

LPO KAWÉNI

HÔTELLERIE - RESTAURATION

LVA : ANGLAIS

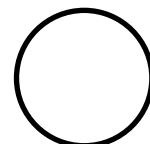
2023-2024

Shuyu LI

Miquel COMAS ZAMORA

Joséphine RATAHINAMAGARIASY

NOM : _____
PRÉNOM : _____



LPO KAWENI

<https://lpo-kaweni.ac-mayotte.fr>

TÉLÉPHONE LYCÉE +262 269 61 09 76







TABLE OF CONTENTS

CLASS RULES	1
THINGS WE SAY IN CLASS	2
INTRODUCE YOURSELF	6
THE RESTAURANT	8
DRINKS, BARS AND PUBS	12
NEW TRENDS IN EATING HABITS AND CATERING	22
THE KITCHEN	38
FOOD PROCESSING AND COOKING	44
JOB OPPORTUNITIES	50

GRAMMAR

ENGLISH BASICS	77
TENSES	78
PRESENT SIMPLE	80
PRESENT CONTINUOUS	84
PRESENT PERFECT	86
PAST SIMPLE	90
PAST CONTINUOUS	96
PAST PERFECT	98
MODAL VERBS	100
SUMMARY OF TENSES	104
COMPARATIVE	110
SEQUENCE OF TENSES & REPORTED SPEECH	112
CONDITIONAL CLAUSES	116
PREPOSITIONS	118



CLASS RULES

1. PUNCTUALITY

Being on time doesn't mean breezing through the door right as the bell sounds. It means being at your desk and ready to go when class begins. Don't be tardy!

2. NO SMARTPHONES, TABLETS, OR OTHER PERSONAL DEVICES

All personal electronic devices should remain in your locker during the day, only to be used between classes. Under no circumstances should phones be used during class time otherwise they will be confiscated and held until the end of class.

3. TAKE CARE OF OUT-OF-CLASSROOM RESPONSIBILITIES BEFORE AND AFTER CLASS

Make sure that you get everything that you need out of your locker before class. The time in-between classes is also good to use the restroom or take care of any other personal needs. Limit asking for a Hall Pass to those situations that absolutely can't be avoided.

4. COME TO CLASS PREPARED

Coming to class unprepared creates a lot of distraction for you, your fellow students, and the teacher. If you forget something at home, get to class early to deal with the problem BEFORE class begins. Try to keep the disruption to a minimum!

5. BEGIN ANY POSTED ASSIGNMENT AT THE VERY START OF CLASS

When there are in-class assignments posted on the board, make sure that you begin them immediately. In-class work does not mean you can take the first five to 10 minutes of class chatting with your neighbor.

6. BE POLITE IN YOUR MANNER AND SPEECH

We adhere to a zero-tolerance when it comes to bullying of any type. Always conduct yourself in a polite and respectful manner, whether you are interacting with fellow students, teachers, or classroom aides. There is never a good reason to be rude or belligerent, in the classroom, or anywhere else.

7. DON'T SPEAK OUT OF TURN

Be respectful of the other students in the class, and make sure that when talking is permitted, perhaps when working in small groups, that you use an 'inside' voice that isn't disruptive to other students. Always raise your hand during class discussions, rather than blurting out an answer.

8. ALWAYS BEHAVE IN AN HONORABLE FASHION: NO CHEATING

Any time a student is caught cheating or copying another student's work, whether it be homework or an exam, the student will be sent to the principal's office and their parents will be notified. Cheating is never a good idea, and if you need extra help, ask for help!

9. PAY ATTENTION TO THE TEACHER AND THEIR INSTRUCTIONS

No one wants to wait for a student who wasn't paying attention to catch up. Your lack of attention can slow down the entire class and cause unnecessary disruption.

10. CLASS LASTS UNTIL THE BELL SOUNDS

Don't start packing up until class has ended. You may want to get a jump start on getting to your next class, but this action can be distracting to the class.

THINGS WE SAY IN THE CLASSROOM



WELCOME

Hello, everyone.
Good morning, everybody.
Good afternoon, class.
Hello there !
How are you today?
How are you getting on?
How's life?
How are things with you?
Are you feeling better today?
What a lovely day!
What a rainy day!
Today is very hot, isn't it?

TO START THE SESSION

My name is Mr/Mrs/Ms
I'll be teaching you English this year.
I'm your new English teacher.
Let's begin today's lesson.
Let's begin our lesson now.
I hope you are all ready for your lesson.
I think we can start now.
Is everybody ready to start?
Now we can get down to work.
It's time to begin, please stop talking.
I'm waiting for you to be quiet.
Settle down now so we can start.
We won't start until everyone is quiet.
Stop talking and be quiet.

INSTRUCTIONS AT THE BEGINNING OF A SESSION

Are you ready ?
Pay attention, everybody.
Open your books at page...
You need pencils/rulers
We'll learn how to ...
You have five minutes to do this.
Turn to page ...
Look at activity number...

INSTRUCTIONS AT THE END OF A SESSION

Pack your things away.
Close your books.
Put your books away.

REGISTER

Who isn't here today?
Who is absent today?
Why were you absent last Friday?
What's the matter with today?
What's wrong with today?

ARRIVING LATE

We started ten minutes ago.
What have you been doing?
Did you oversleep?
Don't let it happen again!
Where have you been?
Did you miss your bus?

COMPREHENSION LANGUAGE

Do you get it?
Are you with me?
Are you OK?
Do you follow me?
Do you understand?
What did you say?
One more time, please.
Say it again, please.
Like this?
Is this OK?

OTHER COMMON INSTRUCTIONS

Come in.
Go out.
Stand by your desks.
Stand up.
Sit down.
Come to the front of the class.
Put your hands up.
Put your hands down.
Hold your books/pens up.
Show me your pencil.

THINGS WE SAY IN THE CLASSROOM

GIVING INSTRUCTIONS

Open your books at page 75.
I want you all to join in.
The whole class, please.
All together now.
Come out and write it on the board.
Listen to the tape, please.
Get into groups of four.
Finish off this exercise at home.
Everybody, please.
Could you try the next one?
I would like you to write this down.
Would you mind switching the lights on?
Who would like to read?
Which topic will your group report on
Do you want to answer question 4?
Can you all see the board?

SEQUENCING

First/ First of all, today, ...
After that/ Then
Right.
Now we will go on to the next exercise.
Have you finished?
For the last thing today, let's ...
Whose turn is it to read?
Which question are you on?
Next/ Next one, please.
Who hasn't answered yet?
Let me explain what I want you to do.
The idea of this exercise is for you to ...
You have ten minutes to do this.
Your time is up.
Finish this by twenty to eleven.
Have you found the place?
Are you all ready?

SUPERVISION

Stop talking.
Look this way.
Listen to what ... is saying.
Leave that alone now.
Be careful.



QUESTIONS

Any questions?
Do you have any questions?
Now I'm going to ask you some questions.
Who knows the answer?
Raise your hand.
Please raise your hand if you don't understand.
Try to answer by yourself.
Try again.
A full sentence, please.
Make a sentence.
Say it in a loud voice.
Louder, please!
Again, please.

RESPONDING TO QUESTIONS

Yes, that's right!
Fine.
Almost.
Try again.
What about this word?

ENCOURAGEMENT

That's interesting!
That really is very kind of you.
Don't worry about it.
Don't worry, you'll do better next time.
I'm really impressed. I knew you could do it!
Have a go! / Have another try!
Practise makes perfect.
Good! / Excellent! / Well done! / That's great!
That's much better!
You're really improving.
Your marks will get better.
Stop making excuses.
Magnificent! / Right! / Fine.
Very good. / That's very good.
Great stuff!





WHO AM I?



THE RESTAURANT



DIALOGUE 1

In this dialogue, Mr. Soulimana and Miss Hamada explore the flavors of Mayotte. They order the traditional dish Pilao and pair it with a South African wine. Let's join them on their culinary adventure.

CHARACTERS :

MISS HAMADA

MR. SULAIMANA

HEAD WAITER

WAITER

WINE WAITER

- HEAD WAITER: Good morning, Miss Hamada and Mr. Soulimana. Would you like to sit by the window?
- MISS HAMADA: Yes, I enjoy sitting in the sun during meals.
- HEAD WAITER: Please have a seat. Here's the menu. The waiter will be with you shortly to take your order.
- WAITER: Have you decided what to order?
- MR. SULAIMANA: Actually, we'd like to learn more about the dishes. What is the Mayotte specialty?
- WAITER: Our Mayotte specialty is Pilao, a flavorful rice dish with spices, vegetables, and meat or seafood. It's a popular traditional dish known for its delicious flavors.
- MISS HAMADA: That sounds tasty. We'll both have the Pilao, please. And for starters, can we have samoussas, a popular appetizer?
- WAITER: Certainly, I'll note that down. What would you like to drink?
- MR. SULAIMANA: What South African wines do you have?
- WINE WAITER: We have a selection, including a rich Cabernet Sauvignon and a refreshing Sauvignon Blanc. Both pair well with our menu.
- MISS HAMADA: We'll have a bottle of the South African Cabernet Sauvignon, please. And also a bottle of still water.
- WAITER: Noted. Your order will be ready soon.
- WAITER: Can I help you with anything else?
- MR. SULAIMANA: No, thank you. We're excited to try the Pilao and samoussas with the South African wine.
- MISS HAMADA: Yes, thank you. We're looking forward to exploring the local flavors and enjoying a taste of South Africa.

A Culinary Journey:

EXPLORING DIFFERENT TYPES OF RESTAURANTS

FINE DINING RESTAURANTS

Indulge in the epitome of culinary excellence at fine dining restaurants. Immerse yourself in an ambiance of elegance, where every detail is meticulously crafted to create an unforgettable dining experience. Savor exquisite dishes made from the finest ingredients and enjoy impeccable service.

CASUAL DINING RESTAURANTS

Relax and unwind in the warm and inviting atmosphere of casual dining restaurants. These establishments offer a diverse menu, featuring a fusion of flavors and cuisines. Whether you're meeting friends or enjoying a family meal, casual dining restaurants provide a comfortable setting for a memorable culinary journey.

FAST FOOD RESTAURANTS

For those seeking fast, convenient, and delicious meals, fast food restaurants are the perfect choice. Indulge in a range of affordable and flavorful options, prepared with efficiency and served with a smile. These establishments cater to those on the go, providing quick satisfaction without compromising on taste.

ETHNIC RESTAURANTS

Embark on a cultural exploration through the vibrant world of ethnic restaurants. Delight your taste buds with authentic flavors from around the globe. Each restaurant offers a unique culinary experience, showcasing traditional dishes and ingredients that celebrate the rich diversity of global cuisines.

CAFÉS AND COFFEE SHOPS

Step into the cozy and inviting realm of cafés and coffee shops. Enjoy a moment of tranquility as you sip on a perfectly brewed cup of coffee or tea. These establishments offer a range of delectable pastries and light bites, providing a haven for relaxation, socializing, or catching up on work.

FOOD TRUCKS

Experience the vibrant street food culture with food trucks. These mobile kitchens bring an array of culinary delights to your doorstep. From savory to sweet, food trucks offer a variety of flavors, often with a creative twist. Discover these hidden gems and indulge in a unique dining experience.



DIALOGUE 2

- WAITER: Excuse me, your order is ready. Here is your Pilao and samoussas.
- MISS HAMADA: Thank you, it looks delicious!
- MR. SULAIMANA: Everything seems perfect. Cheers!
- MISS HAMADA: Cheers!
- MISS HAMADA: Mmm, this Pilao is flavorful and aromatic.
- MR. SULAIMANA: Yes, it's really tasty.
- MISS HAMADA: Actually, could I have some extra spicy sauce? I love it spicy.
- WAITER: Of course, I'll bring it right away.
- MR. SULAIMANA: The wine is opened, let's enjoy it with our meal.
- MISS HAMADA: Yes, the South African Cabernet Sauvignon pairs perfectly with the flavors.

They start eating and enjoying their meal, savoring the delicious Pilao and samoussas.

- MISS HAMADA: This extra spicy sauce adds the perfect kick to the dish.
- MR. SULAIMANA: I'm glad you're enjoying it. The flavors are really satisfying.

They continue to indulge in their meal, savoring every bite and sip of wine

- HEAD WAITER: Good evening, I hope you're enjoying your meal. Is everything ok?
- MISS HAMADA: Yes, everything is delicious. The flavors are amazing.
- CHEF: I'm glad to hear that. We take pride in our dishes.
- MR. SULAIMANA: The Pilao and samoussas are outstanding. Compliments to the chef.
- CHEF: Thank you, I'm thrilled that you're enjoying them.
- HEAD WAITER: Is there anything else we can do to enhance your dining experience?
- MISS HAMADA: Actually, could we have some more napkins, please?
- HEAD WAITER: Of course, I'll bring them right away.

After a few minutes, the Head Waiter returns with the napkins.

- HEAD WAITER: Here are the napkins you requested. Is there anything else you need?
- MR. SULAIMANA: No, thank you. Everything is perfect.
- HEAD WAITER: Great to hear. Enjoy your meal.

The Wine Waiter then approaches the table to check on the wine.

- WINE WAITER: May I inquire about the wine? Is it to your liking?
- MISS HAMADA: Absolutely, the South African Cabernet Sauvignon is excellent. It pairs wonderfully with the food.
- HEAD WAITER: I'm delighted to hear that. If you need anything else, please don't hesitate to ask.

They express their gratitude and continue to enjoy their meal, accompanied by the delightful wine.

DEFINITIONS

RESTAURANT: A commercial establishment where meals and drinks are prepared, served, and consumed on the premises, typically offering a menu of various dishes and beverages to customers.

RESTAURANT STAFF: Employees working in a restaurant who handle various tasks such as serving customers, taking orders, preparing food, and maintaining the overall operation of the establishment.

SERVICE: SERVICE refers to the range of activities and interactions provided by restaurant staff to ensure a positive and enjoyable dining experience for customers. This includes taking orders, serving food and beverages, addressing customer inquiries and concerns, and maintaining a clean and welcoming environment. Good service is characterized by attentiveness, efficiency, and courtesy.

DIFFERENT TYPES OF SERVICE:

- **GUERIDON SERVICE:** A type of tableside service where food is prepared or finished in front of the guests, often involving cooking or carving at a mobile cart.
- **FRENCH SERVICE:** A formal dining service where food is prepared and plated in the kitchen, then presented to guests at the table by a waiter.
- **SILVER (ENGLISH) SERVICE:** A formal style of service where food is served directly from the platter onto the guest's plate using a silver spoon and fork.
- **PLATE SERVICE:** A casual style of service where pre-plated food is served directly to the guests at the table.

TABLE LAYOUT: The arrangement of table settings, cutlery, glassware, and other items on a dining table to provide a functional and aesthetically pleasing set up for guests to dine comfortably.

DIALOGUE 3

- MR. SULAIMANA: What a fantastic meal! I can't resist ending it with a French dessert.
- MISS HAMADA: That sounds like a perfect way to conclude our dining experience.
- WAITER: May I suggest our crème brûlée? It's a classic French dessert with a caramelized sugar crust.
- MR. SULAIMANA: That sounds delightful. We'll have two servings of the crème brûlée, please.
- WAITER: Excellent choice. I'll bring them to you shortly.

A few minutes later, the waiter returns with two plates of crème brûlée.

- WAITER: Here are your crème brûlées. Enjoy!
- MISS HAMADA: Thank you!
- MR. SULAIMANA: Merci beaucoup!

They savor the creamy and caramelized goodness of the crème brûlée, enjoying every spoonful.

- MISS HAMADA: This is the perfect ending to our meal. The crème brûlée is divine.
- MR. SULAIMANA: I couldn't agree more. It's the cherry on top of a wonderful dinner.

After finishing the crème brûlée, they request the bill.

- HEAD WAITER: Here is your bill. Thank you for dining with us.
- MR. SULAIMANA: Thank you for the exceptional service and delicious food.
- MISS HAMADA: We had a fantastic time. Merci beaucoup!

They settle the bill and prepare to leave.

- HEAD WAITER: It was our pleasure. Bonne journée!
- MR. SULAIMANA: Bonne journée!
- MISS HAMADA: Au revoir!

They bid farewell to the staff and walk out of the restaurant, content and satisfied with their dining experience.

VOCABULARY

at the restaurant

1. GOOD MORNING/AFTERNOON/EVENING.
 2. WELCOME TO OUR RESTAURANT.
 3. HOW MANY PEOPLE ARE IN YOUR PARTY?
 4. WOULD YOU LIKE TO SIT AT A TABLE OR AT THE BAR?
 5. HERE IS THE MENU.
 6. ARE YOU READY TO ORDER?
 7. WHAT WOULD YOU LIKE TO DRINK?
 8. CAN I TAKE YOUR ORDER?
 9. WOULD YOU LIKE ANY APPETIZERS OR STARTERS?
 10. WHAT WOULD YOU LIKE FOR YOUR MAIN COURSE?
 11. HOW WOULD YOU LIKE YOUR STEAK COOKED?
 12. WOULD YOU LIKE ANY SIDE DISHES WITH THAT?
 13. WOULD YOU LIKE ANYTHING MORE?
 14. HOW SPICY WOULD YOU LIKE YOUR DISH?
 15. ARE YOU ENJOYING YOUR MEAL?
 16. CAN I GET YOU ANYTHING ELSE?
 17. HOW IS EVERYTHING TASTING?
 18. IS EVERYTHING TO YOUR SATISFACTION?
 19. WOULD YOU LIKE ANOTHER ROUND OF DRINKS?
 20. EXCUSE ME, MAY I CLEAR YOUR PLATES?
 21. MAY I OFFER YOU DESSERT?
 22. WOULD YOU LIKE TO SEE THE DESSERT MENU?
 23. CAN I BRING YOU THE BILL?
 24. HERE IS YOUR BILL. PLEASE TAKE YOUR TIME.
 25. HOW WOULD YOU LIKE TO PAY?
 26. CASH OR CARD?
 27. THANK YOU FOR DINING WITH US.
 28. HAVE A GREAT DAY/EVENING.
 29. ENJOY THE REST OF YOUR DAY.
 30. IT WAS A PLEASURE SERVING YOU.
 31. IF YOU NEED ANYTHING ELSE, PLEASE LET ME KNOW.
 32. I HOPE YOU HAD A WONDERFUL TIME.
 33. YOUR TABLE IS READY, PLEASE FOLLOW ME.
 34. WOULD YOU LIKE SMOKING OR NON-SMOKING?
 35. EXCUSE ME, COULD YOU PLEASE LOWER YOUR VOICE?
 36. I APOLOGIZE FOR THE INCONVENIENCE.
 37. WE APPRECIATE YOUR PATIENCE.
 38. THANK YOU FOR YOUR UNDERSTANDING.
 39. IS THERE ANYTHING ELSE I CAN ASSIST YOU WITH?
 40. WE HOPE TO SEE YOU AGAIN SOON.
1. Bonjour / Bonsoir.
 2. Bienvenue dans notre restaurant.
 3. Combien de personnes êtes-vous?
 4. Souhaitez-vous vous asseoir à une table ou au bar?
 5. Voici le menu.
 6. Êtes-vous prêt(e) à commander?
 7. Que souhaitez-vous boire?
 8. Puis-je prendre votre commande?
 9. Souhaitez-vous des entrées?
 10. Que souhaitez-vous comme plat principal?
 11. Comment désirez-vous votre steak cuit?
 12. Souhaitez-vous des accompagnements ...
 13. Souhaitez-vous quelque chose d'autre?
 14. À quel point souhaitez-vous que votre plat ...
 15. Est-ce que vous appréciez votre repas?
 16. Puis-je vous apporter autre chose?
 17. Comment trouvez-vous le goût de tout?
 18. Est-ce que tout est à votre satisfaction?
 19. Souhaitez-vous une autre tournée de boissons?
 20. Excusez-moi, puis-je débarrasser vos assiettes?
 21. Puis-je vous proposer un dessert?
 22. Souhaitez-vous consulter le menu des desserts?
 23. Puis-je vous apporter l'addition?
 24. Voici votre addition. Prenez votre temps, ...
 25. Comment souhaitez-vous payer?
 26. Espèces ou carte?
 27. Merci d'avoir dîné chez nous.
 28. Bonne journée / soirée.
 29. Profitez du reste de votre journée.
 30. Ce fut un plaisir de vous servir.
 31. Si vous avez besoin de quoi
 32. J'espère que vous avez passé ...
 33. Votre table est prête, veuillez me suivre.
 34. Souhaitez-vous fumeur ou non-fumeur?
 35. Excusez-moi, pourriez-vous baisser ...?
 36. Je m'excuse pour le désagrément.
 37. Nous apprécions votre patience.
 38. Merci de votre compréhension.
 39. Y a-t-il autre chose avec laquelle je ...
 40. Nous espérons vous revoir bientôt.

EXERCISES

EXERCISE 1: VERB TENSES Fill in the blanks with the correct verb tense: present simple, present continuous, or past simple.

1. Mr. Sulaimana and Miss Hamada _____ (sit) by the window in the café.
2. The waiter _____ (bring) their order of Pilao and samoussas.
3. They _____ (enjoy) their meal, savoring every bite and sip of wine.
4. The Head Waiter _____ (approach) the table to check on the wine.
5. Miss Hamada _____ (request) some extra spicy sauce for her Pilao.

EXERCISE 2: MODAL VERBS Choose the correct modal verb to complete the sentences.

1. Mr. Sulaimana and Miss Hamada _____ like to learn more about the dishes.
a) may
b) might
c) would
2. The waiter _____ bring them some extra napkins.
a) can
b) could
c) should
3. The Head Waiter _____ check on the wine.
a) must
b) should
c) would
4. Miss Hamada _____ have some more spicy sauce for her Pilao.
a) can
b) could
c) would
5. They _____ settle the bill and prepare to leave.
a) must
b) should
c) would

EXERCISE 3: ARTICLES Choose the correct article (a/an/the) or leave blank (-) for each sentence.

1. They had _____ Pilao and samoussas for their meal.
2. Miss Hamada requested _____ extra spicy sauce for her Pilao.
3. The Head Waiter brought them _____ napkins.
4. They settled _____ bill and prepared to leave.
5. The crème brûlée was _____ perfect ending to their meal.



THE LOO OF THE YEAR AWARD

The Loo of the Year Awards in England is an annual competition that recognizes and rewards excellence in washroom facilities across various establishments, including restaurants, hotels, shopping centers, and public venues. It aims to promote and encourage high standards of hygiene, cleanliness, and functionality in restroom facilities.

The Loo of the Year Awards in England exists to highlight the importance of maintaining clean and well-equipped washroom facilities. Clean and hygienic restrooms are essential for the comfort and satisfaction of customers, visitors, and employees. By recognizing and rewarding establishments with exceptional washrooms, the awards encourage businesses to invest in maintaining high standards of cleanliness and hygiene. This ultimately enhances the overall experience for individuals using these facilities and contributes to better public health and sanitation.





DRINKS

BARS & PUBS



DRINKS : BARS & PUBS

When it comes to drinks, there are many options to explore. You can find various types of beverages like water, tea, coffee, and soft drinks. These are commonly available in cafes, restaurants, and even at home. It's important to stay hydrated and choose drinks that suit your taste and preferences. As you become more adventurous, you might want to try alcoholic beverages. Bars and pubs are popular places to enjoy a wide range of drinks. You can find classic cocktails like margaritas, mojitos, and martinis, as well as beers, wines, and spirits. It's important to drink responsibly and know your limits to ensure a safe and enjoyable experience.

For those who want to explore the world of drinks even further, the world of mixology awaits. Mixology is the art of crafting unique and innovative cocktails using various ingredients and techniques. Skilled mixologists can create masterpieces with flavors that tantalize the taste buds. From fruity concoctions to smoky and complex flavors, there is something for everyone to enjoy. When it comes to bars and pubs, they offer more than just drinks. They provide a social atmosphere where friends can gather, have conversations, and enjoy live music or entertainment. Some bars even host trivia nights, karaoke sessions, or themed parties to add an extra element of fun.

