective Remark:

We can also use "such (a; an; ...)" to express an exclamative sentence

e.g: - We had such a trouble!

- I ate such an interesting orange!
- We read such romantic novels!

Rule: *...such (a; an ;...) + adjective +noun*

How/so for adverbs and adjectives

e.g: - How wonderful this car is! (How+Adjective)

- How slowly he writes! (How+adverb)
- It is so wonderful a car! (So + adjective)
- He writes so slowly! (So + adverb)

ATTENTION

How difficult is it? (Interrogative)

How difficult it is! (Exclamative)

(HOMEWORK)



DIRECT AND REPORTED SPEECH

Tenses in reported speech

I- When the reporting verb is in simple present, present perfect and simple future, the verb doesn't change.

"We are going to sing," the students say. The students say that they are going to sing.

II – When the reporting verb is in simple past, the tense changes.

The students said that they were going to sing.

1- Tense variations from direct speech to indirect speech

DIRECT SPEECH	INDIRECT SPEECH
Simple present	Simple past
Present continuous	Past continuous
Present perfect	Past perfect
Present perfect continuous	Past perfect continuous
Simple past	Past perfect
Past continuous	Past perfect continuous
Past perfect	Past perfect
Future	Conditional present
Future perfect	Conditional perfect
Can	Could
May	Might
Must	Had to

Changes of pronouns

Personal Pronoun	Objective Case	Possessive adjective	Possessive pronoun	Reflexive pronoun
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	Its	Its	Itself
We	Us	Our	Ours	Ourselves
You	You	Your	Yours	Yourselves
They	Them	Their	Theirs	Themselves

Changes of adverbs of time and demonstratives



Exercise :

Find the equivalent of these pronouns in indirect speech

Direct speech		Indirect speech
Thus	.....	so/ in that case
Here	.....	There
Now	.....	Then
Yesterday	.....	the day before/the previous day
Ago	.....	before/the previous
Las	.....	before/the previous
Tomorrow	.....	the following day
Next	.....	the following
This/These	.....	that/those.
Today	.....	That day
To night	.....	That night

➡ REPORTED SPEECH OF QUESTIONS

Interrogative form becomes affirmative form in reported speech.

a) Yes / No questions

"Are you going with us?" Koffi asked.

Koffi asked if / whether they were going with them. /Koffi wanted to know whether.....

"Do you have any books?" John asked me
John asked me if I had some books.

b) WH questions

"Where are you going?" He asked me
He asked me where I was going.



➡ REPORTED SPEECH OF COMMANDS

When it is an affirmative command or order, it becomes affirmative infinitive (to+verb)

"Go out," the teacher told the student
The teacher told the student to go out.

When it is a negative command or order, it becomes negative infinitive (not+to+verb)

"Don't tell lies" The pastor told him.
The pastor told him not to tell lies.

"Sit down", he ordered me
He ordered me to sit down
"Don't go out", the teacher
said
The teacher ordered not to go out.

➡ REPORTED SPEECH OF GENERAL TRUTHS AND PROVERBS.

There is no change.

"The earth is round," said the teacher
The teacher said that the earth is round.

"Water boils at 100°C", the teacher said

The teacher said that water boils at 100°C

➡ INTERJECTIONS

Find the corresponding verb.

eg: "hello" He told me

He greeted me. "Congratulations", the man

said to his daughter.

The man congratulated his daughter.

N.B: If the direct speech contains "always" and "never" we don't change the second verb.

"I always go to school on time", Paul said



Paul said that he always goes to school on time.

'I never sleep outdoors", Munira said

Munira said (that) she never sleeps outdoors.

EXERCISE

Put into reported speech

- 1) "I like playing with my friends", he says
- 2) "I have seen him since Monday", he has said
- 3) "It is too late to make cake", my brother will say
- 4) "We must bring the papers", The students said
- 5) "I was going to the store when I saw your mother", I told Kossi.
- 6) "We are hunters", they said
- 7) "I went to London last week", Koffi said
- 8) "Go home I don't want to see you here again", she told the girls
- 9) "We have these exercises to do today", Koffi said
- 10) "How are you today?" They asked me
- 11) "Don't let your parents waste the money for nothing », she told the pupils
- 12) "I bought these books five days ago", she said
- 13) " Hurray !" All the men shouted

Put into direct speech

- 1) The boys said that they were going to the market.
- 2) Afi said that she would travel to Kara the following day.
- 3) I asked the boy whether his mother had bought the book.
- 4) The pupils complained that they had not understood the lesson that the teacher had taught them the previous day.