Exploring different bars and pubs allows you to experience the ambiance and vibe of different establishments. From cozy and intimate cocktail bars to lively sports bars, each venue has its own unique charm. You can find bars with a wide selection of craft beers, while others specialize in showcasing a comprehensive wine list. Additionally, some pubs offer a taste of local culture by serving traditional and regional drinks. This allows you to immerse yourself in the local traditions and flavors of the place you are visiting. Whether it's sipping sake in Japan, enjoying a pint of Guinness in Ireland, or trying a caipirinha in Brazil, the world of drinks offers a gateway to cultural exploration.

Remember, it's important to drink responsibly and be mindful of your own tolerance. Always respect the legal drinking age in your country and prioritize your safety and well-being. So go ahead, raise your glass, and enjoy the diverse and exciting world of drinks, bars, and pubs!



1. What are some common types of beverages mentioned in the text?

2. What is mixology and what does it involve?

3. What are some additional experiences that bars and pubs offer besides drinks?

4. How does exploring different bars and pubs allow you to immerse yourself in local culture?

5. What is the importance of drinking responsibly and prioritizing safety and well-being?

DIALOGUE 1

SAID: Hey Ahmed, long time no see! How have you been?

AHMED: Hey Said, I'm doing well, thanks! It's good to see you too. We were supposed to meet Zaida and Amina here at La Barge, right?

SAID: Yes, that's right. But it seems like they're running a bit late. I'm not sure where we should wait for them.

AHMED: Hmm, let's give Amina a call. She might have a suggestion for us.

(Said dials Amina's number and puts the phone on speaker)

AMINA: Hello?

SAID: Hey Amina, it's Said. We're here at La Barge, but we're not sure where to wait for you and Zaida. Any suggestions?

AMINA: Oh, sorry for the delay. Actually, Zaida and I are still at work. But I know a great place nearby called Mermoz. It's a fancy and cozy pub at Hotel Caribou, less than 5 minutes from La Barge. It's quieter than 5/5 and has a nice ambiance. Can you wait for us there instead?

AHMED: That sounds perfect, Amina. We'll head over to Mermoz and wait for you and Zaida there. Thanks for the suggestion!

AMINA: You're welcome! See you soon at Mermoz then.

(They end the call)

SAID: Alright, Ahmed, let's go to Mermoz. Amina said it's a fancy pub at Hotel Caribou, just a short walk from here.

(They leave La Barge and make their way to Mermoz)

DIALOGUE 2

SAID: Wow, Ahmed, look at this place! Mermoz is absolutely stunning. The views of the Market and Comité du Tourisme are incredible.

AHMED: You're right, Said. This pub is definitely one of the best in Mamoudzou. The ambiance is so cozy and the atmosphere is just perfect.

(They find a table next to the swimming pool with the wonderful views)

HEAD WAITER: Good evening, gentlemen. Welcome to Mermoz. Please have a seat and enjoy your time here.

SAID: Thank you, we're excited to be here.

(They take a seat and admire the surroundings)

AHMED: This view is breathtaking. I can't believe we get to enjoy it while waiting for Zaida and Amina.

SAID: Absolutely. It's such a peaceful and relaxing spot. I'm glad we decided to come here instead of waiting at 5/5.

(Just as they settle in, Zaida and Amina arrive)

ZAIDA: Hey guys! Sorry we're late. Traffic was a nightmare.

AMINA: Yeah, it took us forever to get here. But we made it, finally!

SAID: No worries, girls. We just got here ourselves. Take a seat, we were just about to order.

(They all take a seat)

WAITER: Good evening, ladies and gentlemen. Here are the menus for you. Can I start you off with any drinks?

AHMED: We'll have four beers, please.

ZAIDA: ***(laughing)*** Of course, the boys and their big beers!

AMINA: ***(joining the laughter)*** They never miss a chance for a good beer.

WAITER: And for the ladies?

AMINA: We'll go for a glass of white wine, please.

WAITER: Excellent, I'll bring your drinks right away.

(They all continue laughing and chatting as they wait for their drinks to arrive)

COCKTAILS

are mixed alcoholic beverages that are typically made by combining different types of spirits, such as vodka, rum, gin, or tequila, with other ingredients like fruit juices, syrups, bitters, or soda. They are often served in specific glassware and can be garnished with fruits, herbs, or other decorative elements. Cocktails come in a wide variety of flavors, styles, and strengths, ranging from sweet and fruity to strong and bitter. They are enjoyed by many people as a social and celebratory drink.

1. MARTINI

A classic cocktail made with gin and dry vermouth, typically garnished with an olive or lemon twist. It is known for its elegant and sophisticated taste.

2. MOJITO

Originating from Cuba, the Mojito is a refreshing cocktail made with rum, lime juice, sugar, mint leaves, and soda water. It is known for its vibrant flavors and minty freshness.

3. MARGARITA

A popular tequila-based cocktail, the Margarita is made with tequila, lime juice, and orange liqueur. It is often served with a salt rimmed glass and is known for its tangy and citrusy taste.

4. COSMOPOLITAN

Made famous by the TV show “Sex and the City,” the Cosmopolitan is a vodka-based cocktail made with cranberry juice, lime juice, and orange liqueur. It is known for its pink color and sweet-tart flavor.

5. OLD FASHIONED

A classic whiskey cocktail, the Old Fashioned is made with whiskey, sugar, bitters, and a twist of citrus peel. It is often served on the rocks and is known for its strong and bold flavors.

6. DAIQUIRI

Originating from Cuba, the Daiquiri is a simple and refreshing cocktail made with rum, lime juice, and sugar. It can be served frozen or with ice.

7. PIÑA COLADA

A tropical cocktail, the Piña Colada is made with rum, pineapple juice, and coconut cream. It is often blended with ice and garnished with a pineapple wedge and cherry, offering a creamy and fruity taste.



8. NEGRONI

A classic Italian cocktail, the Negroni is made with equal parts of gin, sweet vermouth, and Campari. It is known for its bitter and complex flavors, often garnished with an orange peel.

9. MAI TAI

Originating from Polynesia, the Mai Tai is a rum-based cocktail made with rum, lime juice, orange liqueur, and orgeat syrup. It is known for its tropical and fruity flavors, often garnished with a mint sprig and pineapple wedge.

10. MOSCOW MULE

A refreshing vodka-based cocktail, the Moscow Mule is made with vodka, ginger beer, and lime juice. It is typically served in a copper mug and is known for its zesty and spicy flavors.

DIALOGUE 3

SAID: Excuse me, waiter. We forgot to order some appetizers. Could you please bring us a selection of Mayotte specialties for the appetizer platter?

WAITER: Certainly, sir. We have two options for the appetizer platter - the French appetizer platter or the Maore platter. Which one would you prefer?

AHMED: Let's go for the Maore platter. We want to experience the local flavors.

WAITER: Excellent choice, sir. I'll bring you the Maore appetizer platter right away.

(Shortly after, the waiter arrives with the appetizer platter)

WAITER: Here is your Maore appetizer platter. It includes samoussas of mataba and rougail, fried bananas with a special vinaigrette, and yuca balls stuffed with cheese. Enjoy!

(At the same time, another waiter arrives with their drinks)

SECOND WAITER: Here are your drinks, gentlemen and ladies. Cheers!

(They are stunned by the presentation and creativity of the appetizers)

SAID: Wow, look at this! The Maore appetizer platter looks absolutely amazing.

AHMED: I'm impressed by the variety and the unique combinations. These samoussas of mataba and rougail look mouthwatering.

ZAIDA: And the fried bananas with the special vinaigrette, it's such a creative twist. I can't wait to try them.

AMINA: The yuca balls stuffed with cheese look so tempting. This platter is a work of art.

ALL: Cheers!

(They start sipping their drinks and indulging in the delicious appetizers)

SAID: These samoussas are incredible! The flavors are so rich, and the mataba and rougail combination is perfect.

AHMED: I agree, Said. And the fried bananas with the special vinaigrette are a delightful blend of sweet and tangy.

ZAIDA: These yuca balls stuffed with cheese are heavenly. The cheese filling adds a creamy and savory element to the dish.

AMINA: I'm so glad we chose the Maore appetizer platter. It's a true culinary adventure.



DIALOGUE 4

SAID: These appetizers were absolutely delicious! I could definitely go for another round.

AHMED: I agree, Said. Let's call the waiter and ask for the second round.

(They signal the waiter to come over)

WAITER: Good evening again. How can I assist you?

AMINA: We'd like to order a second round of drinks, please. But this time, we'll go for non-alcoholic options as we're driving.

WAITER: Of course, I completely understand. We have a selection of refreshing homemade juices to choose from. We have papaya, banana, maracuya, ananas, and a tropical mix. Which one would you prefer?

ZAIDA: The tropical mix sounds perfect for us. We'll go with that, thank you.

AMINA: Yes, tropical mix it is. Thank you.

WAITER: Excellent choice. And for the gentlemen?

AHMED: We'll stick with one more beer, please.

(They all laugh at the contrast between the girls' non-alcoholic choice and the boys' choice)

SAID: Boys will be boys, I suppose.

ZAIDA: Well, someone has to keep the tradition alive.

(They all laugh together, enjoying the lighthearted moment)

WAITER: Thank you all for your kind words. I'm delighted that you enjoyed the appetizer platter. It's always a pleasure to see our guests satisfied.

Amina: The combination of flavors and creativity was truly exceptional. We appreciate the effort put into the presentation and taste.

AHMED: Absolutely. It was a fantastic introduction to Mayotte specialties.

SAID: We'll definitely recommend this place to our friends. The appetizer platter was a highlight of our evening.

(They raise their glasses and toast to the waiter)

ALL: Cheers to the wonderful appetizer platter and excellent service!

(They clink their glasses together and take a sip)

TEST YOURSELF

EXERCISE 1: FILL IN THE BLANKS WITH THE APPROPRIATE WORDS

1. _____ is a popular non-alcoholic beverage.
2. You can find various types of drinks in _____ and restaurants.
3. It's important to stay _____ and drink enough water.
4. _____ is a common hot beverage enjoyed worldwide.
5. _____ are places where you can enjoy a wide range of drinks. Choose the correct option to

EXERCISE 2: COMPLETE THE SENTENCES CHOOSING THE CORRECT ANSWER

1. _____ is a classic cocktail made with rum, mint, lime juice, and sugar.
 - a) Margarita
 - b) Mojito
 - c) Martini
2. A _____ is a place where you can watch sports events while enjoying a drink.
 - a) Bar
 - b) Pub
 - c) Cafe
3. Mixology is the art of crafting _____ cocktails with unique flavors.
 - a) Traditional
 - b) Alcoholic
 - c) Innovative
4. _____ are fermented alcoholic beverages made from grapes.
 - a) Whiskey
 - b) Wine
 - c) Vodka
5. In some bars, you can enjoy live _____ performances while having a drink.
 - a) Music
 - b) Dance
 - c) Comedy

EXERCISE 3: COMPLETE THE FOLLOWING SENTENCES WITH APPROPRIATE WORDS OR PHRASES:

1. Mixologists use their creativity and skills to create _____ cocktails that are visually stunning and delicious.
2. Some bars have a wide selection of _____ beers, including unique and limited edition brews.
3. _____ nights in pubs are a fun way to test your knowledge and have a great time with friends.
4. _____ bars offer a cozy and intimate setting where you can enjoy expertly crafted cocktails.
5. Exploring different bars and pubs allows you to experience the _____ and atmosphere of different establishments.

VOcabulARy

at the bar and the pub

1. ALCOHOLIC BEVERAGES (Boissons alcoolisées)
2. APPÉRITIF PLATTER (Assiette d'apéritifs)
3. APPÉRITIFS (Apéritifs)
4. BARS (Bars)
5. BEERS (Bières)
6. COFFEE (Café)
7. COCKTAILS (Cocktails)
8. COMPLIMENTING (Complimenter)
9. CRAFT BEERS (Bières artisanales)
10. CULTURAL EXPLORATION (Exploration culturelle)
11. DIVERSE (Diversifié)
12. DRINK RESPONSIBLY (Boire de façon responsable)
13. DRINKS (Boissons)
14. ENTERTAINMENT (Divertissement)
15. EXCITING (Excitant)
16. GATEWAY (Passerelle)
17. GUINNESS (Guinness)
18. HYDRATION (Hydratation)
19. INTIMATE (Intime)
20. KARAOKE SESSIONS (Sessions de karaoké)
21. LEGAL DRINKING AGE (Âge légal pour boire)
22. LIVELY (Animé)
23. LIMITS (Limites)
24. LIVE MUSIC (Musique live)
25. MARGARITAS (Margaritas)
26. MARTINIS (Martinis)
27. MIXOLOGY (Mixologie)
28. MOJITOS (Mojitos)
29. PARTY (Fête)
30. PUBS (Pubs)
31. RAISE YOUR GLASS (Levez votre verre)
32. RECOMMEND (Recommander)
33. SAFETY (Sécurité)
34. SAKE (Saké)
35. SOFT DRINKS (Boissons non alcoolisées)
36. SPIRITS (Alcools forts)
37. SPORTS BARS (Bars sportifs)
38. TEA (Thé)
39. THEMED PARTIES (Soirées à thème)
40. UNIQUE FLAVORS (Saveurs uniques)
41. WATER (Eau)
42. WELL-BEING (Bien-être)
43. WINES (Vins)
44. NIGHTCLUBS (Boîtes de nuit)
45. HAPPY HOUR (Heure de l'apéritif)
46. BARTENDER (BARMAN/BARMAID)
47. SHOTS (SHOOTERS)
48. SIGNATURE COCKTAILS (COCKTAILS SIGNATURES)
49. WINE TASTING (DÉGUSTATION DE VINS)
50. CHAMPAGNE (CHAMPAGNE)

1. "What can I get you to drink?"
2. "Are you ready to order?"
3. "Would you like to see the menu?"
4. "Is there anything else I can get for you?"
5. "Can I get you another round?"
6. "How is everything tasting?"
7. "Is everything to your satisfaction?"
8. "Can I offer you any dessert or coffee?"
9. "Do you need any recommendations?"
10. "Are you celebrating a special occasion?"
11. "Would you like separate checks or one bill?"
12. "Can I get you some water or refills?"
13. "Are you enjoying the live music?"
14. "Do you need any assistance with ...?"
15. "Can I help you with anything else?"
16. "Are you ready for the check?"
17. "Do you have any dietary restrictions or allergies?"
18. "Would you like any appetizers?"
19. "Can I bring you some condiments?"
20. "Thank you for choosing our bar, enjoy your evening!"

1. "Can I see the drink menu, please?"
2. "What do you recommend from the menu?"
3. "I'll have a [specific drink]."
4. "Could we have separate checks, please?"
5. "Is there a happy hour or any drink specials?"
6. "Could we get some more napkins, please?"
7. "Could I have some water, please?"
8. "What's the soup/special of the day?"
9. "Can we order some bar snacks/appetizers?"
10. "Could we get the bill, please?"
11. "Is there live music tonight?"
12. "Can we have another round, please?"
13. "Do you have any non-alcoholic options?"
14. "Could we get some extra condiments?"
15. "Is there a restroom nearby?"
16. "Can we get some more ice in our drinks?"
17. "Could we get some more glasses, please?"
18. "Do you have any vegetarian/vegan options?"
19. "Can we get some more chips, please?"
20. "Thank you for the great service, we had a wonderful time!"

EXERCISES

EXERCISE 1 (MODAL VERBS): FILL IN THE BLANKS WITH THE APPROPRIATE MODAL VERBS

CAN, COULD, MAY, MIGHT, SHOULD, MUST

1. Ahmed suggests we _____ call the waiter to ask for the second round.
2. The girls say they _____ not want to drink alcohol because they drive.
3. The waiter _____ offer homemade juices as an alternative.
4. We _____ definitely recommend this place to our friends.
5. It's important to drink responsibly and know your limits, so we _____ be mindful of our alcohol consumption.
6. She _____ have left her wallet at home.
7. You _____ try the new cocktail at the bar, it's delicious.
8. They _____ have arrived early to secure good seats.
9. We _____ go for a walk after dinner if the weather is nice.
10. He _____ have studied more for the exam, but he didn't.
11. The sign says you _____ be 18 years old to enter.
12. The flight _____ be delayed due to bad weather conditions.

EXERCISE 2 ("LET'S + INFINITIVE"): COMPLETE THE SENTENCES WITH "LET'S + INFINITIVE" TO MAKE SUGGESTIONS:

INVITE, GRAB, TRY, ORGANIZE, HEAD, LEARN,, GO, GO, PLAN, VOLUNTEER, CALL, GET, TAKE

1. _____ the waiter and ask for the bill.
2. The weather is nice, _____ for a walk in the park.
3. We have some time before the movie starts, _____ a quick bite to eat.
4. It's getting late, _____ home and _____ some rest.
5. We've been studying for hours, _____ a break and play a game.
6. _____ our friends over for a movie night.
7. _____ a new recipe for dinner tonight.
8. _____ shopping and buy some groceries.
9. _____ a weekend getaway to the beach.
10. _____ a surprise party for our friend's birthday.
11. _____ a new language together.
12. _____ at a local charity organization.

EXERCISE 3 ("THERE IS/THERE ARE"): CHOOSE THE CORRECT FORM OF "THERE IS" OR "THERE ARE" TO COMPLETE THE SENTENCES:

1. _____ many options to explore when it comes to drinks.
2. _____ a wide range of cocktails available at this bar.
3. In the appétitif platter, _____ a variety of delicious bites to try.
4. _____ live music performances at some bars and pubs.
5. _____ always a chance to discover new flavors and experiences in the world of drinks.

NEW TRENDS

IN EATING HABITS AND CATERING





NEW TRENDS IN EATING HABITS AND CATERING

In recent years, there has been a noticeable shift in eating habits and catering trends. People are becoming more conscious about what they consume, seeking healthier options, and embracing new culinary experiences. This change in mindset has led to the emergence of various new trends in the food industry.

One of the prominent trends is the rise of plant-based diets. Many individuals are adopting vegetarian or vegan lifestyles, either for health reasons or due to concerns about animal welfare and the environment. As a result, restaurants and catering services are now offering a wider range of plant-based dishes, utilizing ingredients like tofu, tempeh, and a plethora of vegetables, to cater to this growing demand.

Additionally, there is an increasing emphasis on locally sourced and sustainable ingredients. People are more interested in knowing where their food comes from and supporting local farmers and producers. This has led to the popularity of farm-to-table dining experiences, where restaurants prioritize using locally grown produce and ingredients in their menus. Catering services are also incorporating this concept by partnering with local suppliers to ensure fresh and sustainable food options.

Lastly, the digital age has revolutionized the way we approach food. Online food delivery platforms and meal kit services have gained immense popularity, providing convenience and flexibility to consumers. These services allow individuals to order food from their favorite restaurants or cook their own meals using pre-portioned ingredients and recipe instructions delivered right to their doorstep.

In conclusion, the new trends in eating habits and catering reflect a growing desire for healthier, more sustainable, and convenient options. From the rise of plant-based diets to the focus on locally sourced ingredients and the convenience of online food services, the food industry is continuously evolving to meet the changing needs and preferences of consumers.



COMPREHENSION

1. What are some of the new trends in eating habits and catering mentioned in the text?

2. Why are more people adopting plant-based diets?

3. How are restaurants and catering services catering to the demand for plant-based dishes?

4. What is the significance of locally sourced and sustainable ingredients in the food industry?

5. What is farm-to-table dining and why is it gaining popularity?

6. How are catering services incorporating the concept of locally sourced ingredients?

7. How has the digital age impacted the way we approach food?

8. What are some examples of online food delivery platforms mentioned in the text?

9. How do meal kit services provide convenience and flexibility to consumers?

10. How is the food industry evolving to meet the changing needs and preferences of consumers?





GO VEGETARIAN !
it's possible in Mayotte



Becoming a vegetarian in Mayotte can be an exciting experience with lots of chances to enjoy healthy and sustainable food. Mayotte is a beautiful island in the Indian Ocean known for its diverse wildlife and plenty of fresh and delicious ingredients that can form the basis of a balanced vegetarian diet.

Mayotte offers a wide variety of tasty tropical fruits like mangoes, pineapples, passion fruits, and lychees. These fresh and flavorful fruits can be the star of your meals. There are also many fresh vegetables available in Mayotte, some of which are grown locally. You can find sweet potatoes, pumpkins, eggplants, and tomatoes, among others, to create nutritious and tasty dishes that will satisfy your taste buds.



The local cuisine in Mayotte can also inspire vegetarians. Traditional dishes such as mataba (a vegetable curry) and rougail (a spicy tomato sauce) can easily be adapted to a vegetarian diet by removing meat and animal products. This allows you to enjoy the authentic flavors of the region.

Another advantage of being a vegetarian in Mayotte is the opportunity to visit local markets where you can find a wide range of fresh and organic products. These markets are a great way to support local farmers and discover new ingredients to use in vegetarian cooking, while also experiencing the island's culture and culinary traditions.

It's important to note that there might be some lack of understanding or knowledge about vegetarianism within the local community in Mayotte. However, by sharing the health, environmental, and animal welfare benefits, you can help raise awareness and promote greater acceptance of vegetarian diets on the island.



In summary, becoming a vegetarian in Mayotte is an exciting opportunity to explore a variety of fresh and delicious ingredients found on this beautiful island. By using local resources, enjoying traditional cuisine adapted for vegetarians, and sharing your knowledge with others, you can enjoy a healthy and sustainable vegetarian lifestyle in Mayotte.

VOCABULARY

new trends in eating habits and catering

1. AUTHENTIC (authentique)
2. BALANCED (équilibré)
3. CUISINE (cuisine)
4. DELICIOUS (délicieux)
5. DISHES (plats)
6. EGGPLANTS (aubergines)
7. FARM-TO-TABLE (de la ferme à la table)
8. FRESH (frais)
9. FRUITS (fruits)
10. HEALTHY (sain)
11. INGREDIENTS (ingrédients)
12. ISLAND (île)
13. LOCALLY SOURCED (issus de sources locales)
14. LYCHEES (litchis)
15. MANGOES (mangues)
16. RECIPE (recette)
17. NUTRITIOUS (nutritif)
18. FOOD DELIVERY (livraison de nourriture)
19. OPPORTUNITY (opportunité)
20. PASSION FRUITS (fruits de la passion)
21. PINEAPPLES (ananas)
22. PLANT-BASED (à base de plantes)
23. PUMPKINS (citrouilles)
24. REGION (région)
25. RESTAURANTS (restaurants)
26. SPICY TOMATO SAUCE (sauce tomate épicée)
27. STAR (vedette)
28. SUSTAINABLE (durable)
29. SWEET POTATOES (patates douces)
30. TASTE BUDS (papilles gustatives)
31. TASTY (savoureux)
32. TOMATOES (tomates)
33. TRADITIONAL (traditionnel)
34. TROPICAL FRUITS (fruits tropicaux)
35. VEGAN (végétalien)
36. VEGETABLES (légumes)
37. VEGETARIAN (végétarien)
38. WILDLIFE (faune)
39. FRENCH TRANSLATION (traduction française)
40. LOCAL MARKETS (marchés locaux)
41. HEALTHY OPTIONS (options saines)
42. CULINARY EXPERIENCES (expériences culinaires)
43. SUSTAINABLE OPTIONS (options durables)
44. CONSCIOUS EATING (alimentation consciente)
45. LOCALLY GROWN PRODUCE (produits cultivés localement)
46. ANIMAL WELFARE (bien-être animal)
47. ENVIRONMENTAL (environnemental)
48. SUPPORT FARMERS (soutenir les agriculteurs)
49. RAISE AWARENESS (sensibiliser)
50. GASTRONOMY (gastronomie)

EXERCICE 1: COMPLETE THE SENTENCES BY FILLING IN THE BLANKS WITH THE APPROPRIATE WORDS FROM THE GIVEN LIST.

1. I love trying _____ from different cultures.
2. The _____ of the dish was enhanced by the addition of fresh herbs.
3. _____ is a key component of a balanced diet.
4. The _____ at that restaurant is known for its use of local ingredients.
5. _____ are a versatile vegetable that can be used in various recipes.
6. _____ emphasizes the use of locally sourced ingredients.
7. I prefer to eat _____ because they are packed with nutrients.
8. _____ options are gaining popularity due to their health benefits.
9. The _____ used in this recipe are what give it its unique flavor.
10. _____ is a popular destination for culinary experiences.
11. _____ play a crucial role in supporting the local economy.
12. The _____ used in this sauce give it a spicy kick.
13. The restaurant's signature dish has become a _____ among food enthusiasts.
14. Choosing _____ food options is a responsible choice for the environment.
15. _____ are a delicious and nutritious alternative to regular potatoes.
16. _____ provide a burst of tropical flavor in many dishes.
17. _____ is a great way to reduce your carbon footprint.
18. _____ are a popular ingredient in many traditional recipes.
19. _____ offer a wide variety of culinary options.
20. _____ is a growing movement that promotes a cruelty-free lifestyle.

EXERCISES

EXERCISE 1 (USED TO TO BE USED TO + -ING):

« **USED TO** » est utilisé pour parler d'une habitude ou d'une action régulière dans le passé qui n'est plus vraie dans le présent. Il est suivi d'un verbe à l'infinitif sans « to ».

Par exemple : "I used to play tennis when I was younger."

« **TO BE USED TO + ING** » est utilisé pour parler d'une habitude ou d'une action régulière à laquelle on est habitué. Il est suivi d'un verbe à l'infinitif avec « ing ».

Par exemple : "She is used to waking up early."

Dans l'exercice, vous devez choisir entre ces deux structures en fonction du sens de la phrase et du temps verbal approprié.

1. Many people _____ eating meat regularly, but now they follow a vegetarian diet.
2. She _____ eating fast food, but she has adopted a healthier eating habit.
3. We _____ cooking with processed ingredients, but now we prefer using fresh, organic produce.
4. My grandparents _____ traditional recipes, but now they enjoy experimenting with new flavors.
5. They _____ eating out every weekend, but now they prefer cooking at home.

EXERCISE 2 (WITH, FOR, FROM, IN, OF):

« **WITH** » est utilisé pour indiquer une compagnie ou une relation.

Par exemple : "She went to the party with her friends."

« **FOR** » est utilisé pour indiquer un bénéficiaire ou une raison.

Par exemple : "I bought a gift for my sister."

« **FROM** » est utilisé pour indiquer une source ou une origine.

Par exemple : "I received a letter from my pen pal."

« **IN** » est utilisé pour indiquer un lieu, un temps ou une situation.

Par exemple : "I live in Paris."

« **OF** » est utilisé pour indiquer l'appartenance ou la composition.

Par exemple : "The book of my friend."

1. I'm trying to incorporate more vegetables _____ my diet.
2. This restaurant is known _____ its innovative culinary creations.
3. The demand _____ plant-based alternatives is increasing.
4. Many people opt _____ sustainable food options to reduce their environmental impact.
5. The taste _____ this dish is enhanced by the use of fresh herbs."



THE KITCHEN



DIALOGUE 1

- SERVER 1 NAESH:** Chef, the restaurant is really busy tonight! We have so many customers and orders coming in.
- CHEF:** Alright, team, let's stay focused. We've dealt with busy nights before. We can handle this.
- COOK 1 RIADHI:** *(sweating)* Chef, we're running out of ingredients for tonight's special. What should I do?
- CHEF:** *(quickly)* Kadafi, go to the storage room and get what we need. Riadhi, start preparing more of the special right away. We can't run out.
- SERVER 2 KARAN:** *(rushing in)* Chef, a customer has a food allergy. They need a modified version of one of our dishes. What do we do?
- CHEF:** *(assertively)* Karan, let the customer know that we'll accommodate their needs. Riadhi, make a separate version of the dish without the allergens. Follow our strict protocols to avoid cross-contamination.
- COOK RIADHI:** *(frustrated)* Chef, the grill is overloaded with orders. It's hard to keep up.
- CHEF:** *(determined)* Riadhi, take a deep breath and prioritize the orders. Let's keep a steady flow going. Communicate with the other cooks and work together to manage the grill efficiently.
- SERVER 1 NAESH:** *(nervously)* Chef, some customers are getting impatient. They've been waiting for their food for a while.
- CHEF:** *(reassuringly)* Naesh, apologize to the customers for the delay and assure them that we're working as fast as we can. Let them know we care about their satisfaction.
- SERVER 2 KARAN:** *(exhausted)* Chef, I need more help delivering food to the tables. It's overwhelming.
- CHEF:** *(decisively)* Riadhi, leave your station for a moment and help Karan with food delivery. We can't let the service suffer. The rest of you, keep working on those orders.

As the team works together, the chaos starts to calm down. The kitchen becomes more organized, and the orders are being served efficiently.

- CHEF:** *(proudly)* Great job, everyone! We handled the rush and served quality food. Take a moment to regroup, and then let's continue giving our customers the best dining experience possible.

The team takes a deep breath, regains their composure, and continues working diligently to ensure a successful and enjoyable evening for all the restaurant's guests.

The kitchen is the heart of any restaurant, where the magic happens and delicious meals are created. It is a space filled with various stations and equipment, all working together to deliver exceptional dining experiences to customers. In a restaurant kitchen, you'll find different stations such as the hot line, cold line, pastry section, and prep area. Each station has its specific responsibilities and equipment.

To ensure the kitchen operates smoothly, cleanliness is crucial. Maintaining a clean and organized kitchen is important for several reasons. Firstly, a clean kitchen reduces the risk of food-borne illnesses by preventing cross-contamination and the growth of harmful bacteria. Secondly, a clean kitchen promotes efficiency and productivity. When everything is in its place and well-organized, chefs and cooks can quickly find the tools and ingredients they need, reducing time wasted searching for items. A clutter-free environment also minimizes accidents and injuries, allowing the staff to work safely and efficiently. A clean kitchen reflects professionalism and creates a positive impression and builds trust between the establishment and its customers.

Apart from cleanliness and organization, there are other important factors to consider in a restaurant kitchen. One such factor is teamwork. Collaboration and effective communication among the kitchen staff are crucial for smooth operations. Each member of the team should understand their roles and responsibilities to ensure a seamless flow of work.

Furthermore, ingredient sourcing and quality control play a vital role in delivering exceptional dining experiences. Restaurants should establish relationships with reliable suppliers to ensure the freshness and consistency of their ingredients. Regular quality checks should be conducted to maintain high standards.

Lastly, effective inventory management is crucial to avoid wastage and optimize costs. Keeping track of ingredients and controlling portion sizes can help reduce food waste and improve profitability.

In summary, a successful restaurant kitchen goes beyond cleanliness and organization. It requires teamwork, continuous training, quality control, innovative menu planning, and efficient inventory management. By addressing these aspects, restaurants can create a thriving kitchen environment that consistently delivers exceptional dining experiences.



DIALOGUE 2

INTERVIEWER: Good day, Chef Naouirou! We're delighted to have the opportunity to interview you. Could you please introduce yourself and tell us about your background?

CHEF: Hello! Thank you for having me. My name is Chef Naouirou, and I come from the beautiful island of Mayotte. I grew up surrounded by the vibrant flavors and rich Maorese culinary traditions. After completing my culinary training, I decided to bring the taste of Mayotte to Paris by opening a restaurant specializing in Mayotte's unique dishes.

INTERVIEWER: That's fascinating, Chef Naouirou. How did you come up with the idea of opening a restaurant in Paris featuring Maorese specialties?

CHEF: Well, Mayotte has a rich culinary heritage that is often overlooked. I wanted to showcase the unique flavors and ingredients of my home island to a wider audience. Paris, being a culinary hub, seemed like the perfect place to introduce Maorese cuisine to the world. I wanted to share the vibrant spices, fresh seafood, and aromatic combinations that make Mayotte's food so special.

INTERVIEWER: That sounds wonderful, Chef Naouirou. How has the response been since you opened your restaurant?

CHEF: The response has been overwhelming. I am truly humbled and grateful for the positive reception my restaurant has received. People are curious and eager to try something new. Many locals have become regular guests, and the word has spread. It's been a fulfilling journey to see people appreciate and enjoy the flavors of Mayotte.

INTERVIEWER: That's fantastic to hear, Chef Naouirou. Could you tell us a bit about the specialties you offer at your restaurant?

CHEF: Certainly! At my restaurant, I offer a range of specialties that highlight the island's diverse culinary influences. One of our most popular dishes is "Langouste à la Vanille," which translates to "Vanilla Lobster." This dish showcases the island's abundant seafood and the unique use of vanilla, which is a local specialty. Additionally, we have "Pilao," a flavorful rice dish cooked with a variety of meats and vegetables, similar to paella. These are just a few examples of the delicious Mayotte specialties we serve.

INTERVIEWER: It all sounds incredibly mouthwatering, Chef Naouirou! One final question: what advice would you give to aspiring chefs or restaurateurs who want to make a mark in the culinary world?

CHEF: My advice would be to stay true to your roots and follow your passion. Find a unique culinary focus that resonates with you and your heritage. Embrace your culture and its flavors, and don't be afraid to introduce them to the world. Also, never compromise on quality and always put your heart into every dish. Remember, success comes with hard work, dedication, and a genuine love for what you do.

INTERVIEWER: Thank you for sharing your insights, Chef Naouirou. It was a pleasure speaking with you, and we wish you continued success in your culinary journey.



VOcabulARy

the kitchen

1. APRON (Tablier)
2. BAKING (Cuisson au four)
3. BLANCH (Blanchir)
4. BOIL (Bouillir)
5. BROIL (Griller)
6. CHEF (Chef)
7. CHOP (Hacher)
8. COOK (Cuisiner)
9. CUTLERY (Couverts)
10. DEEP FRY (Frire)
11. DISHWASHER (Lave-vaisselle)
12. DOUGH (Pâte)
13. EQUIPMENT (Équipement)
14. FOOD PROCESSOR (Robot culinaire)
15. FRY (Faire frire)
16. GARLIC PRESS (Presse-ail)
17. GRATE (Râper)
18. GRILL (Grill)
19. HERBS (Herbes)
20. INGREDIENT (Ingrédient)
21. JUICER (Presse-agrumes)
22. KETTLE (Bouilloire)
23. KNIFE (Couteau)
24. LADLE (Louche)
25. MARINADE (Marinade)
26. MENU (Menu)
27. MINCE (Émincer)
28. MIXING BOWL (Saladier)
29. NAPKIN (Serviette)
30. OVEN (Four)
31. PAN (Poêle)
32. PASTRY (Pâtisserie)
33. PEELER (Épluche-légumes)
34. PLATE (Assiette)
35. POT (Casserole)
36. RECIPE (Recette)
37. ROAST (Rôtir)
38. SAUTE (Sauter)
39. SCALE (Balance)
40. SERVE (Servir)
41. SLICER (Trancheur)
42. SPATULA (Spatule)
43. STEAM (Cuire à la vapeur)
44. STIR (Remuer)
45. STRAINER (PASSOIRE)
46. TABLECLOTH (Nappe)
47. TIMER (Minuteur)
48. UTENSILS (Ustensiles)
49. WHISK (Fouet)
50. ZESTER (Zesteur)

EXERCICE 1: COMPLETE THE SENTENCES BY FILLING IN THE BLANKS WITH THE APPROPRIATE WORDS FROM THE GIVEN LIST.

1. To make pasta, you need to _____ the water before adding the noodles.
2. The chef tied the _____ around his waist before starting to cook.
3. A sharp _____ is essential for cutting ingredients precisely.
4. _____ is a cooking method that involves direct heat from above.
5. The kitchen is equipped with modern _____ to make cooking easier.
6. _____ add flavor and aroma to dishes.
7. You can boil water quickly using an electric _____.
8. It's important to follow the recipe and _____ the dish properly.
9. You can _____ cheese on top of the pasta for added flavor.
10. _____ refers to the utensils used for eating, such as forks and spoons.
11. The head _____ oversees the kitchen and ensures the quality of the dishes.
12. Grilling is a popular cooking method for barbecues, where food is cooked over an open _____.
13. Before baking bread, you need to knead the _____ to develop gluten.
14. The _____ is a handy tool for crushing garlic cloves.
15. After dinner service, the plates are loaded into the _____ for cleaning.
16. To make French fries, you need to _____ the potatoes until golden brown.
17. _____ can be used to chop, slice, or shred ingredients quickly.
18. _____ is a cooking method that involves heating food in an oven.
19. Salt is a common _____ used in many recipes.
20. You should _____ the onions before adding them to the soup.
21. To make crispy fries, you need to _____ them in hot oil.
22. _____ can be used to extract juice from fruits.
23. _____ is a cooking method that involves direct heat from below.

EXERCISES

A FEW SAYINGS.

- Too many cooks spoil the broth. (Trop de participants nuisent à la qualité de l'ouvrage).
- What's cooking ? (Qu'est ce qui se mijote ?)
- His goose is cooked ! (Son compte est bon !)
- It's as easy as shelling peas ! (C'est simple comme dire bonjour !)
- "If you can't stand the heat, get out of the kitchen." (Si tu ne supportes pas la pression, sors de la cuisine.)
- "The kitchen is the heart of the home." (La cuisine est le cœur de la maison.)
- "A watched pot never boils." (Une casserole surveillée ne bout jamais.)
- "You can't make an omelette without breaking eggs."
(On ne peut pas faire une omelette sans casser des œufs.)

SOME « TONGUE TWISTER »

Peter Piper picked a peck of pickled pepper.
A peck of pickled pepper Peter picked ;
If Peter Piper pecked a peck of pickled pepper,
Where is the peck of pickled pepper Peter Piper
picked ?

(Peter Piper a pris un petit morceau de poivron au vinaigre. Un morceau de poivron au vinaigre Peter Piper a pris ; Si Peter Piper a pris un morceau de poivron au vinaigre, Où se trouve le morceau de poivron au vinaigre que Peter Piper a pris?)

"She sells seashells by the kitchen sink,
shining shells and sea treasures,
as the suds in the sink slowly sink,
she skillfully showcases her seashell measures."

(Elle vend des coquillages près de l'évier de la cuisine, des coquillages brillants et des trésors de la mer, tandis que les bulles dans l'évier s'enfoncent lentement, elle met habilement en valeur ses mesures de coquillages.)

"Six slippery spatulas sizzle in the skillet,
swiftly stirring and sautéing savoury sauces,
sizzling sounds surround the stovetop,
as the spatulas skillfully slide and swivel in the skillet."

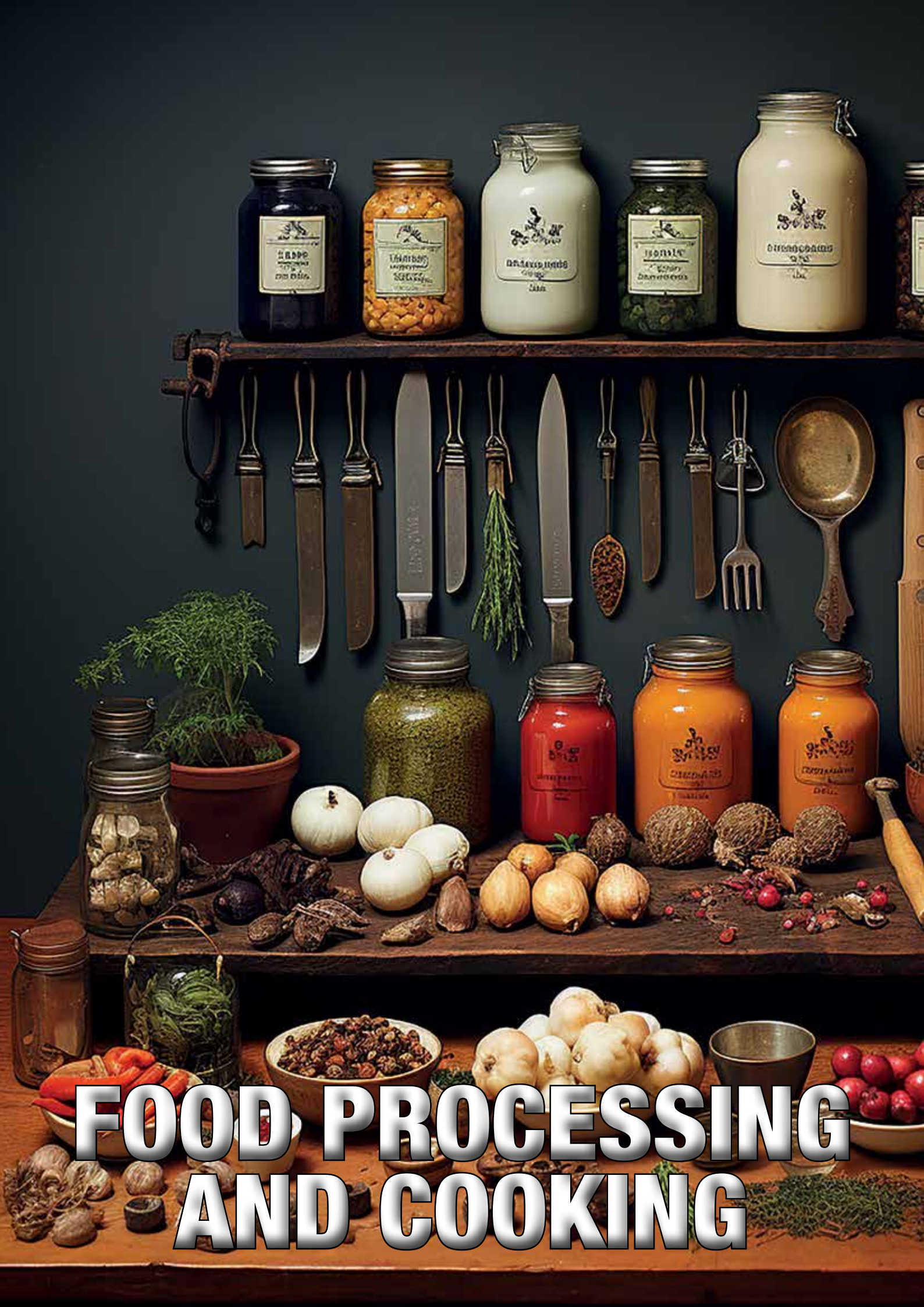
(Six spatules glissantes grésillent dans la poêle, mélangeant et sautant rapidement des sauces savoureuses, des sons grésillants entourent la cuisinière, tandis que les spatules glissent et pivotent habilement dans la poêle.)

"Betty bought some butter, but the butter
Betty bought was bitter, so Betty bought some
better butter to make the bitter butter better."

(Betty a acheté du beurre, mais le beurre que Betty a acheté était amer, alors Betty a acheté un meilleur beurre pour améliorer le beurre amer.)

"How much wood would a woodchuck chuck
if a woodchuck could chuck wood?
He would chuck as much wood
as a woodchuck would, if a woodchuck
could chuck wood in the kitchen."

(Combien de bois un siffleux pourrait-il lancer si un siffleux pouvait lancer du bois ? Il lancerait autant de bois qu'un siffleux le ferait, si un siffleux pouvait lancer du bois dans la cuisine.)



FOOD PROCESSING AND COOKING



Small framed sign with text: "Dobrych chutnicich..."

Small framed sign with text: "Dobrych chutnicich... CESTO"



Food processing and cooking are essential steps in preparing and preserving the food we eat. These processes help enhance flavors, improve shelf life, and make our meals safe and enjoyable. Let's explore the basics of food processing and cooking in a simple way.

Food processing involves transforming raw ingredients into edible and tasty products. It often includes cleaning, cutting, chopping, and blending. One common example of food processing is turning fresh tomatoes into tomato sauce. During processing, the tomatoes are washed, chopped, and then simmered until they become a delicious sauce suitable for pasta dishes and more.

Food processing also includes preservation techniques. These methods help prevent spoilage and extend the shelf life of food. Some popular preservation methods include canning, freezing, and drying. Canning involves sealing food in airtight containers and heating them to kill bacteria and other harmful microorganisms. Freezing preserves food by lowering its temperature, preventing the growth of bacteria. Drying removes moisture from food, making it inhospitable for spoilage-causing agents.

Cooking is the process of preparing food for consumption by applying heat. There are various cooking methods, each offering unique flavors and textures. Some common cooking techniques include boiling, frying, baking, and grilling. Boiling involves cooking food in boiling water until it becomes tender. Frying is done by immersing food in hot oil, creating a crispy outer layer. Baking uses dry heat in an oven, perfect for preparing bread, cakes, and cookies. Grilling, on the other hand, cooks food over an open flame or heat source, adding a delightful smoky flavor.

While food processing and cooking make our meals tasty and safe, it's essential to be mindful of the nutritional impact. Overcooking vegetables, for instance, can lead to a loss of essential vitamins and minerals. It's best to cook food just enough to retain its nutritional value.

Food processing and cooking are vital steps in preparing delicious and safe meals. These techniques transform raw ingredients into delectable dishes while preserving their flavors and extending shelf life. By understanding the basics of food processing and cooking, we can create nourishing and delightful meals for ourselves and our loved ones. Remember to strike a balance between taste and nutrition for a healthy and enjoyable dining experience.





DIALOGUE 1

Interview with the General Director of Centre Hospitalier de Mayotte (CHM) on Food Processing in the Hospital

INTERVIEWER: Good day! Today, we have the honor of speaking with the General Director of Centre Hospitalier de Mayotte, Dr. Marie Leclerc. Thank you for taking the time to speak with us, Dr. Leclerc.

DR. LECLERC: Good day! It's my pleasure to be here and discuss important matters concerning our hospital.

INTERVIEWER: Wonderful! Let's attack the topic of food processing in the hospital. Could you please explain why food processing is crucial within the context of a healthcare facility like CHM?

DR. LECLERC: Certainly. Food processing plays a critical role in our hospital for several reasons. Firstly, we must ensure that the food we serve to our patients is safe and free from harmful contaminants. By processing food, we can reduce the risk of foodborne illnesses and infections, especially for vulnerable patients with weakened immune systems.

INTERVIEWER: That makes perfect sense. Safety is indeed a top priority. Can you elaborate on the specific food processing methods employed at CHM?

DR. LECLERC: Of course. At CHM, we follow strict guidelines for food processing. Our kitchen staff is trained to handle, prepare, and process food in a hygienic manner. We use techniques such as pasteurization, which involves heating certain foods to kill harmful bacteria while retaining their nutritional value. Additionally, we utilize methods like steaming, baking, and boiling to ensure that our patients receive nutritious and well-cooked meals.

INTERVIEWER: That's commendable. In terms of food sourcing, does the hospital prioritize locally-sourced and fresh ingredients?

DR. LECLERC: Absolutely. We believe in supporting our local community and promoting sustainable practices. Whenever possible, we source ingredients locally to support farmers and reduce our carbon footprint. Fresh and seasonal produce are prioritized to ensure that our patients receive the best quality meals during their stay.

INTERVIEWER: It's wonderful to hear about CHM's commitment to sustainability and community support. Lastly, how do you ensure that the food processing facilities and equipment meet the necessary health and safety standards?

DR. LECLERC: Ensuring health and safety standards in our food processing facilities is of utmost importance. We have a dedicated team responsible for regular inspections and maintenance of all equipment. Our kitchen staff undergoes continuous training on food safety practices, hygiene, and cleanliness. Moreover, we comply with local and international health regulations to maintain the highest standards of food processing in the hospital.

INTERVIEWER: That's impressive! Dr. Leclerc, thank you for shedding light on the significance of food processing at Centre Hospitalier de Mayotte. Your dedication to patient well-being and food safety is truly commendable.

DR. LECLERC: Thank you for having me. It's essential for us to prioritize the health and welfare of our patients in every aspect, including their meals.