COMPARISON

I – Regular adjectives

1- One syllable adjectives (they are short adjectives)

Example; *big, tall, short, fast, fat*, etc...

2- Two syllables adjectives (they are short adjectives)

They end in; *y, e, w, er*.

Example: *silly, ugly, simple, clever, narrow*

3- More syllables adjectives (They are long adjectives.)

Example: *Careful, Beautiful, wonderful*, etc...

A – COMPARATIVE

	SHORT ADJECTIVES	LONG ADJECTIVES
Superiority (plus que)	Short adj + er + than Eg : Bigger than	More + long adj + than Eg : More expensive than
Equality (aussi.....que)	As + adjective + As Eg : as big as, as expensive as, as tall as	
Inferiority (moins.....que)	Not as / Not so + adj + as Eg : Not as / so big as ; Not as expensive as Less + long adj + than Eg : Less expensive than, less dangerous than	

B – SUPERLATIVE

	SHORT ADJECTIVES	LONG ADJECTIVES
Superiority (le plus....)	The + short adj + est Eg : The fattest	The + most + long adj Eg : The most dangerous
Inferiority (le moins....)	X	The + least + long adj Eg : The least dangerous

II – IRREGULAR ADJECTIVES

Adjectives	Comparative	Superlative
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Good	Better than	The best
Bad	Worse than	The worst
Many } Much }	More than	The most
Little	Less than	The least
Far	{ Further than { Farther than	{ The furthest { The farthest
Old	{ Older than (The/my) Elder	{ The oldest { The eldest

III – DOUBLE COMPARATIVE

The more you eat, the greedier you will become
Plus on mange, plus on deviendra gourmand

The nearer the police gets, the faster the thieves run.

IV – PARALLEL COMPARATIVE

You become more and more talkative
You become greedier and greedier.

BRAINSTORMING

THE USE OF « WISH » / « IF ONLY »

We use “wish or if only ” when we want something to happen or to be true even though it is unlikely or impossible .There are three forms of « wish/if only »

*Rules:

a) Affirmative sentence ~ negative sentence

b) Simple present ~ simple past

c) simple past ~ past perfect

d) simple future ~ conditional present



1) “ wish ” (if only) + simple past tense

This form of « wish » is used to express regrets- that we would like things to be different , it means when we wish a situation which does not exist ,did exist or that a situation which does exist, did not exist .The simple past is used after « wish »or « if only » to express an unreal situation in the present.

e.g:- I wish I were rich (I am not rich)

- I wish I spoke English (I don't speak English)

-if only they didn't travel (they travel)

Note: the subjunctive « were » is normally used instead of « was »with singular words in this situation.

e.g: she wishes she were beautiful (she is ugly/she is not beautiful)

2) “ wish ” (if only) + past perfect(had + p.p)

We use a past perfect tense to talk about the past and when we wish that something had happened which did not happen or that something had not happened which did happen. It is used when the action regretted is in the past.

e.g: - I wish it had not rained heavily yesterday (i. e: I am sorry it rained heavily yesterday)

-If only he had married her. (i.e: it's a pity he didn't marry her)

Remark: « wish » can be put into the past tense, in this case, the rule remains the same. e.g: Koffi **wished** she had not stolen his purse (i. e: it's a pity she stole his purse).

3) “Wish ”(if only) + present conditional (would + verb)

It is used when we wish that something not yet happening would happen or something happening now would change or stop. It expresses something that you would like to happen in the future or even immediately.

e.g:- I wish you wouldn't make noise in the classroom. (i.e: I'm sorry you are making noise in the classroom.