VOCABULARY

food processing and cooking

1. BAKING (Cuisson au four)
2. BLANCHING (Blanchiment)
3. BOILING (Ébullition)
4. BRAISING (Braisier)
5. BROILING (Gril)
6. CANNING (Mise en conserve)
7. CHOPPING (Hacher)
8. DEHYDRATING (Déshydratation)
9. DRYING (Séchage)
10. FERMENTING (Fermentation)
11. FLAMBÉING (Flamber)
12. FLASH FREEZING (Congélation rapide)
13. FREEZING (Congélation)
14. FRYING (Friture)
15. GRILLING (Griller)
16. INFUSING (Infusion)
17. JAMMING (Confiture)
18. MARINATING (Marinade)
19. MICROWAVING (Cuisson au micro-ondes)
20. OVEN-ROASTING (Rôti au four)
21. PAN-FRYING (Poêler)
22. PASTEURIZING (Pasteurisation)
23. PICKLING (Mariner)
24. POACHING (Pocher)
25. PRESSURE COOKING (Cuisson sous pression)
26. PUREEING (Réduire en purée)
27. ROASTING (Rôtissage)
28. SAUTEING (Sauter)
29. SEASONING (Assaisonnement)
30. SIMMERING (Mijoter)
31. SMOKING (Fumage)
32. SOUS-VIDE COOKING (Cuisson sous-vide)
33. STEAMING (Cuisson à la vapeur)
34. STERILIZING (Stérilisation)
35. STEWING (Ragoût)
36. STIR-FRYING (Sauter à la poêle)
37. SUGARING (Sucrer)
38. SUN-DRYING (Séchage au soleil)
39. SWEETENING (Sucrage)
40. THAWING (Décongélation)
41. VACUUM PACKING (Emballage sous vide)
42. WOK COOKING (Cuisson au wok)
43. BLANCHING (Blanchiment)
44. BOILING (Ébullition)
45. CANNING (Mise en conserve)
46. CHOPPING (Hacher)
47. DEHYDRATING (Déshydratation)
48. DRYING (Séchage)
49. FERMENTING (Fermentation)
50. FREEZING (Congélation)

EXERCICE 1: COMPLETE THE SENTENCES BY FILLING IN THE BLANKS WITH THE APPROPRIATE WORDS FROM THE GIVEN LIST. TRANSFORM THE WORDS WHEN NEEDED

1. The smell of fresh bread being _____ in the oven is delightful.
2. Before freezing the vegetables, they should be _____ to preserve their color and nutrients.
Homemade jam is prepared by _____ the fruit with sugar.
3. For a quick meal, chicken can be cooked by _____ in a hot pan with a little oil.
4. To add more flavor to the dish, the meat can be enhanced by _____ with herbs and spices before cooking.
5. For a healthy cooking method, vegetables can be cooked by _____ instead of frying them in oil.
6. Seafood and vegetables can be cooked on an open flame by _____, which is an ideal technique for grilling.
7. Excess fruits can be preserved by _____ them and storing them in jars.
8. When in a hurry, leftovers can be conveniently reheated by _____.
9. The process of _____ removes the moisture from food, making it last longer.
10. A delicious BBQ can be prepared by _____ some marinated meat on the grill.
11. Before adding the final touch, the dish should be _____ to bring out its true flavors.
12. The ingredients can be _____ in a pot and cooked gently for this recipe.
13. For a healthier option, food can be cooked by _____ instead of using high-fat cooking methods.
14. Vegetables can be cooked by _____, which is a great way to retain their natural color and nutrients.
15. If you like Asian cuisine, your favorite vegetables and proteins can be _____ with some soy sauce.
16. Frozen food must be thawed by _____ according to the instructions.
17. Food can be stored without the need for refrigeration by _____, which is an effective method.

EXERCISES

GRAMMAR EXPLANATION ABOUT PASSIVE SENTENCES:

Passive sentences are a type of sentence construction where the subject of the sentence is acted upon by the verb, rather than performing the action itself. In other words, the focus is on the recipient or the affected entity, rather than the doer of the action. Passive sentences are commonly used when the doer of the action is unknown or unimportant.

Forming Passive Sentences:

To form a passive sentence, you need the auxiliary verb “to be” (conjugated in the appropriate tense) followed by the past participle of the main verb. The object of the active sentence becomes the subject in the passive sentence, while the original subject may be omitted or introduced with “by” to indicate the doer of the action.

Example of Passive Construction:

Active Sentence: The chef cooks the meal.

Passive Sentence: The meal is cooked (by the chef).

When to Use Passive Sentences:

- When the doer of the action is unknown or unimportant.
- To emphasize the action’s receiver rather than the doer.
- In formal or professional writing, such as scientific reports or academic papers.
- When discussing general truths or processes.

Now, let’s move on to the exercises:

EXERCISE - TRANSFORM ACTIVE SENTENCES TO PASSIVE SENTENCES:

1. The chef prepares the dish.
2. The hospital staff cleans the rooms regularly.
3. The chef will cook a special meal.
4. The team completed the project on time.
5. The technician repaired the computer.
6. The gardener waters the plants every day.
7. The company is developing a new product.
8. The mechanic fixed my car.
9. The teacher will announce the winner.
10. The tailor has tailored a new dress.
11. The kids ate all the cookies.
12. The company produces high-quality goods.
13. The artist painted a beautiful landscape.
14. The students are studying the new lesson.
15. The engineers designed the new bridge.
16. The plumber will fix the leak.
17. The director cast John as the lead actor.
18. The waiter served us the delicious meal.
19. The company will launch a new campaign.
20. The journalist interviewed the celebrity.

EXERCISE - TRANSFORM PASSIVE SENTENCES TO ACTIVE SENTENCES:

1. The meal is being cooked by the chef.
2. The vegetables are being steamed
3. The cake will be baked tomorrow.
4. The fish was grilled to perfection by the chef.
5. The meat is being marinated in herbs
6. The pasta has been cooked al dente.
7. The fruits are being dehydrated for preservation.
8. The traditional dish will be prepared by the cook.
9. The sauce was being stirred by the chef.
10. The dessert has been made by the pastry chef.
11. The vegetables are being chopped by the chef.
12. The meat is seasoned with a blend of spices.
13. The soup was simmered to enhance the flavors.
14. The cookies will be baked in the oven later.
15. The rice is being boiled for the main course.
16. The seafood platter was prepared by the chef
17. The sauce is being stirred to avoid lumps.
18. The dessert will be garnished with fresh fruits.
19. The dish is served by the waiters to the guests.
20. The cake was baked by the pastry chef.



© 2023 [unreadable] All rights reserved. This is a work of fiction. All characters and events are the property of [unreadable].

JOB OPPORTUNITIES

Are you passionate about providing exceptional experiences to others? A career in hotels, hospitality services may be the perfect fit for you. This vibrant and dynamic industry offers a wide range of exciting opportunities for individuals who thrive in customer-focused environments. Hospitality services encompass various areas, such as spa and wellness, entertainment, and leisure. You can pursue a career as a spa manager, event coordinator, or cruise ship staff member, where you'll cater to the needs of guests seeking relaxation, fun, and memorable experiences. For those with a passion for culinary arts and food, the food and beverage sector is the place to be. As a chef, restaurant manager, or sommelier, you'll have the opportunity to showcase your creativity and skills while delivering delightful dining experiences. The hospitality industry values excellent communication, problem-solving, and teamwork skills. It's a sector that fosters personal growth, offers opportunities for advancement, and allows you to work in diverse and culturally enriching environments. Whether you're starting your career or seeking a change, hotels, hospitality services, and food and beverage offer a world of possibilities. Embrace this exciting journey, and let your passion for creating lasting memories guide you to a fulfilling and rewarding career.



JOBS IN HOTELS, HOSPITALITY SERVICES, AND FOOD AND BEVERAGE

Here's the list of some jobs in the field of hotels, hospitality services, and food and beverage and the average salary in France (note that these salary figures are approximate and can vary depending on factors such as experience, location, and the specific company or establishment) :

HOTEL MANAGER - As a Hotel Manager, you will be responsible for overseeing all aspects of the hotel's operations. You'll manage and lead a team to ensure excellent guest services, efficient staff management, and smooth day-to-day functioning. Your duties will include handling guest inquiries and complaints, maintaining high-quality standards, and making strategic decisions to enhance the overall guest experience. AVERAGE SALARY: €40,000 - €70,000 PER YEAR.

EVENT COORDINATOR - As an Event Coordinator, you will be responsible for planning and organizing various events and conferences hosted by the hotel. Your organizational skills will be essential in managing timelines, coordinating with vendors, and ensuring smooth execution. You'll work closely with clients to understand their needs and deliver memorable event experiences. AVERAGE SALARY: €25,000 - €35,000 PER YEAR.

CHEF DE CUISINE - As a Chef de Cuisine, you'll be the creative force behind the kitchen operations. Leading the kitchen staff, you'll design menus, ensure food quality and presentation, and maintain high culinary standards. Your passion for cooking and culinary expertise will shine through in every dish served. AVERAGE SALARY: €35,000 - €50,000 PER YEAR.

RESTAURANT MANAGER - As a Restaurant Manager, you will oversee the restaurant's daily operations, ensuring excellent customer service, managing staff, and maintaining a positive dining atmosphere. Your leadership and management skills will be instrumental in creating a successful dining experience for guests. AVERAGE SALARY: €30,000 - €40,000 PER YEAR.

SOMMELIER - As a Sommelier, you'll be the wine expert, providing guests with knowledgeable recommendations and managing the wine cellar. Your expertise in wine varieties, pairing, and service techniques will enhance guests' dining experiences and elevate the restaurant's reputation. AVERAGE SALARY: €25,000 - €35,000 PER YEAR.

CRUISE SHIP STAFF - Working on a cruise ship offers a variety of roles, from guest services to entertainment. You'll cater to the needs of travelers, provide exceptional service, and contribute to creating unforgettable experiences for passengers. SALARY VARIES BASED ON POSITION AND COMPANY.

BARISTA - As a Barista, you'll be the coffee expert, preparing and serving a wide range of coffee and beverage options with skill and precision. Your excellent customer service and coffee-making abilities will leave guests delighted with every sip. AVERAGE SALARY: €18,000 - €22,000 PER YEAR.

BANQUET SERVER - As a Banquet Server, you'll be responsible for serving guests at events and banquets hosted by the hotel. Your strong customer service skills and ability to handle multiple tasks will ensure that guests have a seamless and enjoyable dining experience. AVERAGE SALARY: €18,000 - €24,000 PER YEAR.

HOUSEKEEPING SUPERVISOR - As a Housekeeping Supervisor, you will oversee the housekeeping staff and ensure the cleanliness and tidiness of the hotel. Your attention to detail will ensure that guest rooms and public areas maintain the highest quality standards, enhancing guest satisfaction. AVERAGE SALARY: €22,000 - €30,000 PER YEAR.

PASTRY CHEF - As a Pastry Chef, you'll showcase your baking and pastry expertise, creating delectable desserts and pastries that please both the eye and palate. Your creativity and precision will make every sweet creation a delightful experience for guests. AVERAGE SALARY: €25,000 - €35,000 PER YEAR.

CURRICULUM VITÆ - RESUME

In your opinion: What makes a good CV?
 How long should it be?
 What should it contain?

LISTENING EXERCISE:

Listen to a human resources manager talk about CVs.

Are these statements true or false? Correct any false statements:

1. A CV should be no longer than two pages.
2. You should always include a photograph.
3. You put the most recent experience first.
4. You should write in full sentences.
5. An employer is not interested in your hobbies and interests.
6. You should adapt your CV to the job description.
7. You should use good quality stationery.
8. You should make sure there are no grammar and spelling mistakes.

COMPREHENSION EXERCISE:

Look at the CV on the following page. Answer the next questions:

1. What is the candidate's name?
2. What is the candidate's surname?
2. How old is he?
3. Where and when was he born?
4. What is his citizenship?
5. Where does he live?
6. What is his telephone number?
7. What is his e-mail address?
8. What is his last job?
9. Where did he study?
10. How many languages does he speak?
11. What languages does he speak?
12. Which are his mother tongues?
13. What is he skilled at?

Now, work in pairs. Ask your partner the same questions and introduce him/herself by providing both personal and professional background information.

- | | |
|----------|----------|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

ALADINE BEN NAQUIROU

Date and place of birth: Zanzibar (Tanzania), 7th of July of 2000

Citizenship: French

+262(0)639 33 33 31

aladine_nauru_ben91@gmail.com

Sarahangue Street, 25 - 97600 Mamoudzou



PROFESSIONAL HISTORY & INTERNSHIP

- **HÔTEL CARIBOU Mamoudzou, Mayotte September 2021 - Present**

Front desk receptionist: overseeing full front desk operations for the 29-room, 2-star Mamoudzou Hotel, I provide high levels of customer engagement through delivering outstanding hospitality services and ensuring accurate bookings capture for hotel guests.

Key Responsibilities

- Creating a positive experience for guests from check in to check out
- Taking enquiries in person, on the phone and via email.
- Assisting guests with any special requirements throughout their stay.
- Ensuring maximum room occupancy and up-selling of hotel services and facilities to guests.
- Using brand knowledge to inform guests of special rates, in-room services and room types.
- Fostering customer loyalty through developing personalised relationships with guests.
- Managing customer complaints and enquiries, providing solutions promptly and effectively.

- **RESTAURANT ORIENT EXPRESS Mamoudzou, Mayotte September 2020 - August 2021**

Counter Waiter

Key Responsibilities

- Greeted, seated, and served customers in a section of 20 tables restaurant.
- Stocked napkins, tea bags, silverware, and other supplies.
- Described menu to guests and answered questions as needed to ensure satisfaction with selections.
- Collected and processed customer payments.

- **HÔTEL BARRIÈRE L'HÔTEL DU GOLF Deauville, France May - September 2019**

Hospitality and tourism internship.

Key Responsibilities

- Help in overseeing daily hotel operations, facilities maintenance
- Check for any inadequacies on the facilities and amenities.
- Up-selling of hotel services and facilities to guests
- Taking enquiries in person, on the phone and via email.

EDUCATIONAL HISTORY

- **BTS Management Hôtellerie-Restaurant LPO Kawéni - Mamoudzou, Mayotte June 2020**

Degree in hotel management and hospitality.

- **Baccalauréat Général Lycée de Sada - Sada, Mayotte June 2018**

LANGUAGES

SWAHILI: mother tongue

FRENCH: mother tongue

ENGLISH: C2 Proficiency level

SPANISH: C1 Advanced level

SKILLS

IT - Expert in **Office Suite** Word, Excel, Powerpoint

Communication skills

Multi-Tasking strength



FAIZA M'GONDRI

Date and place of birth: Mamoudzou (Mayotte), 8th of October 1999

Citizenship: French-Comorian

+262(0)639 99 99 98

faizamgondri976@gmail.com

Mosque Street, 2 - 97600 Mamoudzou

SUMMARY

Detail-oriented night auditor with two years of experience in customer service. Skilled at completing tasks quickly with proven history of accuracy and excellent mathematical abilities. Known for welcoming guests with positivity at all hours and quickly responding to room needs.

WORK HISTORY

- **HÔTEL DINA MORGABINE:** Night auditor

Saint-Pierre, LA RÉUNION January 2021 to August 2022

- Greeting and checking in guests upon arrival and providing them with relevant hotel information.
- Auditing and balancing reports from the day shifts.
- Answering phones, scheduling wake-up calls and taking reservations.
- Responding to guest inquiries, concerns and complaints as needed.
- Supervising and managing the hotel safe.
- Acting as a concierge by making reservations for guests and arranging for taxi services
- Communicating with housekeeping to ensure reliability and cleanliness of hotel amenities.

- **RESTAURANT LE PITTORESQUE:** Server and barista

Saint-Denis, LA RÉUNION August 2020 to December 2020

- Tasked with securely and accurately opening and closing cash draws.
- Used customer service skills to create and cultivate a regular clientele.
- Learned every menu preparation and numerous off-label drinks to meet all customer needs.
- To prepare and carry out food and beverage service to guests in a courteous and efficient manner.
- Mix ingredients to prepare cocktails and other drinks for guests and wash utensils after each use.

EDUCATIONAL HISTORY

- English for Tourism Services Combination Course

ECS Scotland - Edinburg, UNITED KINGDOM September to December 2019

- BTS Tourisme (Two years' vocational training in Leisure and Tourism)

Lycée Saint-Charles - Saint-Pierre, LA RÉUNION September 2017 to July 2019

LANGUAGES

FRENCH: mother language

ENGLISH: C2 Proficiency level

SPANISH: B2 level

SWAHILI: good level spoken and written

SKILLS

- Accounting principles
- Strong written and verbal communication
- Excellent customer service
- Excellent telephone manners
- Front desk operations and closing processes
- Audit coordination

A resume

is a document commonly used in the hiring process. It includes information about your background and qualifications and should communicate the most important, relevant information about you to employers in a clear, easy-to-read format. The goal is to quickly communicate why you are uniquely qualified for the position based on your skills and experiences.

To create a resume that will get noticed by employers, you can follow a few simple steps and best practices. The main goal to keep in mind is to make your resume relevant and readable. Let's take a closer look at the best ways to write each of these resume sections.

How to create a professional resume

Follow these steps when drafting a resume for your next job application:

1. START BY CHOOSING THE RIGHT RESUME FORMAT

A “format” is the style and order in which you display information on your resume. There are three commonly used resume formats you can choose from depending on which is right for you: chronological (or reverse-chronological), functional or a combination.

A chronological resume format places the professional history section first and is a good option if you have a rich professional work history with no gaps in employment.

The functional resume format emphasizes the skills section and is a good option if you are switching industries or have some gaps in your work history.

The combination resume format is a good option if you have some professional experience, where both skills and work history are equally important.

2. INCLUDE YOUR NAME AND CONTACT INFORMATION

Your resume should begin with your name and contact information, including your email address and phone number. You have a choice about whether or not to include your mailing address. Your name should be highly visible at the top of your resume with a bolded or larger font than the rest of the document.

3. ADD A RESUME SUMMARY

A resume summary is a short statement that uses active language to describe your relevant work experience and skills.

4. LIST YOUR SOFT AND HARD SKILLS

Take a moment to consider which skills make you a great fit for the job. Review the job description and highlight keywords that you have had proven success with in the past. Consider both hard (technical) and soft (interpersonal) skills. Create a skills section with the keywords that are relevant to the employer. List any required skills like certifications or licenses first.

“The beginning is the most important part of the work.”

— Plato (ancient Greek philosopher)

5. LIST YOUR PROFESSIONAL HISTORY WITH KEYWORDS

Write your professional history section in reverse-chronological order. Start with your most recent job and provide a short description, including the company name, time period in which you were employed, your job title and a few key achievements during your time at the company. You might also include relevant learnings or growth opportunities you experienced while employed there.

Be brief. Employers have mere seconds to review your resume, so you should keep your descriptions as concise and relevant as possible. Try removing filler words like “and,” and “the.” You should also only list key achievements instead of multiple lines describing your role.

Use action verbs. Make a stronger impact by using action verbs to describe your professional achievements. Some examples include “developed,” “saved,” “drove” and “managed.” If you do not have extensive professional history, you should also include internships and volunteer opportunities following the same format.

6. INCLUDE AN EDUCATION SECTION

An education section will be especially valuable if you have limited work experience (such as recent college or high school graduates) or if you are transferring to a new industry. You can include information such as: participation in clubs or organizations, awards, achievements or certifications. When writing your education section, you should include the name of the institution, dates of attendance and your degree or area of study. If you have certifications or licenses that are relevant to the job description, you can include them in this section as well.

7. CONSIDER ADDING OPTIONAL SECTIONS

If you have significant white space on your resume, consider adding an achievements or interests section. This can help supplement a shorter resume, especially for those with limited work and educational experience. Makes sure the achievements and interests you list support your career goals and are relevant to potential employers.

8. FORMAT YOUR RESUME

While the layout of your resume is important, you should also take time to pay attention to formatting details like font style, font size, margins and spacing. Formatting your resume can make it look clean, professional and improve readability. This is key when attempting to keep an employer’s attention. Here are a few key tips that can help make your resume look polished:

- Make your font between 10 and 12 point size.
- Select a font that is clean and easy to read like Arial or Helvetica; avoid stylized fonts.
- Make sure your margins are wide enough.
- Make your name and section headers bold or slightly bigger in font size
- Use bullet points when listing several different pieces of information, like under your education and professional history sections.

9. PROOFREAD YOUR RESUME

Carefully review your resume for spelling, grammar and punctuation errors. Reading your resume backward can help you identify errors by presenting the words in a new order. You should also ask trusted friends, colleagues, professors and family members if they can review your resume. Third-party opinions can help reveal new information you might have overlooked.

10. TAILOR YOUR RESUME FOR EACH POSITION

It’s important to revise your resume to tailor it to each position you apply for. For each job, adjust the keywords in the skills section so that it’s a great fit for what the employer needs. You should also change what you emphasize in the professional history and educational experiences sections depending on what’s listed in the job description.

COVER LETTERS - JOB APPLICATION LETTERS

Dear Sir or Madam,

I am writing to express my enthusiastic interest in the Hotel Manager position at HOTEL PARIS. My name is Faiza M’Gondri, and I am thrilled to apply for this role, as it represents an exceptional opportunity to leverage my experience in the hospitality industry and my passion for delivering outstanding guest experiences.

Having served as a detail-oriented night auditor with two years of experience in customer service, I have honed my skills in completing tasks efficiently, demonstrating accuracy, and showcasing excellent mathematical abilities. My commitment to welcoming guests with warmth and responding promptly to their needs at all hours has garnered positive feedback and ensured high levels of guest satisfaction.

During my tenure as a night auditor at Hôtel Dina Morgabine, I successfully greeted and checked in guests, providing them with essential hotel information to enhance their stay. Additionally, I audited and balanced reports from day shifts, ensuring financial accuracy and integrity. My ability to handle guest inquiries, concerns, and complaints with tact and professionalism contributed to a positive guest experience. Moreover, I efficiently supervised and managed the hotel safe and acted as a concierge, arranging reservations and taxi services for guests. Collaborating with housekeeping, I ensured the reliability and cleanliness of hotel amenities.

During my time as a server and barista at Restaurant Le Pittoresque, I skillfully managed cash drawers, adhering to strict security and accuracy protocols. My exceptional customer service skills enabled me to build and maintain a loyal clientele. I diligently learned menu preparations and a variety of off-label drinks to cater to diverse customer preferences. My efficient food and beverage service, combined with cocktail preparation, enhanced the overall dining experience for guests.

I possess a comprehensive set of skills that includes proficiency in accounting principles, strong written and verbal communication abilities, excellent customer service, and a polished telephone manner. My experience in front desk operations and closing processes, as well as my coordination skills in audit processes, have been instrumental in my success in the hospitality industry.

I am deeply impressed by [Hotel Name]’s reputation for excellence and dedication to guest satisfaction. As a dynamic and adaptable professional, I am confident that my combination of technical expertise and genuine passion for hospitality aligns perfectly with your esteemed hotel’s values and goals.

I am eager for the opportunity to contribute my skills and experiences to HOTEL PARIS as the Hotel Manager. I believe that my diverse background and commitment to creating memorable guest experiences make me an ideal candidate for this role.

Thank you for considering my application. I have attached my detailed resume for your review. I am available at your earliest convenience for an interview.

Sincerely,

Faiza M’GONDRI

COVER LETTERS - JOB APPLICATION LETTERS

Dear Hiring Manager,

I am writing to express my strong interest in the Hotel Manager position at Hotel Paris. My name is Aladine Ben Naouirou, and I am eager to apply for this role, as it presents a wonderful opportunity to leverage my passion for hospitality and my expertise in delivering exceptional guest experiences.

As a French citizen born in Zanzibar, Tanzania, on the 7th of July, 2000, I bring a diverse cultural background and a deep understanding of the importance of international hospitality. My commitment to providing outstanding service and creating memorable stays for guests aligns perfectly with Hotel Paris' reputation for excellence.

Having worked in various customer-facing roles, I have developed strong communication and interpersonal skills. My experience in managing guest inquiries, handling reservations, and ensuring smooth hotel operations has been instrumental in creating positive guest interactions.

I believe that my passion for delivering exceptional customer service, my organizational abilities, and my strong attention to detail make me a valuable candidate for the Hotel Manager position at Hotel Paris. I am confident that my skills and dedication will contribute to the continued success of your esteemed establishment.

Thank you for considering my application. I have attached my detailed resume for your review. I am excited about the opportunity to contribute my talents to Hotel Paris and to be a part of your team.

Sincerely,

Aladine BEN NAOUIROU

COVER LETTERS - JOB APPLICATION LETTERS

Here's a step-by-step guide on how to make a job application letter for hotels and food service restaurants in simple English:

STEP 1: YOUR CONTACT INFORMATION

Include your name, address, phone number, and email address at the top of the letter. This makes it easy for the employer to get in touch with you.

STEP 2: DATE AND RECIPIENT INFORMATION

Write the date of the application letter and the name and address of the hiring manager or the person in charge of hiring at the hotel or restaurant.

STEP 3: SALUTATION

Start the letter with a polite salutation, such as "Dear Hiring Manager" or "Dear [Recipient's Name]."

STEP 4: INTRODUCTION

In the first paragraph, introduce yourself and mention the specific position you are applying for. Also, mention where you learned about the job opening (e.g., from a job posting, referral, etc.).

STEP 5: HIGHLIGHT YOUR SKILLS AND EXPERIENCE

In the second paragraph, highlight your relevant skills and experience related to the position. Mention any previous work experience, training, or education that makes you suitable for the job.

STEP 6: SHOW ENTHUSIASM AND INTEREST

Express your enthusiasm and interest in working for the hotel or restaurant. Explain why you are excited about the opportunity and how you can contribute to the team.

STEP 7: PROVIDE EXAMPLES

In the third paragraph, give specific examples of your achievements or experiences that demonstrate your abilities. Use brief and clear language to make your points.

STEP 8: MENTION YOUR AVAILABILITY

Let the employer know your availability to start working and any preferences you have regarding working hours or shifts.

STEP 9: EXPRESS GRATITUDE

In the closing paragraph, thank the employer for considering your application and express your willingness to discuss your qualifications further in an interview.

STEP 10: CLOSING

End the letter with a polite closing, such as "Sincerely" or "Best regards," followed by your full name.

STEP 11: PROOFREAD AND EDIT

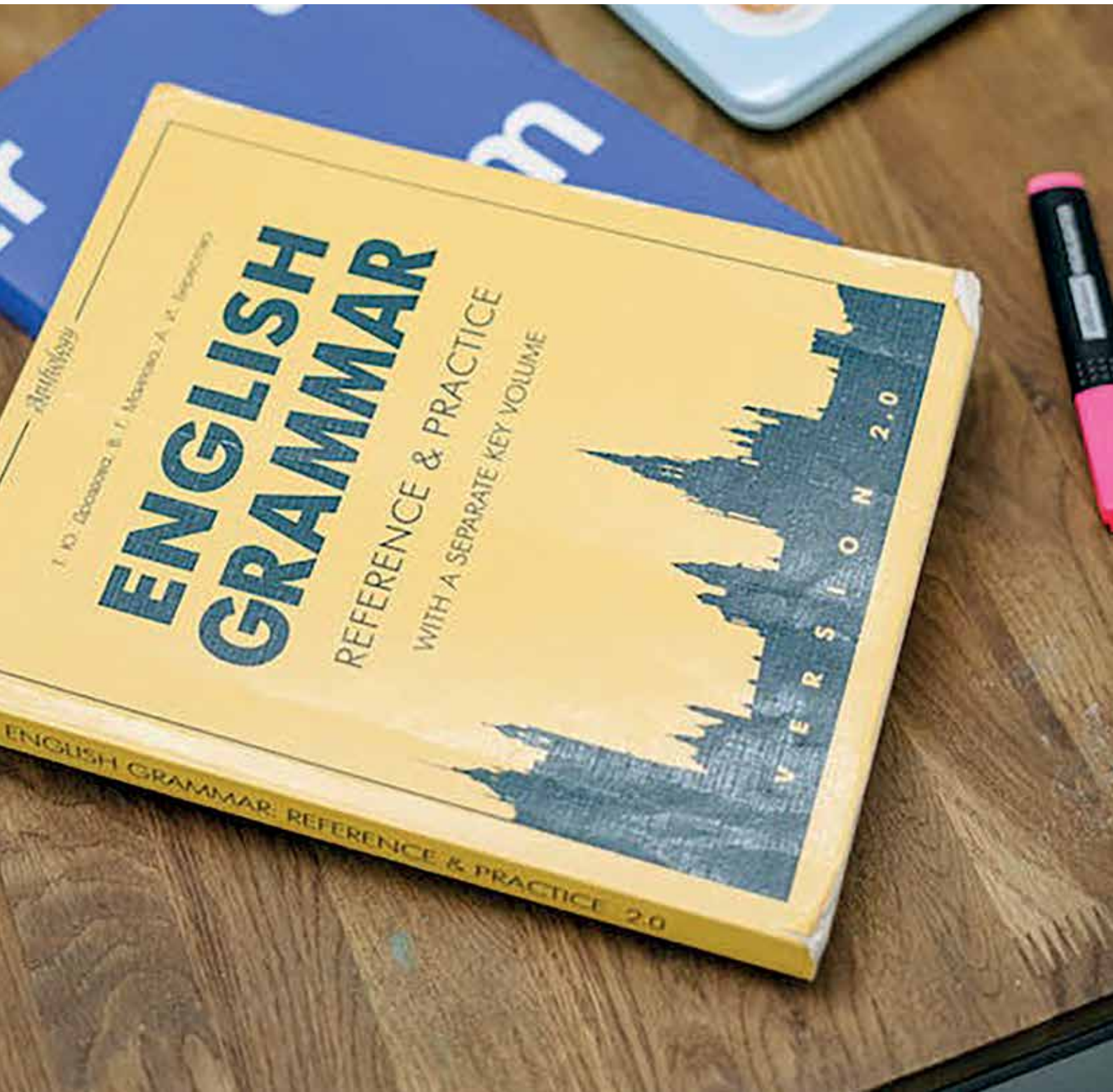
Before sending the letter, carefully proofread it to check for any spelling or grammar errors. Edit the content if necessary to ensure clarity and coherence.

STEP 12: ATTACH RESUME

Remember to attach your resume or CV to provide additional information about your qualifications.

Remember to keep the letter concise and focused on how your skills and experiences align with the needs of the hotel or restaurant. Use a professional and positive tone throughout the letter. Good luck with your job application!

GRAMMAR



ENGLISH BASICS

THE ALPHABET

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

personal pronouns	possessive adjectives	possessive pronouns	object pronouns	reflexive pronouns
I	My	Mine	Me	Myself
You	Your	Yours	You	Yourself
He/She/It	His/ her/its	His/hers	Him/Her/It	Himself/herself/itself
We	Our	Ours	Us	Ourselves
You	Your	Yours	You	Yourselves
They	Their	Theirs	Them	Themselves

- 1 - one
- 2 - two
- 3 - three
- 4 - four
- 5 - five
- 6 - six
- 7 - seven
- 8 - eight
- 9 - nine
- 10 - ten
- 11 - eleven
- 12 - twelve
- 13 - thirteen
- 14 - fourteen
- 15 - fifteen
- 16 - sixteen
- 17 - seventeen
- 18 - eighteen
- 19 - nineteen
- 20 - twenty
- 30 - thirty
- 40 - forty
- 50 - fifty
- 60 - sixty
- 70 - seventy
- 80 - eighty
- 90 - ninety
- 100 - hundred
- 200 - two hundred
- 500 - five hundred
- 1000 - thousand

DETERMINERS

articles	adjectives	interrogative	Quantifiers		
The	This / These	Which	few	many	enough
a/an	That / Those	What	lots of	all	any
		Whose	some	several	

???

What?
 Who?
 Which?
 When?
 Where?
 How?
 How many?
 How much?
 Why?

PREPOSITIONS

with / at / from / into
 during / until / against
 among / throughout
 of / to / in / for / by
 towards / upon / about
 / like / through / over
 between / since / without
 under / out / off / up

ADVERBS

Here	Now	Late
There	Before	Well
Nearby	Later	Badly
Far	Soon	Away
In front	Then	Tonight
Behind	Already	Enough
Always	Often	Really
Never	Usually	Actually
Sometimes	Early	Fast

CONNECTORS And / As well as / Too / Also / But / However / Such as / So / Because
 on the other hand / otherwise / in spite of / especially / in addition / for instance / for
 example / finally / as...as / in the same way / furthermore / not only...but also / or

- 1st - first
- 2nd - second
- 3rd - third
- 4th - fourth
- 5th - fifth
- 6th - sixth
- 7th - seventh
- 8th - eighth
- 9th - ninth
- 10th - tenth
- 11th - eleventh
- 12th - twelfth

TO BE

PRESENT S.	PAST S.	PRESENT PERFECT	PAST PERFECT	FUTURE S.	CONDITIONAL S.
I am	I was	I have been	I had been	I will be	I would be
You are	You were	You have been	You had been	You will be	You would be
He/She/It is	He was	He has been	He had been	He will be	He would be
We are	We were	We have been	We had been	We will be	We would be
You are	You were	You have been	You had been	You will be	You would be
They are	They were	They have been	They had been	They will be	They would be

PRESENT SIMPLE

I play
You play
He plays
She plays
We play
They play

I do not play
You don't play
He does not play
She doesn't play
We do not play
They don't play

Do you play?
Does he play?
Does she play?
Do we play?
Do they play?

PAST SIMPLE

I played
You played
He played
She played
We played
They played

I did not play
You didn't play
He didn't play
She didn't play
We did not play
They didn't play

Did I play?
Did you play?
Did he play?
Did she play?
Did we play?
Did they play?

FUTURE SIMPLE

I will play
You will play
He will play
She will play
We will play
They will play

I will not play
You won't play
He won't play
She won't play
We will not play
They won't play

Will I play?
Will you will play?
Will he play?
Will she play?
Will we play?
Will they play?

CONDITIONAL S.

I would play
You would play
He would play
She'd play
We would play
They'd play

I would not play
You wouldn't play
He wouldn't play
She wouldn't play
We would not play
They wouldn't play

Would I play?
Would you will play?
Would he play?
Would she play?
Would we play?
Would they play?

PRESENT CONTINUOUS

I am playing
You're playing
He is playing
She's playing
We are playing
They're playing

I am not playing
You aren't playing
He is not playing
She isn't playing
We are not playing
They aren't playing

Are you playing?
Is he playing?
Is she playing?
Are we playing?
Are they playing?

PAST CONTINUOUS

I was playing
You were playing
He was playing
She was playing
We were playing
They were playing

I was not playing
You weren't playing
He was not playing
She wasn't playing
We were not playing
They weren't playing

Were you playing?
Were he playing?
Was she playing?
Were we playing?
Were they playing?

FUTURE CONTINUOUS

I will be playing
You will be playing
He will be playing
She will be playing
We will be playing
They will be playing

I will not be playing
You will not be playing
He will not be playing
She will not be playing
We will not be playing
They will not be playing

Will I be playing?
Will you be playing?
Will he be playing?
Will she be playing?
Will we be playing?
Will they be playing?

CONDITIONAL CONT.

I would be playing
You would be playing
He would be playing
She would be playing
We would be playing
They would be playing

I would not be playing
You would not be playing
He would not be playing
She would not be playing
We would not be playing
They would not be playing

Would I be playing?
Would you be playing?
Would he be playing?
Would she be playing?
Would we be playing?
Would they be playing?

PRESENT PERFECT

I have played
You have played
He has played
She has played
We have played
They have played

I have not played
You haven't played
He hasn't played
She has not played
We have not played
They haven't played

Have I played?
Have you played?
Has he played?
Has she played?
Have we played?
Have they played?

PAST PERFECT

I had played
You had played
He had played
She had played
We had played
They had played

I had not played
You hadn't played
He hadn't played
She had not played
We had not played
They hadn't played

Had I played?
Had you played?
Had he played?
Had she played?
Had we played?
Had they played?

FUTURE PERFECT

I will have played
You will have played
He will have played
She will have played
We will have played
They will have played

I will not have played
You won't have played
He won't have played
She will not have played
We will not have played
They won't have played

Will I have played?
Will you have played?
Will he have played?
Will she have played?
Will we have played?
Will they have played?

CONDITIONAL PERF.

I would have played
You would have played
He would have played
She would have played
We would have played
They would have played

I would not have played
You wouldn't have played
He wouldn't have played
She would not have played
We would not have played
They wouldn't have played

Would I have played?
Would you have played?
Would he have played?
Would she have played?
Would we have played?
Would they have played?

PRESENT TENSES

Generally speaking, we use the present tenses to say that an event is happening right now in the present time. Like the past tenses, there are four variations of present tenses:

SIMPLE PRESENT: Describes an event as happening in the present.

PRESENT CONTINUOUS: Describes an event as being in progress in the present and likely continuing into the future.

PRESENT PERFECT: Describes an event that occurred in the past but has some connection to the present.

PRESENT PERFECT CONTINUOUS: Describes an event that began in the past but still continues to happen in the present.

PAST TENSES

The past tenses use verbs to say that something happened in the past, meaning any time before this moment right now. There are four variations of past tenses:

SIMPLE PAST: describes events that began and ended in the past.

PAST CONTINUOUS: describes events that began in the past, continued for a length of time, and ended in the past.

PAST PERFECT: describes a past event that occurred before another past event.

PAST PERFECT CONTINUOUS: describes an event that began in the past, continued for a length of time, and was in progress when another past event happened.

FUTURE TENSES

We use the future tenses to say that an event will happen sometime in the future. Like past and present tenses, there are four variations of future tenses:

SIMPLE FUTURE: Describes an event that will begin and end in the future.

FUTURE CONTINUOUS: Describes an event that will begin in the future and continue for a length of time.

FUTURE PERFECT: Describes a future event that will happen before another future event.

FUTURE PERFECT CONTINUOUS: Describes a future event that will begin, continue for a length of time, and still be in progress when another future event occurs.

PRESENT SIMPLE

VERB "TO BE"	AFFIRMATIVE	NEGATIVE*		INTERROGATIVE
I (1st person singular)	I am	I am not	I'm not	Am I?
You (2nd person singular)	You are	You are not	You aren't	Are you?
HE / SHE / IT (3rd person singular)	He is	He is not	He isn't	Is he?
WE (1st person plural)	We are	We are not	We aren't	Are we?
YOU (2nd person plural)	You are	You are not	You aren't	Are you?
THEY (3rd person plural)	They are	They are not	They aren't	Are they?

REGULAR VERBS: help, ask, look, use, accept, clean, dance, enjoy, love, hope, call...

VERB "TO TALK"	AFFIRMATIVE	NEGATIVE*		INTERROGATIVE
I (1st person singular)	I talk	I do not talk	I don't talk	Do I talk?
You (2nd person singular)	You talk	You do not talk	You don't talk	Do you talk?
HE / SHE / IT (3rd person singular)	He talks	He does not talk	He doesn't talk	Does he talk?
WE (1st person plural)	We talk	We do not talk	We don't talk	Do we talk?
YOU (2nd person plural)	You talk	You do not talk	You don't talk	Do you talk?
THEY (3rd person plural)	They talk	They do not talk	They don't talk	Do they talk?

IRREGULAR VERBS:

EXERCISE 0 : AFFIRMATIVE

0. Hassan _____ (play) the piano beautifully.
2. Sara and Khalid _____ (study) together at the library.
3. Amina _____ (work) as a doctor at the local hospital.
4. Youssef _____ (dance) salsa at the dance studio.
5. Layla _____ (paint) colorful abstract art.
6. Ahmed and Fatima _____ (cook) traditional Arabic dishes for their friends.
7. Hana _____ (read) books from different genres.
8. Omar and Amira _____ (watch) documentaries about history.
9. Zainab _____ (travel) to new places every year.

EXERCISE 1 : NEGATIVE

1. Ahmed _____ (not play) football every weekend.
2. Fatima and Aisha _____ (not study) English at the university.
3. Omar _____ (not work) as an engineer in a construction company.
4. Yasmin _____ (not dance) ballet in her free time.
5. Ali _____ (not paint) beautiful landscapes as a hobby.
6. Salma _____ (not cook) delicious meals for her family.
7. Hamza _____ (not read) books every night before bed.
8. Layla and Hadi _____ (not watch) movies together on weekends.
9. Mohammad _____ (not travel) to different countries for business.
10. Nour _____ (not write) poems in her journal.

EXERCISE 2 : INTERROGATIVE

1. _____ [Ahmed, play] football every weekend?
2. _____ [Fatima and Aisha, study] English at the university?
3. _____ [Omar, work] as an engineer in a construction company?
4. _____ [Yasmin, dance] ballet in her free time?
5. _____ [Ali, paint] beautiful landscapes as a hobby?
6. _____ [Salma, cook] delicious meals for her family?
7. _____ [Hamza, read] books every night before bed?
8. _____ [Layla and Hadi, watch] movies together on weekends?
9. _____ [Mohammad, travel] to different countries for business?
10. _____ [Nour, write] poems in her journal?

EXERCISE 3 : VERB "TO BE" AFFIRMATIVE:

1. Fayaz and Yassir _____ good friends.
2. Mohamed _____ a doctor.
3. Soundi _____ a talented musician.
4. Mirhane and Rachma _____ siblings.
5. Faizina _____ a successful entrepreneur.
6. Richma and Abdallah _____ married.
7. Rehema and Anturia _____ best friends.
8. Ancoubou _____ a loyal companion.
9. Elamine and Mickael _____ coworkers.
10. _____ the children ready for school?

EXERCISE 4 : VERB "TO BE" NEGATIVE:

1. I _____ not a fan of horror movies.
2. Yassir _____ not a professional athlete.
3. Mohamed and Soundi _____ not siblings.
4. Mirhane _____ not interested in politics.
5. Faizina _____ not a morning person.
6. Richma and Abdallah _____ not married.
7. Rehema _____ not a fan of spicy food.
8. Ancoubou _____ not good with directions.
9. Elamine _____ not a fan of crowded places.
10. _____ the students in the classroom?

EXERCISE 5 : VERB "TO BE" INTERROGATIVE:

1. _____ Fayaz a computer scientist?
2. _____ Yassir a student at the university?
3. _____ Mohamed and Soundi siblings?
4. _____ Mirhane interested in art?
5. _____ Faizina a successful business owner?
6. _____ Richma and Abdallah married?
7. _____ Rehema a fan of horror movies?
8. _____ Anturia and Ancoubou lost?
9. _____ Elamine a fan of crowded places?
10. _____ Mickael and El coworkers?

EXERCISE 6 : VERB "TO BE" :

1. We _____ proud.
2. It _____ cold.
3. They _____ happy.
4. She _____ tall.
5. He _____ smart.
6. You _____ kind.
7. We _____ excited.
8. It _____ sunny.
9. I _____ tired.
10. _____ you ready?
11. _____ she hungry?
12. _____ he cold?
13. _____ they happy?
14. It _____ rainy.
15. We _____ busy.
16. You _____ beautiful.
17. She _____ funny.
18. He _____ tired.
19. _____ you hot?
20. _____ it windy?
21. They _____ friendly.
22. It _____ dark.
23. I _____ hungry.
24. _____ we late?
25. _____ she ready?
26. _____ he nervous?
27. _____ they excited?
28. It _____ snowy.
29. We _____ grateful.
30. You _____ talented.
31. _____ it hot?
32. _____ I tired?
33. _____ you happy?
34. _____ she sleepy?
35. _____ he confident?
36. _____ they successful?
37. We _____ patient.
38. It _____ quiet.
39. I _____ excited.

EXERCISE 7 : COMPLETE IN PRESENT SIMPLE BE CAREFUL WITH THE IRREGULAR VERBS!

1. Loukman _____ (have) class today.
2. Ankidine _____ (study) every evening.
3. Ismael _____ (play) the guitar beautifully.
4. El-Habibou _____ (run) every morning for exercise.
5. Chadia _____ (cook) delicious meals for her family.
6. Natacha _____ (speak) French fluently.
7. Stella _____ (watch) movies on weekends.
8. Alaika _____ (do) her homework diligently.
9. Daniel _____ (work) as a teacher.
10. Ambdoilloih, Roihim, and Rosya _____ (go) hiking on weekends.
11. Youssouf and Nasser _____ (have) a soccer match today.
12. Bacar _____ (swim) in the pool every evening.
13. Rozmine _____ (dance) ballet beautifully.
14. Loukman and Chadia _____ (travel) to different countries every year.
15. Ankidine _____ (read) books in his free time.
16. Ismael and El-Habibou _____ (play) basketball together.
17. Natacha _____ (paint) stunning artwork.
18. David _____ (write) poetry in his spare time.
19. Stella _____ (sing) in a choir.
20. Laïla and Daniel _____ (visit) museums and art galleries.
21. Ambdoilloih _____ (play) the piano with great skill.
22. Youssouf _____ (practice) martial arts every day.
23. Nasser and Rozmine _____ (enjoy) hiking in nature.
24. Bacar _____ (cycle) to work every morning.
25. Alaika _____ (bake) delicious pastries.
26. Roihim _____ (draw) intricate sketches.
27. Chadia and Youssouf _____ (attend) dance classes.
28. Rosya _____ (take) stunning photographs.
29. Stella and David _____ (travel) to exotic destinations.
30. Daniel _____ (teach) English to students.
31. Loukman and Chadia _____ (have) dinner together every evening.
32. Ankidine _____ (play) soccer with his friends on weekends.
33. Ismael _____ (read) a book before bed every night.
34. El-Habibou _____ (practice) the guitar for hours every day.
35. Natacha and Laïla _____ (go) shopping together on Saturdays.
36. David _____ (watch) his favorite TV show every Tuesday.
37. Alaika and Daniel _____ (take) long walks in the park.
38. Ambdoilloih _____ (study) for his exams diligently.
39. Roihim and Rosya _____ (travel) to new destinations every year.
40. Youssouf _____ (play) the piano beautifully.

PRESENT CONTINUOUS

AFFIRMATIVE	
I (1st person singular)	I am
You (2nd person singular)	You are
HE / SHE / IT (3rd person singular)	He is
WE (1st person plural)	We are
YOU (2nd person plural)	You are
THEY (3rd person plural)	They are

} + { **-ing**

	AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I (1st person singular)	I am playing	I am not playing	Am I playing?
You (2nd person singular)	You are playing	You are not playing	Are you playing?
HE / SHE / IT (3rd person singular)	He is playing	He is not playing	Is he playing?
WE (1st person plural)	We are playing	We are not playing	Are we playing?
YOU (2nd person plural)	You are playing	You are not playing	Are you playing?
THEY (3rd person plural)	They are playing	They are not playing	Are they playing?

EXERCISE 0 : AFFIRMATIVE

1. Shaida _____ (study) now.
2. They _____ (play) soccer in the park.
3. We _____ (watch) a movie tonight.
4. The birds _____ (sing) in the trees.
5. I _____ (read) a book at the moment.
6. He _____ (cook) dinner for us.
7. She _____ (dance) in the living room.
8. The students _____ (work) on their projects.
9. The baby _____ (sleep) peacefully.
10. You _____ (exercise) at the gym.

EXERCISE 1 : NEGATIVE

1. El-Anrif _____ (speak) to me because he is angry with me.
2. They _____ (not play) video games right now.
3. We _____ (not watch) TV tonight.
4. The birds _____ (not sing) in the morning.
5. I _____ (not read) a newspaper at the moment.
6. He _____ (not cook) dinner tonight.
7. She _____ (not dance) at the party.
8. The students _____ (not work) on their assignments.
9. The baby _____ (not sleep) well tonight.
10. You _____ (not exercise) today.