- If only she would pass her exam. (i.e: it is a pity she will fail her exam) N.B:

✓ we can use « wish » + infinitive to mean « want »

e.g: - I wish to talk to you ===== I want to talk to you

- I wish to tell you that I love you ===== I want to tell you that I love you

✓ « If only » means the same as « wish ».We use the same tenses after « if only » as after « wish ».

e.g: - If only I knew your father = I wish I knew your father ✓ We do not use « wish » in progressive tenses. ✓ If only # only if



PRACTICE

Rephrase the following

sentences 1a) I'm sorry the office

is closed. b1) I wish the office

weren't closed. b2) I wish the

office were opened. 2a) It's a pity

I didn't go with him.

b) If only I had gone with him.

3a) It's a pity you don't know where your father works.

b) I wish we knew where your father works.

4a) I am sorry I forgot your birthday, darling.

b1) I wish I hadn't forgotten your birthday, darling.

b2) If only I had remembered your birthday, darling.

5a) it's a pity she couldn't sing well.

b) I wish she had been able to sing well.

6a) I am sorry she will leave you.

b) I wish she wouldn't leave you.

7a) It's a pity you are making bad sentences.

b1) I wish you wouldn't make bad sentences.

b2) I wish you would stop making bad sentences.

8a) I wish she hadn't loved me.

b) I am sorry she loved me.

9a) It's a pity she has travelled.

b) If only she hadn't travelled.

10a) John never comes to the meeting on time.

b) I wish John came to the meeting on time.

11a) I am sorry he will climb the mountain.

b) If only he wouldn't climb the mountain.

12a) What a pity we didn't meet them last week.

b) I wish we had met them last week.

13a) I am sorry you can play the piano.

b) If only you could play the piano.

14a) It's a pity Hajo deceived her husband.

b) If only Hajo had not deceived her husband.

15a) it's time to go out for breakfast.

b) I wish it weren't time to go for breakfast.

16a) I am sorry I can't do anything about your case.

b) I wish I could do something about your case.

17a) What a pity you will go to the picnic at night.

b) I wish you would not go to the picnic at night.

18a) She fell pregnant, which is a shame.

a) If only she had not fallen pregnant.

QUIZ

Rephrase the following



sentences 1a) We are sorry he drives so fast b) We wish...

2a) It is a pity you didn't get your "A" Level b) If only...

3a) I am sorry I can't do anything about your misfortune b) I wish...

4a) What a pity you will go to the picnic at night. b) I wish...

5a) The tape-recorder made a lot of noise. It was bad. b) If only...

6a) We came late to the dinner and couldn't find anything to eat. b) We wish...

7a) She is sorry today is not Sunday. b) If only...

8a) If only that girl hadn't fallen pregnant. b) it is a pity...

9a) I wish my father were alive b) I regret...

10a) It is a pity she didn't listen to her parents b) If only...

11a) He hasn't left any child of his, it is bad. b) If only...

12a) It is is a pity you are joking with your life. b) I wish...



READING COMPREHENSION

TEXT: PACKING AND TRANSPORT

In sending good to another address, and especially when shipping them abroad, packing is an important consideration. The final price of goods is influenced by carriage and freight charges, and these are based on the weight or volume of the consignment. In any case goods must arrive at their destination in good condition, and in consideration of this fact the packing us serves to protect them against damage in transit. For this purpose packing materials should be strong and light, and sometimes watertight.

Consumer goods should look attractive to customers in the shop, but this branch of packing is usually referred to as "packaging".

There are many types of containers, and some more which are specially made for the articles they contain. (e.g: large machines).

Road and rail carriage are the most frequently used forms of inland transport. Goods are usually handled less when conveyed by road, as they are loaded at the factory or warehouse and unloaded on arrival at their destination. Rail transport by goods train is generally cheaper, but goods often have to be reloaded from one wagon to another and may be delayed for several days awaiting connections. Merchandise dispatched by passenger train will be delivered more quickly, but the size of the consignment is limited.

The cheapest and oldest form of transport, by inland waterways (river and canal), plays an important part in the transport of heavy cargoes. It is economical for fuel and heavy building materials for instance, if the question of time is not so important.

Air freight on the other hand, is used when we wish to save time. Although faster, it is expensive and therefore mainly worthwhile for more valuable goods, perishables or articles that are light in weight.

Overseas shipments are sometimes complicated and so forwarding agents are generally employed to deal with these. Besides export and import formalities and customs clearance, sailings must be selected, shipping space booked, the goods insured, collected from consigner and loaded on board.