EXERCISE 2 : INTERROGATIVE

1. _____ your mother _____ (work) at the moment?
2. _____ they _____ (play) basketball right now?
3. _____ we _____ (watch) a movie later?
4. _____ the birds _____ (sing) in the evening?
5. _____ you _____ (read) a magazine currently?
6. _____ he _____ (cook) dinner for us tonight?
7. _____ she _____ (dance) at the party tomorrow?
8. _____ the students _____ (work) on their projects today?
9. _____ the baby _____ (sleep) well tonight?
10. _____ you _____ (exercise) regularly?

PRESENT PERFECT

AFFIRMATIVE	
I (1st person singular)	I have
You (2nd person singular)	You have
HE / SHE / IT (3rd person singular)	He has
WE (1st person plural)	We have
YOU (2nd person plural)	You have
THEY (3rd person plural)	They have

} + {

-ed

PAST PARTICIPLE
*(irregular past participles)

	AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I (1st person singular)	I have played	I have not played	Have I played?
You (2nd person singular)	You have played	You have not played	Have you played?
HE / SHE / IT (3rd person singular)	He has played	He have not played	Has he played?
WE (1st person plural)	We have played	We have not played	Have we played?
YOU (2nd person plural)	You have played	You have not played	Have you played?
THEY (3rd person plural)	They have played	They have not played	Have they played?

EXERCISE 0 : AFFIRMATIVE

1. Shaida _____ already _____ in Tsingoni. (live)
2. Ahmed _____ in Mtsamboro lately. (work)
3. You _____ to Paris recently. (travel)
4. Omar _____ in the countryside today. (walk)
5. Aisha and me _____ this month. (study)
6. Hassan _____ a question . (ask)
7. Layla and Karim _____ to Sada recently. (move)
8. I _____ football with his friends this week. (play)
9. Nour _____ at the gym in Tsararano today. (work out)
10. We _____ in M'Tsangamouji this morning. (study)

EXERCISE 1 : NEGATIVE

1. El-Anrif _____ to me yet, because he is still angry with me. (talk)
2. Ahmed _____ on his project in Dzaoudzi yet. (work)
3. Fatima _____ at the party in Mamoudzou this evening. (dance)
4. They _____ video games today. (play)
5. Aisha _____ her mother this month. (call)
6. I _____ a drawing lately. (paint)
7. Layla _____ the front door this morning. (open)
8. Karim _____ the shop yet ! Let's go and get some food. (close)
9. You _____ the dishes. (wash)
10. Jamal _____ this morning. (walk)

EXERCISE 2 : INTERROGATIVE

1. _____ your mother and your father ever _____ in Mamoudzou? (live)
2. _____ Ahmed _____ ? I'm really hungry. (cook)
3. _____ he _____ at the party in Mamoudzou recently? (dance)
4. _____ they _____ soccer in Chiconi today? (play)
5. _____ I _____ in Bandrélé this month? (work)
6. _____ you _____ at the new picture? (look)
7. _____ Layla _____ a movie in Sada recently? (watch)
8. _____ your sister _____ dinner this week? (cook)
9. _____ Nour _____ at the gym in Dembeni today? (work out)
10. _____ Jamal _____ the house this morning? (clean)

EXERCISE 4 : AFFIRMATIVE

1. She _____ the bus in Hamjago this morning. (take)
2. They _____ Bandrele recently. (go)
3. He _____ his homework already. (do)
4. We _____ dolphins in Mtsangadoua before. (see)
5. The students _____ books for the exam all night. (read)
6. I _____ fresh fruits from Kani-Keli market. (buy)
7. The team _____ the football match in Koungou. (win)
8. She _____ a delicious meal in Acoua. (eat)
9. We _____ the beaches of Sada. (explore)
10. He _____ the car in Tsingoni. (repair)

EXERCISE 5 : NEGATIVE

1. Omar _____ breakfast today. (have)
2. They _____ Chirongui yet. (visit)
3. She _____ her project on time. (finish)
4. We _____ the sunset in Mtsamboro. (see)
5. The students _____ the lesson properly. (learn)
6. I _____ new clothes from M'Tsangamouji. (buy)
7. The team _____ any goals in Bandraboua. (score)
8. She _____ dinner in Chiconi. (eat)
9. We _____ the forest in Boueni. (explore)
10. He _____ the chair at home. (break)

EXERCISE 6 : INTERROGATIVE

1. _____ Ahmed _____ the email this week? (send)
2. _____ they _____ Dzaoudzi recently? (be)
3. _____ she _____ her presentation yet? (do)
4. _____ we _____ the turtles in Sada before? (see)
5. _____ the students _____ for the test? (study)
6. _____ you _____ souvenirs from Mtsamboro market? (buy)
7. _____ the team _____ any championships in Pamandzi? (win)
8. _____ she _____ traditional food in Chirongui? (eat)
9. _____ we _____ the mangroves in Boulouparis? (explore)
10. _____ he _____ the bike in M'Tsangamouji? (repair)

EXERCISE 7 : COMPLETE IN PRESENT PERFECT

1. I _____ three books this week. (read)
2. They _____ a new car. (buy)
3. She _____ to Paris. (travel)
4. We _____ our homework. (finish)
5. The team _____ the championship. (win)
6. He _____ a delicious meal. (cook)
7. They _____ their friends. (visit)
8. I _____ many movies. (watch)
9. She _____ her phone. (lose)
10. We _____ a new house. (move)
11. He _____ his guitar. (play)
12. They _____ a lot of money. (save)
13. She _____ her exams. (pass)
14. We _____ a fantastic holiday. (have)
15. The company _____ a new product. (launch)
16. He _____ many languages. (learn)
17. They _____ in the marathon. (participate)
18. She _____ a new job. (find)
19. We _____ a beautiful sunset. (watch)
20. The team _____ their opponents. (defeat)
21. He _____ (just / buy) a new car.
22. We _____ (not / see) each other for a long time.
23. Has she _____ (ever / travel) to Asia?
24. They _____ (already / visit) five countries this year.
25. I _____ (not / finish) my work yet.
26. Have you _____ (ever / try) skydiving?
27. She _____ (just / start) a new job.
28. We _____ (not / receive) any news about the project.
29. They _____ (already / watch) that movie twice.
30. He _____ (not / visit) his parents in a while.
31. Have you _____ (ever / eat) sushi before?
32. She _____ (just / move) to a new apartment.
33. We _____ (not / hear) from them in weeks.
34. They _____ (already / finish) their exams.
35. I _____ (not / see) that TV show yet.
36. Has he _____ (ever / climb) a mountain?
37. She _____ (just / graduate) from university.
38. We _____ (not / book) our flights yet.
39. Have they _____ (ever / try) surfing?
40. _____ (already / visit) that museum three times.

PAST SIMPLE

VERB "TO BE"	AFFIRMATIVE	NEGATIVE*		INTERROGATIVE
I (1st person singular)	I was	I was not	I'm not	Was I?
You (2nd person singular)	You were	You were not	You aren't	Were you?
HE / SHE / IT (3rd person singular)	He was	He was not	He isn't	Was he?
WE (1st person plural)	We were	We were not	We aren't	Were we?
YOU (2nd person plural)	You were	You were not	You aren't	Were you?
THEY (3rd person plural)	They were	They were not	They aren't	Were they?

REGULAR VERBS: help, ask, look, use, accept, clean, dance, enjoy, love, hope, call...

VERB "TO TALK"	AFFIRMATIVE	NEGATIVE*		INTERROGATIVE
I (1st person singular)	I talked	I did not talk	I didn't talk	Did I talk?
You (2nd person singular)	You talked	You did not talk	You didn't talk	Did you talk?
HE / SHE / IT (3rd person singular)	He talked	He did not talk	He didn't talk	Did he talk?
WE (1st person plural)	We talked	We did not talk	We didn't talk	Did we talk?
YOU (2nd person plural)	You talked	You did not talk	You didn't talk	Did you talk?
THEY (3rd person plural)	They talked	They did not talk	They didn't talk	Did they talk?

IRREGULAR VERBS:

IRREGULAR VERB LIST

VERB: BASE FORM	PAST SIMPLE	PAST PARTICIPLE	MEANING
be	was/were	been	
begin	began	begun	
bite	bit	bitten	
blow	blew	blown	
break	broke	broken	
bring	brought	brought	
build	built	built	
buy	bought	bought	
catch	caught	caught	
choose	chose	chosen	
come	came	come	
do	did	done	
draw	drew	drawn	
drink	drank	drunk	
drive	drove	driven	
eat	ate	eaten	
fall	fell	fallen	
feel	felt	felt	
find	found	found	
fly	flew	flown	
forget	forgot	forgotten	
get	got	gotten	
give	gave	given	
go	went	gone	
grow	grew	grown	
have	had	had	
know	knew	known	
leave	left	left	
make	made	made	
meet	met	met	
pay	paid	paid	
put	put	put	
read	read	read	
run	ran	run	
say	said	said	
see	saw	seen	
sell	sold	sold	
send	sent	sent	
sit	sat	sat	
speak	spoke	spoken	
stand	stood	stood	
take	took	taken	
think	thought	thought	
wake	woke	woken	
wear	wore	worn	
weep	wept	wept	
win	won	won	
wind	wound	wound	
withdraw	withdrew	withdrawn	
write	wrote	written	

EXERCISE 0 : VERB "TO BE" AFFIRMATIVE:

1. Fayaz and Yassir _____ good friends.
2. Mohamed _____ a doctor.
3. Soundi _____ a talented musician.
4. Mirhane and Rachma _____ siblings.
5. Faizina _____ a successful entrepreneur.
6. Richma and Abdallah _____ married.
7. Rehema and Anturia _____ best friends.
8. Ancoubou _____ a loyal companion.
9. Elamine and Mickael _____ coworkers.
10. _____ the children ready for school?

EXERCISE 1 : VERB "TO BE" NEGATIVE:

1. I _____ not a fan of horror movies.
2. Yassir _____ not a professional athlete.
3. Mohamed and Soundi _____ not siblings.
4. Mirhane _____ not interested in politics.
5. Faizina _____ not a morning person.
6. Richma and Abdallah _____ not married.
7. Rehema _____ not a fan of spicy food.
8. Ancoubou _____ not good with directions.
9. Elamine _____ not a fan of crowded places.
10. _____ the students in the classroom?

EXERCISE 2 : VERB "TO BE" INTERROGATIVE:

1. _____ Fayaz a computer scientist?
2. _____ Yassir a student at the university?
3. _____ Mohamed and Soundi siblings?
4. _____ Mirhane interested in art?
5. _____ Faizina a successful business owner?
6. _____ Richma and Abdallah married?
7. _____ Rehema a fan of horror movies?
8. _____ Anturia and Ancoubou lost?
9. _____ Elamine a fan of crowded places?
10. _____ Mickael and El coworkers?

EXERCISE 3 : VERB "TO BE" :

1. We _____ proud.
2. It _____ cold.
3. They _____ happy.
4. She _____ tall.
5. He _____ smart.
6. You _____ kind.
7. We _____ excited.
8. It _____ sunny.
9. I _____ tired.
10. _____ you ready?
11. _____ she hungry?
12. _____ he cold?
13. _____ they happy?
14. It _____ rainy.
15. We _____ busy.
16. You _____ beautiful.
17. She _____ funny.
18. He _____ tired.
19. _____ you hot?
20. _____ it windy?
21. They _____ friendly.
22. It _____ dark.
23. I _____ hungry.
24. _____ we late?
25. _____ she ready?
26. _____ he nervous?
27. _____ they excited?
28. It _____ snowy.
29. We _____ grateful.
30. You _____ talented.
31. _____ it hot?
32. _____ I tired?
33. _____ you happy?
34. _____ she sleepy?
35. _____ he confident?
36. _____ they successful?
37. We _____ patient.
38. It _____ quiet.
39. I _____ excited.

EXERCISE 4 : BE CAREFUL WITH THE IRREGULAR VERBS !

1. Ahmed _____ (visit) the village of Bandrélé last week.
2. Fatima _____ (live) in Koungou five years ago.
3. Yusuf _____ (work) in Mamoudzou from 2010 to 2015.
4. Marc _____ (study) in Dzaoudzi during her high school years.
5. Amir _____ (travel) to Chirongui last month.
6. Layla _____ (go) to Kani-Kéli every weekend.
7. Karim _____ (play) football in Mtsamboro when he was younger.
8. Samira _____ (attend) a wedding in Sada yesterday.
9. Maoulida _____ (buy) a new car in Tsingoni two years ago.
10. Mariam and Khalid _____ (visit) the village of M'Tsangamouji last summer.
11. Isabel _____ (dance) at the traditional festival in Acoua last year.
12. Mustafa _____ (build) a house in Ouangani five years ago.
13. Rania _____ (study) at the university in Bandraboua during the 2019-2020 academic year.
14. Hamza _____ (work) as a fisherman in M'Tsangamouji for ten years.
15. Jacques _____ (visit) the beach in Pamandzi yesterday.
16. Ahmed and Amina _____ (go) hiking in Chiconi last weekend.
17. Karima _____ (paint) a beautiful landscape in Bouéni two weeks ago.
18. Youssef _____ (play) traditional music at the festival in Dembeni last month.
19. Sanaa _____ (attend) a conference in Kani-Kéli last week.
20. Moukimou and Jean _____ (travel) to Bandraboua during the school holidays.
21. Philippe _____ (visit) the mosque in Mtsamboro yesterday.
22. Mohammed _____ (work) as a teacher in Sada from 2012 to 2016.
23. Khadija _____ (study) at the college during the 2018-2019 academic year.
24. Zalfata and her friend _____ (buy) fresh fish in Labattoir this morning.
25. Hafsa and Omar _____ (visit) the village of Chirongui last summer.
26. Zouraida _____ (go) shopping in Koungou yesterday.
27. Maria _____ (play) football in Mtsangamouji when he was a child.
28. Mariam _____ (attend) a wedding in Tsingoni last month.
29. Abdallah and you _____ (build) a house in Acoua five years ago.
30. Layla _____ (study) at the university during the 2017-2018 academic year.
31. El-Hair _____ (work) as a fisherman in Bandraboua for ten years.
32. Rahma _____ (visit) the beach in Dzaoudzi yesterday.
33. Ibrahim and Rania _____ (go) hiking in Dembeni last weekend.
34. Akash _____ (paint) a beautiful landscape in Chiconi two weeks ago.
35. Salma _____ (play) traditional music at the festival in Kani-Kéli last month.
36. Bikram _____ (attend) a conference in M'Tsangamouji last week.
37. Tenzin _____ (travel) to Mtsamboro during the school holidays.
38. Amira _____ (visit) the mosque in Pamandzi yesterday.
39. Ahmed _____ (work) as a teacher in Bandraboua from 2014 to 2018.

EXERCISE 5 : BE CAREFUL WITH THE IRREGULAR VERBS !

1. Ahmed _____ (become) the mayor of Bandrélé last year.
2. Fatima _____ (drink) fresh coconut water in Koungou yesterday.
3. Yusuf _____ (give) a speech in Mamoudzou during the conference.
4. Riadhi _____ (run) a marathon in Dzaoudzi last month.
5. Daoud _____ (see) a rare bird species in Chirongui last week.
6. Layla _____ (fly) to Kani-Kéli for a family gathering.
7. You _____ (take) stunning photographs in Mtsamboro during sunset.
8. Ounaissat _____ (write) a poem about her hometown in Sada yesterday.
9. Hassan _____ (ride) a bicycle from Tsingoni to Mamoudzou.
10. Mariam and Khalid _____ (meet) their old friends in M'Tsangamouji.
11. Salma _____ (sing) traditional songs at the festival in Acoua last year.
12. They _____ (swim) in the crystal-clear waters of Ouangani.
13. Rania _____ (break) a record at the university in Bandraboua.
14. Hamza _____ (catch) a big fish in M'Tsangamouji last weekend.
15. Yassir _____ (visit) the historical sites in Pamandzi yesterday.
16. Ahmed and Amina _____ (drive) to Chiconi for a picnic.
17. Karima _____ (choose) vibrant colors to paint a mural in Bouéni.
18. Youssef _____ (bring) traditional instruments to the festival in Dembeni.
19. Walid _____ (wear) a traditional outfit at the conference in Kani-Kéli.
20. Ali _____ (climb) Mount Mtsapéré during the school holidays.
21. Nathalia _____ (pray) at the mosque in Mtsamboro yesterday.
22. We _____ (teach) at the school in Sada for many years.
23. Khaled _____ (forget) her books at the college in Bandrélé.
24. Ahmed _____ (sell) fresh fish in Labattoir this morning.
25. Hafsa and Omar _____ (discover) hidden gems in the village of Chirongui.
26. Zahra _____ (buy) traditional handicrafts in Koungou yesterday.
27. Hassan _____ (break) a window while playing football in Mtsangamouji.
28. Mariam _____ (win) a dance competition in Tsingoni last month.
29. Khalid _____ (build) a community center in Acoua.
30. Layla _____ (lose) her passport at the university in Ouangani.
31. Fakirdine _____ (fish) in the sea near Bandraboua.
32. Aisha _____ (travel) to the beach in Dzaoudzi yesterday.
33. Ibrahim and Ankidine _____ (choose) a challenging trail for hiking in Dembeni.
34. Zoubidane _____ (draw) a stunning landscape in Chiconi.
35. Salma _____ (win) first place in the traditional music competition in Kani-Kéli.
36. Allaoui _____ (speak) at the conference in M'Tsangamouji last week.
37. Hamza _____ (explore) the forests of Mtsamboro during the school holidays.
38. Amira _____ (pray) at the mosque in Pamandzi yesterday.
39. Ahmed _____ (build) a house years ago.

EXERCISE 6 : CHOOSE THE CORRECT FORM FOR THE PAST SIMPLE.

1. Ahmed (**went / go**) to the market yesterday.
2. Fatima (**didn't liked / didn't like**) the movie they watched.
3. Did Youssouf (**saw / see**) the accident on the way home?
4. Elisabeth (**cooked / cook**) a delicious meal for her family.
5. Jean-Marie (**didn't play / didn't played**) soccer last weekend.
6. (**Did Karim visited / Did Karim visit**) his grandparents yesterday?
7. Samida (**bought / buyed**) a new dress for the party.
8. Harry (**didn't finish/ don't finished**) finish his homework on time.
9. Mariam and Khaled (**visited / visits**) their friends in the evening.
10. (**Did Fainoune dance / Did Fainoune danced**) at the wedding last night?
11. Moustakim (**didn't ate / didn't eat**) eat breakfast this morning.
12. Rania (**studied / studies**) for the exam last night?
13. Hamza (**caught / catch**) a big fish during their fishing trip.
14. Amina (**didn't went / dind't go**) to the gym yesterday.
15. (**Did Akram and Nouriati visited / Did Akran and Nouriati visit**) the museum last week?
16. Karima (**didn't paint / don't paint**) the picture by herself.
17. Claude (**played / play**) the guitar at the concert last night.
18. (**Did the students attended / Did the students attend**) the conference last week?
19. Mirhane (**didn't see / didn't saw**) the movie they recommended.
20. (**Did my your children traveled / Did your children travel**) to Anjouan last summer?
21. Hadidja (**didn't understand / didn't understood**) understand the instructions clearly.
22. (**Did Farouk call / Did Farouk called**) his friend yesterday?
23. Charlotte (**didn't like / don't liked**) the taste of the new dish.
24. (**Did the teenagers went / Did the teenagers go**) to the concert together?
25. She (**didn't finish / doesn't finished**) finish reading the book last night.
26. (**Did Mariama studied / Did Mariama study**) French in high school?
27. Maria (**didn't enjoy/ doesn't enjoyed**) the party last weekend.
28. (**Did Kamal visit / Did Kamal visited**) his grandparents during the holidays?
29. Charifa (**didn't play/ doesn't play**) the piano at the recital.
30. Ahmed and Martine (**traveled / travel**) to the beach last summer?
31. Martin (**didn't watch / doesn't watched**) television yesterday.
32. Did the teacher (**finish / finishes**) his project on time?
33. Dominique (**didn't eat/ doesn't eat**) dinner at the restaurant last night.
34. (**Did your friends went / Did your friends go**) to the park with her friends?
35. Aladine (**didn't attend/ don't attend**) attend the meeting this morning.
36. (**Did François learn / Did François learnt**) to playfootball with his friends?
37. Romain (**didn't forget / don't forgot**) to bring her umbrella.
38. (**Did the students visits / Did the student visit**) the museum last month?
39. I _____ (**didn't like / don't like**) the taste of the new dish.
40. She _____ (**sing / sang**) at the concert last night?

PAST CONTINUOUS

AFFIRMATIVE	
I (1st person singular)	I was
You (2nd person singular)	You were
HE / SHE / IT (3rd person singular)	He was
WE (1st person plural)	We were
YOU (2nd person plural)	You were
THEY (3rd person plural)	They were

} + { **-ing**

	AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I (1st person singular)	I was playing	I was not playing	Was I playing?
You (2nd person singular)	You were playing	You were not playing	Were you playing?
HE / SHE / IT (3rd person singular)	He was playing	He was not playing	Was he playing?
WE (1st person plural)	We were playing	We were not playing	Were we playing?
YOU (2nd person plural)	You were playing	You were not playing	Were you playing?
THEY (3rd person plural)	They were playing	They were not playing	Were they playing?

EXERCISE 0 : AFFIRMATIVE

1. Ahmed _____ (study) Arabic at the library yesterday.
2. Sarah and David _____ (cook) dinner together last night.
3. Ravi _____ (play) basketball with his friends in the park.
4. Leah _____ (dance) at the party when the music suddenly stopped.
5. Ibrahim and Aisha _____ (watch) a movie at the cinema.
6. Maria _____ (study) for her exams all day yesterday.
7. Yasmin and Priya _____ (buy) for clothes in the mall.
8. They _____ (travel) to a different city during their vacation.
9. We _____ (swim) in the pool when it started to rain.
10. I _____ (read) a book when the doorbell rang.

EXERCISE 1 : NEGATIVE

1. M'lamale _____ (study) yesterday at the library.
2. She _____ (take) care of her studies, so she failed the exam.
3. They _____ (play) cricket with their friends in the park.
4. He _____ (dance) at the party because he wasn't feeling well.
5. We _____ (watch) a movie at the cinema last night.
6. You _____ (study) for your exams yesterday.
7. Maria and David _____ (buy) for clothes in the mall.
8. Ravi and Priya _____ (travel) to a different city during their vacation.
9. I _____ (swim) in the pool yesterday evening.
10. Sarah _____ (read) a book when the doorbell rang.

EXERCISE 2 : INTERROGATIVE

1. _____ M'lamale _____ (study) yesterday at the library?
2. _____ she _____ (take) care of her studies before the exam?
3. _____ they _____ (play) cards with their friends in the park?
4. _____ he _____ (dance) at the party when the music suddenly stopped?
5. _____ we _____ (watch) a movie at the cinema?
6. _____ you _____ (study) for your exams all day yesterday?
7. _____ Maria and David _____ (buy) for clothes in the mall?
8. _____ Ravi and Priya _____ (travel) to a different city on their vacation?
9. _____ I _____ (swim) in the pool when it started to rain?
10. _____ Sarah (read) a book when the doorbell rang?

PAST PERFECT

AFFIRMATIVE	
I (1st person singular)	I had
You (2nd person singular)	You had
HE / SHE / IT (3rd person singular)	He had
WE (1st person plural)	We had
YOU (2nd person plural)	You had
THEY (3rd person plural)	They had

} + {

-ed

PAST PARTICIPLE
*(irregular past participles)

	AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I (1st person singular)	I had played	I had not played	Had I played?
You (2nd person singular)	You had played	You had not played	Had you played?
HE / SHE / IT (3rd person singular)	He had played	He had not played	Had he played?
WE (1st person plural)	We had played	We had not played	Had we played?
YOU (2nd person plural)	You had played	You had not played	Had you played?
THEY (3rd person plural)	They had played	They had not played	Had they played?

EXERCISE 0 : AFFIRMATIVE

1. Ahmed _____ (study) Arabic before he moved to the Emirates.
2. Sarah and David _____ (cook) dinner by the time their guests arrived.
3. Ravi _____ (play) cricket for several years before he joined the professional team.
4. Leah _____ (dance) ballet since she was a child.
5. Ibrahim and Leo _____ (watch) the movie before it was released in theaters.
6. Maria _____ (study) French for three years before she went to Paris.
7. Yasmin and Priya _____ (shop) for clothes all day before they found the perfect outfit.
8. They _____ (travel) to many countries before they settled down.
9. We _____ (swim) in the pool before it started to rain.
10. I _____ (read) the book before the movie adaptation was released.

EXERCISE 1 : NEGATIVE

1. M'lamale _____ (study) Arabic before he moved to a different country.
2. She _____ (cook) dinner by the time their guests arrived.
3. They _____ (play) cricket before they joined the professional team.
4. He _____ (dance) ballet before he took his first class.
5. We _____ (watch) the movie before it was released in theaters.
6. You _____ (study) French for very long before you went to Paris.
7. Maria and David _____ (look) for clothes all day before they found the perfect one.
8. Ravi and Priya _____ (travel) to many countries before they settled down.
9. I _____ (swim) in the pool before it started to rain.
10. Sarah _____ (read) the book before the movie adaptation was released.

EXERCISE 2 : INTERROGATIVE

1. _____ Ahmed _____ (study) Arabic before he moved to UAE?
2. _____ she _____ (cook) dinner by the time their guests arrived?
3. _____ they _____ (play) cards before they arrived?
4. _____ he _____ (dance) hiphop before he took his first class?
5. _____ we _____ (watch) the movie before it was released in theaters?
6. _____ you _____ (study) French before you went to Paris?
7. _____ they _____ (look) for clothes all day before they found the perfect outfit?
8. _____ Priya _____ (live) in many countries before she settled down?
9. _____ I _____ (swim) in the pool before it started to rain?
10. _____ Sarah _____ (read) the book before seeing the movie adaptation?

MODAL VERBS

MODAL VERB	WHEN IS IT USED ?	QUAND EST-CE-QUE L'UTILISER?
CAN	Used to express ability, possibility, or permission.	Utilisé pour exprimer la capacité, la possibilité ou la permission.
COULD	Used to express past ability, possibility, or permission.	Utilisé pour exprimer la capacité, la possibilité ou la permission passée.
MAY	Used to express possibility or permission.	Utilisé pour exprimer la possibilité ou la permission.
MIGHT	Used to express possibility or uncertainty.	Utilisé pour exprimer la possibilité ou l'incertitude.
MUST	Used to express necessity or strong obligation.	Utilisé pour exprimer la nécessité ou une forte obligation.
SHALL	Used to express future actions or offer suggestions.	Utilisé pour exprimer des actions futures ou faire des suggestions.
SHOULD	Used to express advice, recommendation, or obligation.	Utilisé pour exprimer des conseils, des recommandations ou des obligations.
WILL	Used to express future actions or willingness.	Utilisé pour exprimer des actions futures ou la volonté.
WOULD	Used to express hypothetical situations or polite requests.	Utilisé pour exprimer des situations hypothétiques ou des demandes polies.
OUGHT TO	Used to express moral obligation or duty.	Utilisé pour exprimer une obligation morale ou un devoir.

MODAL VERB	EXEMPLES EN AFFIRMATIF (A), NÉGATIF (N) et INTERROGATIF (I)
CAN	- A: I can swim in the pool. (Je peux nager dans la piscine.) - N: She cannot (can't) speak French. (Elle ne peut pas parler le français.) - I: Can you play the guitar? (Peux-tu jouer de la guitare?)
COULD	- A: He could solve the math problem. (Il pouvait résoudre le problème de math) - N: We could not (couldn't) attend the party. (Nous ne pouvions pas assister à la fête.) - I: Could they help us with the project? (Pourraient-ils nous aider avec le projet?)
MAY	- A: They may come to the concert with us. (Ils peuvent venir au concert avec nous.) - N: She may not be available for the meeting. (Elle ne peut pas être disponible pour la réunion.) - I: May I borrow your pen? (Puis-je emprunter ton stylo?)
MIGHT	- A: It might rain later today. (Il pourrait pleuvoir plus tard aujourd'hui.) - N: He might not (mightn't) arrive on time. (Il pourrait ne pas arriver à l'heure.) - I: Might she need any assistance? (Aurait-elle besoin d'aide?)
MUST	- A: We must finish homework before tomorrow. (On doit finir les devoirs avant demain.) - N: You must not forget to lock the door. (Tu ne dois pas oublier de fermer la porte.) - I: Must they attend the meeting tomorrow? (Doivent-ils assister à la réunion demain?)
SHALL	- A: I shall call you later. (Je t'appellerai plus tard.) - N: She shall not be late for the appointment. (Elle ne devra pas être en retard pour le RDV.) - I: Shall we start the meeting now? (Devons-nous commencer la réunion maintenant?)
SHOULD	- A: They should study for the exam. (Ils devraient étudier pour l'examen.) - N: He should not eat too much junk food. (Il ne devrait pas manger trop de junk food.) - I: Should I bring anything to the party? (Devrais-je apporter quelque chose à la fête?)
WILL	- A: She will visit her grandparents tomorrow. (Elle rendra visite à ses grands-parents demain.) - N: We will not (won't) attend the event. (Nous n'assisterons pas à l'événement.) - I: Will you join us for dinner? (Voulez-vous vous joindre à nous pour le dîner?)
WOULD	- A: He would love to travel to Japan. (Il aimerait voyager au Japon.) - N: They would not (wouldn't) mind coming here. (Ils ne seraient pas dérangés venir ici.) - I: Would she like a cup of tea? (Voudrait-elle une tasse de thé?)
OUGHT TO	- A: You ought to apologize for your behavior. (Tu devrais t'excuser pour ton comportement.) - N: He ought not (oughtn't) to stay up so late. (Il ne devrait pas rester debout si tard.) - I: Ought we to book tickets in advance? (Devrions-nous réserver les billets à l'avance?)

EXERCISE 0 : CAN OR COULD

1. _____ I have a glass of water, please? (CAN / COULD)
2. Sarah _____ speak Arabic fluently. (CAN / COULD)
3. _____ you pass me the book from the shelf? (CAN / COULD)
4. We _____ visit the museum tomorrow if we have time. (CAN / COULD)
5. _____ they come to the party tonight? (CAN / COULD)
6. David _____ play the piano when he was younger. (CAN / COULD)
7. _____ I borrow your pen for a moment? (CAN / COULD)
8. Rachel _____ speak Hebrew and English. (CAN / COULD)
9. _____ you help me with this math problem? (CAN / COULD)
10. They _____ not attend the meeting last week. (CAN / COULD)
11. _____ we go for a walk in the park? (CAN / COULD)
12. Ahmed _____ speak Arabic and French fluently. (CAN / COULD)

EXERCISE 1 : CAN OR MUST

1. _____ I bring a gift to the party? (CAN / MUST)
2. Sarah _____ speak fluent Arabic, because she works in UAE. (CAN / MUST)
3. _____ you complete the assignment by tomorrow? (CAN / MUST)
4. We _____ arrive on time for the meeting. (CAN / MUST)
5. _____ they attend the religious ceremony? (CAN / MUST)
6. David _____ play the piano very well. (CAN / MUST)
7. _____ I ask you a question? (CAN / MUST)
8. Rachel _____ study for the exam. (CAN / MUST)
9. _____ you help me with my homework? (CAN / MUST)
10. They _____ follow the rules of the game. (CAN / MUST)
11. _____ we bring our own food to the picnic? (CAN / MUST)
12. Mark _____ speak Arabic fluently. (CAN / MUST)

EXERCISE 2 : VERB "TO BE" INTERROGATIVE:

1. _____ I see you at the party tonight? (WILL / WOULD)
2. Ravi _____ help his friend move to a new apartment. (WILL / WOULD)
3. _____ you like to join us for dinner? (WILL / WOULD)
4. We _____ visit the temple tomorrow if the weather is good. (WILL / WOULD)
5. _____ they attend the yoga class? (WILL / WOULD)
6. Tenzin _____ love to travel to Tibet one day. (WILL / WOULD)
7. _____ I be able to attend the meeting tomorrow? (WILL / WOULD)
8. Shivani _____ like to learn to play the guitar. (WILL / WOULD)
9. _____ you mind passing me the salt, please? (WILL / WOULD)
10. They _____ not be able to come to the party due to prior commitments. (WILL / WOULD)
11. _____ we go for a hike this weekend? (WILL / WOULD)
12. Amit _____ like to try the new restaurant in town. (WILL / WOULD)

EXERCISE 4 : BE CAREFUL WITH THE IRREGULAR VERBS !

1. Will you study abroad at University?

2. Will you learn a new language in the future?

3. Will you travel to a different continent someday?

4. Will you make new friends when you start high school?

5. Will you work in an office?

6. Will you help out in a volunteer organization?

7. Will you build your own house?

8. Will you get married in the future?

9. Will you have children and start a family?

10. Will you change your hairstyle or fashion style in the future?

11. If it rains tomorrow, will you bring an umbrella?

12. If it gets too hot, will you go for a swim?

13. If there is a power outage, will you use candles?

14. If it's sunny, will you have a barbecue at the beach?

15. If it's windy, will you stay home?

16. If there is a thunderstorm, will you stay indoors?

17. If it's a clear night, will you stargaze?

18. If there is a heatwave, will you stay hydrated?

19. If it's a rainy day, will you read a book at the library?

20. If there is a tropical storm, will you prepare emergency supplies?

USE OF TENSES

1. PRESENT SIMPLE:

- Used for general statements, habits, and routines.

2. PRESENT CONTINUOUS:

- Used for actions happening at the moment of speaking or temporary actions.

3. PRESENT PERFECT:

- Used for actions or events that happened in the past with a connection to the present.

4. PAST SIMPLE:

- Used for completed actions or events in the past.

5. PAST CONTINUOUS:

- Used for actions that were happening in the past at a specific time or over a period.

6. PAST PERFECT:

- Used to show that one action happened before another action in the past.

1. PRÉSENT SIMPLE :

- Utilisé pour des déclarations générales, des habitudes et des routines.

2. PRÉSENT CONTINU :

- Utilisé pour des actions se déroulant au moment où l'on parle ou des actions temporaires.

3. PRÉSENT PARFAIT :

- Utilisé pour des actions ou des événements qui se sont produits dans le passé avec un lien avec le présent.

4. PASSÉ SIMPLE :

- Utilisé pour des actions ou des événements terminés dans le passé.

5. PASSÉ CONTINU :

- Utilisé pour des actions qui se déroulaient dans le passé à un moment précis ou sur une période.

6. PASSÉ PARFAIT :

- Utilisé pour montrer qu'une action s'est produite avant une autre action dans le passé.

EXERCISE 0 : CHOOSE THE CORRECT FORM PRESENT SIMPLE OR PRESENT CONTINUOUS.

1. I usually (**study / am studying**) at night.
2. Nowadays, you (**learn / are learning**) Arabic in school.
3. He (**plays / is playing**) football every weekend.
4. She (**works / is working**) on a project right now.
5. It (**rains / is raining**) a lot in Mayotte during the rainy season.
6. They (**travel / are traveling**) to Mayotte next month.
7. Maya (**studies / is studying**) French every day after school.
8. John and Sarah (**go / are going**) to the cinema tonight.
9. I (**do not feel / am not feeling**) well today.
10. (**Do / Are**) you (**listen / listening**) to music while studying?
11. Pierre (**speaks / is speaking**) in French at the conference.
12. The students (**write / are writing**) their exams this week.
13. The Tibetan monks (**meditate / are meditating**) every morning.
14. (**Is / Are**) Maya (**visit / visiting**) Mayotte during her summer vacation?
15. You usually (**eat / are eating**) breakfast before going to school.
16. He (**plays / is playing**) video games with his friends.
17. She always (**helps / is helping**) her little sister with homework.
18. It (**gets / is getting**) dark outside.
19. They (**watch / are watching**) a movie at the cinema.
20. I (**study / am studying**) for my English test tomorrow.
21. (**Do / Are**) you (**go / going**) to Mayotte for the holidays?
22. Hindu festivals (**are celebrated / celebrate**) with great enthusiasm.
23. The English teacher (**explains / is explaining**) a grammar rule.
24. Maya and Sarah (**organize / are organizing**) a charity event.
25. The Tibetan mountain range (**is / are**) breathtakingly beautiful.
26. (**Does / Is**) he (**often visit / visiting**) Mayotte for family gatherings?
27. She (**practices / is practicing**) the piano for her recital next week.
28. It usually (**snows / is snowing**) in the Himalayas during winter.
29. They (**attend / are attending**) a language course in Mayotte.
30. I (**do not understand / am not understanding**) this math problem.
31. (**Do / Are**) you (**go / going**) to the "plateau" tonight?
32. He (**plays / is playing**) basketball with his friends after school.
33. She often (**volunteers / is volunteering**) at a local animal shelter.
34. It (**rains / is raining**) heavily in Mayotte right now.
35. They (**plan / are planning**) a trip to Mayotte for their anniversary.
36. I (**study / am studying**) history for my upcoming exam.
37. (**Do / Are**) you (**enjoy / enjoying**) your English literature class?
38. He (**reads / is reading**) a book about Tibetan culture and traditions.
39. She (**practices / is practicing**) yoga every morning for relaxation.
40. It (**is / is being**) important to learn Shimaore when living in Mayotte.

EXERCISE 1 : CHOOSE THE CORRECT FORM PRESENT SIMPLE OR PRESENT PERFECT.

1. I usually (**study / have studied**) at night.
2. You (**learn / have learned**) Spanish in school, so now you can speak fluently.
3. He (**plays / has played**) football every weekend.
4. She (**works / has worked**) on a project recently.
5. It (**rains / has rained**) a lot in Mayotte during the rainy season.
6. They (**travel / have traveled**) to Mayotte before.
7. Maya (**studies / has studied**) French every day after school.
8. John and Sarah (**go / have gone**) to the cinema tonight.
9. I (**do not feel / have not felt**) well today, but now I feel better.
10. (**Do / Have**) you (**speak / spoken**) to your friends about your feelings?
11. Pierre (**speaks / has spoken**) in French at the conference, now he can relax, it's over.
12. The students (**write / have written**) their exams this week, they are waiting for the result.
13. The Spanish teacher (**explains / has explained**) a grammar rule and now we do the exercise.
14. (**Has / Does**) Maya (**visited / visit**) Mayotte during her summer vacation?
15. You usually (**eat / have eaten**) breakfast before going to school.
16. He always (**plays / has played**) video games with his friends.
17. She always (**helps / has helped**) her little sister with homework.
18. It (**gets / has gotten**) dark outside, close the window, I am cold.
19. They (**watch / have watched**) a movie at the cinema, now they are talking about it.
20. I (**study / have studied**) for my English test tomorrow, now I can eat something.
21. (**Do / Have**) you already (**talk / talked**) to your parents about your future plans?
22. Teenagers often (**struggle / have struggled**) with time management.
23. The English teacher (**explains / has explained**) a grammar rule when we do not understand.
24. Florence and Sarah (**organize / have organized**) a charity event, there are a lot of guests !
25. The Spanish language (**is not / has not been**) widely spoken in Mayotte.
26. (**Does / Has**) he (**often visit / visited**) Mayotte for family gatherings this summer?
27. She (**practices / has practiced**) the piano for her recital next week.
28. It usually (**snows / has snowed**) in the mountains during winter.
29. They (**attend / have attended**) a language course in Mayotte for two weeks.
30. I (**do not understand / have not understood**) this math problem.
31. (**Do / Have**) you (**participate / participated**) in any extracurricular activities during the year?
32. He (**plays / has played**) basketball after school all year, but nowadays he plays football.
33. She often (**volunteers / has volunteered**) at a local community center.
34. It (**rains / has rained**) heavily in Mayotte from October to March.
35. They (**plan / have planned**) a trip to Mayotte for their summer vacation.
36. I (**study / have studied**) history for my upcoming exam.
37. (**Do / Have**) you (**enjoy / enjoyed**) your English literature class?
38. He (**reads / has read**) a book about Spanish culture and traditions.
39. She (**practices / has practiced**) yoga every morning for relaxation.
40. It (**is / has been**) important to learn foreign languages, such as French and Spanish.

EXERCISE 2 : CHOOSE THE CORRECT FORM PAST SIMPLE OR PRESENT PERFECT.

1. I (**visited / have visited**) Mayotte last summer.
2. You (**studied / have studied**) hard for your exams.
3. He (**played / has played**) soccer when he was younger.
4. Last year, she (**worked / has worked**) at a local cafe during her summer break.
5. It (**rained / has rained**) a lot in Mayotte last month.
6. They (**traveled / have traveled**) to Mayotte before.
7. Maya (**finished / has finished**) her homework already.
8. John and Sarah (**went / have gone**) to the beach yesterday.
9. I (**did not feel / have not felt**) well yesterday.
10. (**Did / Have**) you (**visit / visited**) Mayotte during your last vacation?
11. Pierre (**spoke / has spoken**) to his parents about his future plans.
12. The students (**wrote / have written**) a research paper last week.
13. The Italian teacher (**explained / has explained**) a grammar rule.
14. (**Did / Have**) Maya (**visit / visited**) Mayotte during her summer vacation? She is not back yet.
15. You (**ate / have eaten**) dinner before going out, now you can leave.
16. He (**played / has played**) video games with his friends last night.
17. She (**always helped / has always helped**) her little sister with homework.
18. It (**got / has gotten**) dark outside. I was scared to wait you there.
19. They (**watched / have watched**) a movie at the cinema last weekend.
20. I (**studied / have studied**) for my English test yesterday.
21. (**Did / Have**) you ever (**talk / talked**) to your friends about your feelings?
22. Teenagers often (**struggle / have struggled**) with self-confidence.
23. The English teacher (**explained / has explained**) a grammar rule last week.
24. Maya and Sarah (**organized / have organized**) a charity event last month.
25. The Italian language (**is / has been**) widely spoken in Mayotte last century.
26. (**Did / Has**) he (**often visit / visited**) Mayotte for family gatherings when he was younger?
27. She (**practiced / has practiced**) the piano for her recital last week.
28. It usually (**snowed / has snowed**) in the mountains during winter, but not anymore.
29. They (**attended / have attended**) a language course in Mayotte, now they are back.
30. I (**did not understand / have not understood**) this math problem. Can you explain me?
31. (**Did / Have**) you (**participate / participated**) in any extracurricular activities at kindergarden?
32. He (**played / has played**) basketball with his friends when he was going to school.
33. She often (**volunteered / has volunteered**) at a local community center, but not anymore.
34. It (**rained / has rained**) heavily in Mayotte last week.
35. They (**planned / have planned**) a trip to Mayotte for their summer vacation, they are excited.
36. I (**studied / have studied**) history for my exam last week.
37. (**Did / Have**) you (**enjoy / enjoyed**) your English class?
38. He (**read / has read**) a book about Italian culture and traditions, now he reads about French.
39. She (**practiced / has practiced**) yoga every morning for relaxation.
40. It (**is / has been**) important to reflect on life's challenges and lessons.

EXERCISE 3 : CHOOSE THE CORRECT FORM PAST SIMPLE OR PAST CONTINUOUS.

1. I (**was born / was being born**) in Mayotte.
2. He (**played / was playing**) soccer while he was in college.
4. She (**worked / was working**) as a teacher before moving to Mayotte.
5. It (**rained / was raining**) a lot in Mayotte during my childhood.
6. They (**traveled / were traveling**) to Mayotte last year.
7. Maya (**finished / was finishing**) her homework while her friends (**were playing / played**).
8. John (**went / was going**) to the beach while it suddenly (**was starting / started**) to rain.
9. I (**did not feel / was not feeling**) well yesterday.
10. (**Did / Were**) you (**visit / visiting**) Mayotte during your last vacation?
11. Pierre (**spoke / was speaking**) to his parents about his future plans.
12. The students (**wrote / were writing**) while the teacher **was explaining** the exercise.
13. The teacher (**explained / was explaining**) a story while they (**were taking / took**) notes.
14. (**Did / Were**) Ahmed (**visit / visiting**) Mayotte while he (**studied / was studying**) abroad?
15. You (**ate / were eating**) dinner when the phone suddenly (**was ringing / rang**).
16. He (**played / was playing**) video games with his friends last night.
17. She (**always helped / was always helping**) her little sister with homework while her parents (**were working / worked**).
18. It (**got / was getting**) dark outside while we (**walked / were walking**) home.
19. They (**watched / were watching**) a movie at the cinema last weekend.
20. I (**studied / was studying**) for my test while my friends (**were playing / played**) games.
21. (**Did / Were**) you (**talk / talking**) to your friends about your feelings while you were on holiday?
22. Teenagers often (**struggle / were struggling**) with finding their passion while studying.
23. The English teacher (**explained / was explaining**) a grammar rule while the students (**were practicing / practiced**).
24. Oumniat and Sarah (**organized / were organizing**) a charity event last month.
25. The French language (**was being / was**) widely spoken in Mayotte.
26. She (**practiced / was practicing**) the piano for her recital last week.
27. It usually (**snowed / was snowing**) in the mountains during winter, but not anymore.
28. They (**attended / were attending**) a language course in Mayotte.
29. I (**did not understand / was not understanding**) this math problem.
30. (**Did / Were**) you (**enjoy / enjoying**) your English class last year?
31. She (**practiced / was practicing**) yoga every morning for relaxation.
32. It (**rained / was raining**) heavily in Mayotte last week.
33. They (**planned / were planning**) a trip to Mayotte for their vacation, but they changed their mind.
34. I (**studied / was studying**) history for my exam last week.
35. (**Did / Were**) you (**enjoy / enjoying**) your time in Mayotte?
36. He (**read / was reading**) a book about Hindu culture and traditions.
37. She (**practiced / was practicing**) meditation to relax her mind at that moment.
38. It (**was / was being**) a beautiful day in Mayotte when they went for a hike.

EXERCISE 4 : CHOOSE THE CORRECT FORM PAST SIMPLE OR PAST PERFECT.

1. Farouk (**visited / had visited**) Dubai before moving to London.
2. You (**studied / had studied**) engineering at university before switching to business.
3. Gregory (**played / had played**) the piano for years before joining a band.
4. Martina (**worked / had worked**) as a lawyer before starting her own practice.
5. It (**rained / had rained**) heavily before we arrived at the beach.
6. They (**traveled / had traveled**) to Morocco before exploring other countries in North Africa.
7. Tenzin (**finished / had finished**) his painting before the art exhibition began.
8. Ali and Aisha (**went / had gone**) to the park when they realized they forgot their picnic basket.
9. I (**did not like / had not liked**) the food at the restaurant I tried last week.
10. (**Did / Had**) you (**visit / visited**) Egypt before your trip to Jordan?
11. Martha (**spoke / had spoken**) to his boss about a promotion, but he didn't get it.
12. The students (**wrote / had written**) their essays before the deadline.
13. The teacher (**explained / had explained**) the lesson before the students arrived.
14. (**Did / Had**) Fatima and Hassan (**visit / visited**) Lebanon during their summer vacation?
15. You (**ate / had eaten**) dinner before the phone suddenly rang.
16. Khaled (**played / had played**) soccer with his friends yesterday.
17. Salim (**always helped / had always helped**) her siblings with their homework.
18. It (**got / had gotten**) colder as the sun set.
19. They (**watched / had watched**) a movie before going to bed.
20. I (**studied / had studied**) Arabic for two years before traveling to Saudi Arabia.
21. (**Did / Had**) you (**enjoy / enjoyed**) your trip to Morocco?
22. Teenagers often (**struggle / had struggled**) with balancing school and social life.
23. The teacher (**explained / had explained**) the grammar rules before the students practiced.
24. Mark and Nabouane (**organized / had organized**) a surprise party for their friend.
25. The Arabic language (**is / was**) widely spoken in many countries.
26. (**Did / Had**) he (**often visit / visited**) his grandparents during the holidays?
27. Riadhi (**practiced / had practiced**) ballet every day to prepare for the performance.
28. It usually (**rained / had rained**) a lot during the winter season.
29. They (**attended / had attended**) a language course to learn Arabic.
30. I (**did not understand / had not understood**) the concept in math class.
31. (**Did / Had**) you (**enjoy / enjoyed**) your time at the concert?
32. Roukaya (**read / had read**) a book about ancient history.
33. Yasmin (**practiced / had practiced**) her singing while her family listened.
34. It (**rained / had rained**) heavily during our trip to the desert.
35. They (**planned / had planned**) a road trip for their summer vacation.
36. I (**studied / had studied**) for my biology exam all night.
37. (**Did / Had**) you (**enjoy / enjoyed**) your time at the beach?
38. Yassir (**read / had read**) a book about philosophy and spirituality.
39. Soundi (**practiced / had practiced**) yoga to improve her flexibility.
40. It (**was / had been**) a beautiful sunset when they went for a walk.