WORDS AND EXPRESSIONS

To pack: to fold/ to roll/ to wrap / or to combine into bundle

A pack: a packing material in which something is packed to convey goods

shipment: conveyance / dispatch

Freight: Goods or cargo carried by a commercial means of transport. The money paid for the transport of goods

Custom clearance: act of declaring goods in front of the custom agent

Watertight: So close that water cannot penetrate.

A- QUESTIONS

- 1- Air transport is frequently used in inland transport. True or False?
- 2- Which of the following is not influence the final price of the product?
a- waste b- weight c- volume d- carriage
- 3- Give one disadvantage of the use of passenger trains for the carriage.
- 4- Give one advantage of the use of goods train for the carriage.

B- VOCABULARY

B1- Match the numbered words and expressions with their lettered definitions. Write the number and the letter. Example: 86- d

1- Consigner 2- Consignment 3- Weight 4- Perishables

- a- The heaviness of things determined by their mass or quantity of matter.
b- Food items that are likely to decay (rot) quickly.
c- The person or organization that sends goods to another. d- A quantity or package of goods delivered or to be delivered.

B2- Find in the text the antonyms of the following words. Write the number and what corresponds to it.

- 1- Consignee



- 2- Light (adjective)
- 3- More expensive
- 4- Simple
- 5- Loaded

PARAGRAPH WRITING

A/How to write paragraphs

- Find out appropriate structures according to the ideas
- For each idea, take into account the verbal structures:
 - The tenses
 - Linking words

Start each paragraph with the key sentence that you will develop next.

B/Some pieces of advice

Use the vocabulary and the structures that you master

- Don't try to make complex sentences in French way
- Develop a single aspect of the topic in each paragraph
- Write down many paragraphs to point out your demonstration in structural and logical way

Exemple:

How far do you consider the deregulation of Europe's skies as beneficial to both the customers and the airlines?



VERBAL STRUCTURES	TENSES	CONNECTORS	KEY SENTENCES
-lead to -enable someone to do something -benefit from -force to -result in	Conditional(hypothesis in the future)	-first of all -thanks to -as a result -furthermore -having said this -owing to -thus	For the passengers deregulation presents more advantages than disadvantages

A sample of paragraph writing

INTRODUCTION

- Reformulate the question to show that you understand the topic
- Situate the question in its context (historical, geographical, temporal....)
- Don't mention the scheme. It is not a dissertation
- Be short, convincing and pertinent.
- Don't start to develop your arguments in the introduction

Example:

The liberalization of European air travel is very much in the news at the moment. It will be enable any airline to fly anywhere and to charge any price it wants. Currently in Europe the market is still regulated, although the monopoly of state-owned airlines is slowly being eroded to disappear completely in 1997. 1997will see the introduction of free competition between European airlines.



CONCLUSION WRITING

-Never repeat what you have already said

-Answer the questions in the light of your arguments taking a personal decision if you are asked to or be objective

-You can widen the scope of the topics considering some perspectives in the form of questions or suggestions.

THE SPEECH WRITING

The speech (or Talk, or Address Essay) is a writing message delivered on special occasions. There is a formal speech (Official events like inaugurations, independence Day, conferences,...) and an informal speech (birthday party, baptism,...)

The different parts.

1. Salutation or greetings

It can be:

a) Your Excellency Mr President, your Excellency Mr Prime Minister, Excellencies The Ministers, Honourable MPs, Distinguished Guests, Ladies and Gentlemen.

b) Headmaster, Devoted Teachers, Fellow Students, Ladies and Gentlemen.

c) Distinguished Guests, Dear Friends and Relatives, Ladies and Gentlemen.

2. Introduction

It Can be :

a) I have the honour of addressing the noble assembly to talk about....

b) On behalf of my schoolmates, I would like to....



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c) I am honoured with your presence at my birthday party. I hope that....

3. Body: It the main speech.

4. Conclusion :

Ex: Thank you for coming/listening/having paid attention.

Topic: At your school cultural week Opening day, you have to address the audience on behalf of your schoolmates about the students activities for the whole event. Write the speech.

NB: A title and the name of the speaker are needed, when the speech is presented in a written form by a candidate, or when it is reported to the public in newspapers,...

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