COMPARATIVES: HOW TO FORM AND USE COMPARATIVES TO COMPARE THINGS.

1. Comparatives are used to compare two things and show the difference between them. We use comparatives when we want to say that one thing is more or less than another thing.

2. Formation of comparatives: To form comparatives, we usually add “-er” to short adjectives or use “more” + adjective for longer adjectives. Here are some examples:

- Short adjective (e.g., tall):

- Positive: Said is tall >>>>> - Comparative: Walid is taller than Said.

- Long adjective (e.g., intelligent):

- Positive: Halima is intelligent. >>>>> Comparative: Faiza is more intelligent than Halima.

3. Structure of comparatives:

To make a comparative sentence, we use the following structure:

Subject + verb + comparative + than + the thing being compared

4. Examples:

- Daniel is taller than Ounaissat.
- Fainoune is more creative than Anhoura.
- Said is happier than Walid.
- Halima is funnier than Faiza.
- Ounaissat is smarter than Fainoune.
- Anhoura is more athletic than Said.
- Walid is more outgoing than Halima.
- Faiza is kinder than Daniel.
- Youssouf is stronger than Ounaissat.
- Daniel is more talented than Fainoune.

TEST YOURSELF: Complete the sentences with the correct comparative form of the adjectives.

- Lily is _____ (beautiful) than Emma.
- Tom is _____ (athletic) than Jack.
- Olivia is _____ (friendly) than Sophie.
- Daniel is _____ (funny) than Ethan.
- Sophie is _____ (talented) than Olivia.

TEST YOURSELF: Choose the correct comparative form of the adjective to complete the sentence.

- Halima is _____ (intelligent) than Said.
a) more intelligent b) intelligenter c) intelligenter
- Ounaissat is _____ (athletic) than Walid.
a) athleticer b) more athletic c) athleticer
- Faiza is _____ (kind) than Anhoura.
a) kinder b) more kind c) kindier
- Youssouf is _____ (strong) than Daniel.
a) stronger b) more strong c) strongier

EXERCISE 0 : FILL IN THE BLANK WITH THE APPROPRIATE COMPARATIVE FORM OF THE ADJECTIVE

1. Anturia is _____ (tall) than Waziri.
2. Walid is _____ (young) than Nakcha.
3. Yassir runs _____ (fast) than Nasser.
4. Zouraida is _____ (happy) than Zaida.
5. Zoulfati sings _____ (well) than Stella.
6. Naima has _____ (many) books than Yassir.
7. Waziri has _____ (few) toys than Nakcha.
8. Anturia is _____ (tall) _____ Walid.
9. Nasser is _____ (old) _____ Zaida.
10. Zoulfati is _____ (talented) _____ Stella.
1. Soundi is _____ (young) than Yassir.
2. Yassir runs _____ (fast) than Soundi.
3. Soundi is _____ (strong) than Yassir.
4. Yassir is _____ (smart) than Soundi.
5. Soundi has _____ (many) friends than Yassir.
6. Yassir is _____ (good) at math than Soundi.
7. Soundi has _____ (few) books than Yassir.
8. Yassir is _____ (happy) than Soundi.
9. Soundi is _____ (talented) than Yassir.
10. Yassir is _____ (patient) than Soundi.

EXERCISE 1 : CREATE COMPLEX SENTENCES BY INCORPORATING THE GIVEN CONJUNCTIONS (E.G., ALTHOUGH, WHEREAS, WHILE, ETC..)

1. Soundi is younger than Yassir, _____ Yassir is more experienced.
2. Yassir runs faster than Soundi, _____ Soundi is more determined.
3. Soundi is stronger than Yassir, _____ Yassir is more agile.
4. Yassir is smarter than Soundi, _____ Soundi is more creative.
5. Soundi has more friends than Yassir, _____ Yassir is more sociable.
6. Yassir is better at math than Soundi, _____ Soundi is better at writing.
7. Soundi has fewer books than Yassir, _____ Yassir has more knowledge.
8. Yassir is happier than Soundi, _____ Soundi is more content.
9. Soundi is more talented than Yassir, _____ Yassir is more determined.
10. Yassir is more patient than Soundi, _____ Soundi is more impulsive.
11. Although Yassir is more organized in his daily life, _____ Soundi is more spontaneous.
12. Yassir is more persuasive in his arguments _____ Soundi is more empathetic.
13. While Yassir is more focused on his goals, _____ Soundi is more open-minded.
14. Although Yassir is more assertive in his communication, _____ Soundi is more diplomatic.
15. Yassir is more influential in his social circle _____ Soundi is more influential in the arts community.
16. Yassir is more knowledgeable in history _____ Soundi is more skilled in languages.
17. While Yassir is more disciplined in his studies, _____ Soundi is more creative.
18. Although Yassir is more ambitious in his career, _____ Soundi is more adaptable.

SEQUENCE OF TENSES & REPORTED SPEECH

The **SEQUENCE OF TENSES** is a grammatical concept that helps maintain consistency in verb tenses when expressing actions or events in relation to one another.

1. **PRESENT TENSE!** When the main verb is in the present tense, the verb in the dependent clause (e.g., after “when,” “if,” “as soon as”) can be in either the present tense or the future tense.

EXAMPLE:

- I will go to the party if she invites me.

2. **PAST TENSE!** When the main verb is in the past tense, the verb in the dependent clause should be in the past tense as well.

EXAMPLE:

- She said she loved the movie.
(Past tense in the dependent clause)

3. **PAST PERFECT TENSE!** When the main verb is in the past perfect tense, the verb in the dependent clause should be in the past perfect tense as well.

EXAMPLE:

- He had already finished his homework when his friends arrived.
(Past perfect in the dependent clause)

4. **MODAL VERBS!** When a modal verb (e.g., can, could, may, might, must, should) is used in the main verb, the verb in the dependent clause should be in the base form.

EXAMPLE:

- She said she could swim.
(Base form in the dependent clause)

It's important to note that these are general guidelines, and there may be exceptions or variations depending on the specific context or sentence structure.

La **SÉQUENCE DES TEMPS** est un concept grammatical qui permet de maintenir la cohérence des temps verbaux lorsqu'on exprime des actions ou des événements par rapport les uns aux autres.

1. **PRÉSENT :** Lorsque le verbe principal est au présent, le verbe dans la proposition subordonnée (après “quand”, “si”, “dès que”) peut être au présent ou au futur.

EXEMPLE :

- J'irai à la fête s'il m'invite.

2. **PASSÉ :** Lorsque le verbe principal est au passé, le verbe dans la proposition subordonnée doit être au passé également.

EXEMPLE :

- Elle a dit qu'elle aimait le film.
(Passé dans la proposition subordonnée)

3. **PLUS-QUE-PARFAIT :** Lorsque le verbe principal est au plus-que-parfait, le verbe dans la proposition subordonnée doit être également au plus-que-parfait.

EXEMPLE :

- Il avait déjà fini ses devoirs quand ses amis sont arrivés.
(Plus-que-parfait dans la prop. sub.)

4. **VERBES MODAUX :** Lorsqu'un verbe modal (pouvoir, devoir, vouloir, etc.) est utilisé dans le verbe principal, le verbe dans la proposition subordonnée doit être à l'infinitif sans “to”.

EXEMPLE :

- Elle a dit qu'elle pouvait nager.
(Infinitif dans la proposition subordonnée)

Il est important de noter que ce sont des lignes directrices générales et qu'il peut y avoir des exceptions ou des variations en fonction du contexte spécifique ou de la structure de la phrase.

REPORTED SPEECH is used to convey what someone else said. When we report what someone said, we usually change the tense and pronouns to match the new context. Let's look at some examples:

Direct speech: "I am going to Mamoudzou," El-Hair said.

REPORTED SPEECH: El-Hair said that he was going to Mamoudzou.

In the reported speech example, we changed the present continuous tense "am going" to the past simple tense "was going" to match the reporting verb "said." Additionally, we changed the personal pronoun "I" to "he" because we are reporting someone else's words.

TENSE CHANGES IN REPORTED SPEECH:

1. Present simple changes to past simple:

DIRECT SPEECH: "I visit the beach," Ismael said.

REPORTED SPEECH: Ismael said that he visited the beach.

2. Present continuous changes to past continuous:

DIRECT SPEECH: "I am studying at the University of Mayotte," El-Habibou said.

REPORTED SPEECH: El-Habibou said that he was studying at the University.

3. Present perfect changes to past perfect:

DIRECT SPEECH: "I have visited Chissioua Mbouzi island," M'Lamale said.

REPORTED SPEECH: M'Lamale said that she had visited Chissioua Mtzamboro island.

4. Past simple changes to past perfect:

DIRECT SPEECH: "I went to the market," Laïla said.

REPORTED SPEECH: Laïla said that she had gone to the market.

PRONOUN CHANGES IN REPORTED SPEECH:

When reporting someone else's words, the pronouns often change to reflect the new context. Here are some examples:

DIRECT SPEECH: "I am cooking dinner," M'Lamale said.

REPORTED SPEECH: M'Lamale said that she was cooking dinner.

DIRECT SPEECH: "We love the beaches in Mayotte," El-Hair and Ismael said.

REPORTED SPEECH: El-Hair and Ismael said that they loved the beaches in Mayotte.

REPORTING QUESTIONS:

When reporting a question, we use the reporting verb "asked" or "wondered" and change the word order. In reported speech, we change the question into an indirect question and often use "if" or "whether" to introduce it. Here's an example:

DIRECT SPEECH: "Are you studying for the exam?" Ismael asked El-Hair.

REPORTED SPEECH: Ismael asked El-Hair if he was studying for the exam.

CONCLUSION:

Reported speech is used to convey what someone else said. In reported speech, we often change the tense, pronouns, and word order to match the new context. It's important to pay attention to these changes when reporting someone's words.

EXERCISE 0 : REWRITE EACH SENTENCE IN REPORTED SPEECH, USING THE APPROPRIATE REPORTING VERB AND THE CORRECT TENSE CHANGES.

1. Anrifa said, "I am going to visit Mayotte next month."

2. Houssailati exclaimed, "I love the beaches in Comoras!"

3. Anrifa asked, "Have you been to Reunion before, Houssailati?"

4. Houssailati replied, "Yes, I went there last year with my family."

5. Anrifa wondered, "Will we see lemurs in Madagascar?"

6. Houssailati assured, "Yes, we will definitely see lemurs there!"

EXERCISE 1 : READ EACH SENTENCE CAREFULLY AND CHOOSE THE CORRECT OPTION (A, B, OR C) FOR EACH SENTENCE. CHOOSE THE REPORTING VERB AND TENSE THAT BEST FITS THE CONTEXT..1.

Anrifa said, "I am studying hard for the baccalauréat exam."

- A. Anrifa said that she is studying hard for the baccalauréat exam.
- B. Anrifa said that she was studying hard for the baccalauréat exam.
- C. Anrifa said that she will study hard for the baccalauréat exam.

2. Houssailati asked, "Have you finished preparing for the baccalauréat exam?"

- A. Houssailati asked if she had finished preparing for the baccalauréat exam.
- B. Houssailati asked if she has finished preparing for the baccalauréat exam.
- C. Houssailati asked if she will finish preparing for the baccalauréat exam.

3. Anrifa exclaimed, "I passed the baccalauréat exam!"

- A. Anrifa exclaimed that she passed the baccalauréat exam.
- B. Anrifa exclaimed that she had passed the baccalauréat exam.
- C. Anrifa exclaimed that she will pass the baccalauréat exam.

4. Houssailati asked, "What subjects did you choose for the baccalauréat exam?"

- A. Houssailati asked what subjects she chose for the baccalauréat exam.
- B. Houssailati asked what subjects she had chosen for the baccalauréat exam.
- C. Houssailati asked what subjects she will choose for the baccalauréat exam.

5. Anrifa wondered, "Will the baccalauréat exam be difficult?"

- A. Anrifa wondered if the baccalauréat exam will be difficult.
- B. Anrifa wondered if the baccalauréat exam would be difficult.
- C. Anrifa wondered if the baccalauréat exam is difficult.

EXERCISE 2 : REWRITE EACH SENTENCE IN REPORTED SPEECH, USING THE APPROPRIATE REPORTING VERB AND THE CORRECT TENSE CHANGES.

1. Anrifa said, "We need to address the poverty in Mayotte."
Anrifa said that they _____ to address the poverty in Mayotte.
2. Houssailati asked, "What are the major educational challenges in Mayotte?"
Houssailati asked _____ the major educational challenges in Mayotte were.
3. Dorothea wondered, "Have you noticed the healthcare issues in Mayotte?"
Dorothea wondered if _____ noticed the healthcare issues in Mayotte.
4. Anrifa exclaimed, "We must find solutions for the unemployment problem!"
Anrifa exclaimed that they _____ find solutions for the unemployment problem.
5. Houssailati asked, "How can we tackle the housing crisis in Mayotte?"
Houssailati asked _____ they could tackle the housing crisis in Mayotte.
6. Dorothea said, "We should raise awareness about gender inequality in Mayotte."
Dorothea said that _____ raise awareness about gender inequality in Mayotte.

EXERCISE 3 : FILL THE GAPS.

CONVERSATION:

- Anrifa: "Have you heard the legend of Mayotte about the Dodo bird?"
Houssailati: "No, I haven't. What's the story?"
Dorothea: "It's said that the Dodo bird was a symbol of peace and harmony."
Anrifa: "That's right. The legend tells us that the Dodo bird brought peace to the island."
Houssailati: "Wow, that's fascinating. How did it bring peace?"
Dorothea: "According to the legend, whenever there was a conflict, the Dodo bird would appear and calm everyone down."
Anrifa: "People believed that the Dodo bird had magical powers."
Houssailati: "It sounds like a beautiful legend. I wish we could see a Dodo bird today."
Dorothea: "Unfortunately, the Dodo bird became extinct many years ago."

1. Anrifa mentioned that they _____ heard the legend of Mayotte about the Dodo bird.
2. Houssailati admitted that they _____ heard the story.
3. Dorothea explained that it _____ said that the Dodo bird _____ a symbol of peace and harmony.
4. Anrifa confirmed that the legend _____ that the Dodo bird _____ peace to the island.
5. Houssailati expressed their fascination and asked how _____ brought peace.
6. Dorothea shared that, according to the legend, whenever there _____ a conflict, the Dodo bird _____ and calmed everyone down.
7. Anrifa added that people believed that the Dodo bird _____ magical powers.
8. Houssailati expressed their admiration for the legend and said they _____ to see a Dodo bird.
9. Dorothea sadly mentioned that, unfortunately, the Dodo bird _____ extinct many years ago.

CONDITIONAL CLAUSES

CONDITIONAL CLAUSES are used to express a condition and its possible result. They consist of two parts: the “if” clause (the condition) and the main clause (the result). Let’s look at some examples:

1. ZERO CONDITIONAL:

The zero conditional is used to talk about general truths or facts. It expresses a condition that is always true. The verb tenses in both clauses are in the present simple.

EXAMPLE: If it rains, the streets get wet.

Explanation: This sentence expresses a general truth. Whenever it rains, the streets always get wet.

2. FIRST CONDITIONAL:

The first conditional is used to talk about real or possible situations in the future. It expresses a condition that may happen and its probable result. The “if” clause is in the present simple tense, and the main clause is in the future simple tense.

EXAMPLE: If El-Hair studies hard, he will pass the exam.

Explanation: This sentence expresses a possible situation in the future. If El-Hair studies hard, it is probable that he will pass the exam.

3. SECOND CONDITIONAL:

The second conditional is used to talk about unreal or unlikely situations in the present or future. It expresses a condition that is unlikely to happen and its hypothetical result. The “if” clause is in the past simple tense, and the main clause is in the present conditional tense.

EXAMPLE: If Ismael had more money, he would travel to Mayotte.

Explanation: This sentence expresses an unreal or unlikely situation. Ismael doesn't have much money, so it is unlikely that he will travel to Mayotte.

4. THIRD CONDITIONAL:

The third conditional is used to talk about unreal situations in the past. It expresses a condition that didn't happen and its hypothetical result. The “if” clause is in the past perfect tense, and the main clause is in the past conditional tense.

EXAMPLE: If M'Lamale had studied, she would have passed the test.

Explanation: This sentence expresses an unreal situation in the past. M'Lamale didn't study, so she didn't pass the test.

ADDITIONAL EXAMPLES:

- If Daniel goes to the beach, he will swim in the ocean.
- If Ankidine had more time, he would visit Mamoudzou.
- If Kiran learns French, he can communicate with the locals in Mayotte.
- If Akram had known about the event, he would have attended it.

CONCLUSION:

Conditional clauses are used to express conditions and their possible results. The zero, first, second, and third conditionals are used to talk about different types of conditions in various tenses. By understanding and using conditional clauses, you can express hypothetical or real situations and their outcomes.

EXERCISE 0 : REWRITE EACH SENTENCE IN REPORTED SPEECH, USING THE APPROPRIATE REPORTING VERB AND THE CORRECT TENSE CHANGES.

1. If it rains, I _____ (take an umbrella).
2. If you study hard, you _____ (get good grades).
3. If I win the lottery, I _____ (travel around the world).
4. If she arrives late, we _____ (start without her).
5. If they invite me, I _____ (attend the party).
6. If he eats too much, he _____ (get a stomachache).
7. If we miss the bus, we _____ (have to walk).
8. If you don't hurry, you _____ (miss the train).
9. If the weather is nice, we _____ (go to the beach).
10. If I see him, I _____ (say hello).
11. If I had studied harder, I _____ (pass the exam).
12. If you had told me earlier, I _____ (help you).
13. If she had saved money, she _____ (buy a car).
14. If they had trained more, they _____ (win the match).
15. If he had listened to me, he _____ (avoided the mistake).
16. If we had booked in advance, we _____ (get better seats).
17. If you had asked nicely, I _____ (lend you my car).
18. If the weather had been nicer, we _____ (go for a picnic).
19. If I had known the answer, I _____ (raise my hand).
20. If they had arrived on time, they _____ (catch the bus).
21. If I were you, I _____ (take that job offer).
22. If she had been more careful, she _____ (not break the vase).
23. If they had studied harder, they _____ (score higher on the test).
24. If it had snowed, we _____ (build a snowman).
25. If he were here, he _____ (solve the problem).
26. If we had known about the traffic, we _____ (leave earlier).
27. If you were to win the lottery, what _____ (you do with the money)?
28. If the concert were to be canceled, we _____ (get a refund).
29. If I had more time, I _____ (learn to play the piano).
30. If they were to offer me the promotion, I _____ (accept it).
31. If I had been born in a different era, I _____ (pursue a different career).
32. If she were to win the Nobel Prize, she _____ (make a significant impact).
33. If they had been more resourceful, they _____ (find a solution).
34. If it were possible to time travel, we _____ (visit historical events).
35. If he were to discover a new scientific theory, he _____ (revolutionize the field).
36. If we had received proper training, we _____ (overcome the challenges).
37. If you were to meet your favorite celebrity, what _____ (you say to them)?
38. If the world were to end tomorrow, what _____ (you do with your remaining time)?
39. If I had the ability to speak all languages, I _____ (travel the world as a translator).
50. If they were to invent a teleportation device, we _____ (explore distant galaxies).

PREPOSITIONS:

Prepositions are words that show the relationship between a noun or pronoun and other words in a sentence. They are used to indicate location, time, direction, manner, and more. Let's look at some types of prepositions and examples:

1. Prepositions of Location: Prepositions of location show where something or someone is located. Common prepositions of location include: at, in, on, under, next to, near, between, among.

Example:

- El-Hair is at the beach in Mamoudzou.
- Ismael lives near the University of Mayotte.
- Laïla is sitting on the chair.

2. Prepositions of Time: Prepositions of time indicate when something happens. Common prepositions of time include: at, in, on, during, after, before, between.

Example:

- Daniel has a meeting on Monday.
- Ancoubou went to the party during the weekend.
- Ankidine is coming back in May.

3. Prepositions of Direction: Prepositions of direction show the movement of someone or something. Common prepositions of direction include: to, from, into, out of, towards, through, along.

Example:

- Kiran is going to Mayotte from Comoros.
- Bikram is walking along the beach.
- Akram is heading towards Mamoudzou.

4. Prepositions of Manner: Prepositions of manner describe how something is done. Common prepositions of manner include: with, by, like.

Example:

- Mouniati speaks with confidence.
- Himidati is painting with watercolors.
- Fakida is traveling by plane to Mayotte.

5. Prepositions of Origin: Prepositions of origin indicate where someone or something comes from. Common prepositions of origin include: from, of, out of.

Example:

- Rozmine is from La Reunion.
- Yazda comes from Comoros.
- Zaïda is a citizen of Mayotte.

EXERCISE 0 : COMPLETE THE SENTENCES WITH THE SUITABLE PREPOSITION

1. The book is _____ the shelf.
2. She lives _____ a small town.
3. The cat is hiding _____ the table.
4. We will meet _____ the park tomorrow.
5. The train is departing _____ platform 3.
6. He walked _____ the door and entered the room.
7. The keys are _____ the drawer.
8. They went swimming _____ the river.
9. The restaurant is located _____ the corner of the street.
10. The bird flew _____ the tree.
11. The cat jumped _____ the table and landed _____ the floor.
12. She ran _____ the street to catch the bus.
13. The treasure is hidden deep _____ the cave.
14. The children played _____ the park until sunset.
15. The plane flew _____ the clouds and disappeared _____ sight.
16. He placed the vase _____ the shelf, _____ the books.
17. The hiker climbed _____ the mountain and reached the summit.
18. They sat _____ the fire, warming themselves _____ the cold night.
19. The car drove _____ the tunnel and emerged _____ the other side.
20. The ball rolled _____ the hill, gathering speed _____ it went.
21. Mr. Fayswali was born _____ a small village in the mountains.
22. He grew up surrounded _____ nature and developed a deep appreciation for it.
23. As a child, he would often go hiking _____ his friends on the weekends.
24. He was always fascinated _____ the diverse flora and fauna in the region.
25. In his teenage years, Mr. Fayswali became interested _____ photography.
26. He would spend hours capturing the beauty of nature _____ his camera.
27. After completing high school, he decided to pursue a degree _____ environmental science.
28. He enrolled _____ a prestigious university known for its research in the field.
29. During his studies, Mr. Fayswali conducted experiments _____ different ecosystems.
30. He participated _____ various conservation projects, working towards preserving biodiversity.
31. Upon graduating, he joined an organization dedicated _____ protecting endangered species.
32. He traveled to remote locations _____ the world to study animals in their natural habitats.
33. _____ his expeditions, he faced challenges such as extreme weather conditions.
34. However, he persevered _____ his mission to safeguard the environment.
35. Mr. Fayswali conducted workshops and seminars _____ raise awareness about conservation.
36. He believed that education played a crucial role _____ inspiring people to take action.
37. In addition, he worked _____ local communities, involving them _____ conservation efforts.
38. Mr. Fayswali's dedication _____ his work earned him recognition _____ his field.
39. He received several awards _____ his contributions to wildlife conservation.
40. Today, Mr. Fayswali continues to advocate _____ sustainable practices and inspire others to protect our planet.

LPO KAWÉNI