



ANGLAIS

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Première LS



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Theme 1: EDUCATION Text: EDUCATION IN AFRICA

Education in Africa began as a tool to prepare its young to take place in the African society. The African education

experience was strictly setup to prepare the young for society in the African community and not necessarily for life outside of Africa. The schooling system pre-European colonialism consisted of groups of older people teaching aspect and rituals that would help them in adulthood. Education early African societies included such things as artistic performances, ceremony games, festivals, dancing, singing, and drawing; Boys and girls were taught separately to help prepare each sex for their adult roles. Every member of the community had a hand in contributing to the educational upbringing of the child. The high point of the African educational experience was the ritual passage ceremony from childhood to adulthood. There were no academic examinations necessary to graduate in the African educational system.

When European colonialism and imperialism took place, it began to change the African educational system. Schooling was no longer just about rituals and rites of passage, school would now mean earning an education that would allow Africans to compete with countries such as the United States and those in Europe. Africa would begin to try producing their own educated students as other countries had.

However; education in Africa is still less developed than other parts of the world and many African countries have low rates of participation. School often lack many basic facilities and African universities suffer from overcrowding and staff being lured away to Western countries by higher pay and better conditions.

Pre-teaching vocabulary: Education Africa, tool, society.

Education: is the imparting and acquiring of knowledge through teaching and learning at school or similar institution. C'est une transmission et acquisition de la connaissance a travers l'enseignement et l'apprentissage à l'école ou institution similaire. To impart – to give a share / transmettre, donner, communiquer, accorde, te acquise, réussir à obtenir un savoir-faire, savoir, gagner. To educate, to instruct or to train. Synonym Is to Teach – instruit, enseigner, former. Eduquer: c'est développe les facultés physiques, intellectuelles, et morales de quelqu'un ou c'est former, élevé.

Africa : Is the continent That is South of Europe, East of Atlantic ocean, West of the india océan and north of antarctica – Antarctique : continent compris Presque contiennent a l'intérieur du cercle polaire austral, au centre du quel se situe le pôle sud.

Tool: Something to perform an operation is an instrument or a means – outil, instrument, moyen.

Society: Companies, union, communauté, société, association. – A group of people who meet, from time to time to engaged In common interest, an association or organization.

Pre-reading.

1. What do you think about education in your country?

- Education in my country faces many problems.

a. There is a bad condition of working.

- b. Teachers are not motivated. They have meager salary.
- c. Their salary is reduced which involved the repetitions of strikes.
- 2. What do you think about traditional education?
 - Traditions education is based about tradition. it prepare the young people to place in traditional society.
- 3. Think that education is a good thing. If yes give your reason.
 - Yes education is a good thing; education equipped a child pre learner to grow into a well-rounded responsible adult. (equipper, dotes, aimer, munie).
- 4. What do Africans think about girls place according to tradition?
 - Africans think the place of a girl is at home. (Au foyer). Whereas boys are free to continue studies.
 - What do you think about the rate of girls at school l? It's low in chad.
- 5. What kind of educations you need?
 - We need an education which can help us to prepare for our future and be aware citizens.

Vocabulary

1. To take place: avoir lieu. To take part: to participate. prendre part, participer.
2. **Strictly:** (Strictelement) in a strict manner
3. **Set up:** instaure, fonder.
4. **Community:** (Communauté) - group of people sharing a common understanding who reveal themselves by using the same language. Manners, tradition and law.
5. **Necessarily:** inevitably of necessity. - Nécessairement, forcément, obligatoirement.
6. **out of :** Hors de, en dehors de, extrême, dehors extérieur. Opposite is Inside. Dedans, interné à l'intérieur, dans.
7. **Schooling :** Education, institutions, scolarité.
8. **Pre-European colonialism :** Before European colonialism - avant le colonialisme européen.
9. **Ritual :** which is related to rite. - Rituel c'est ensemble des règles et d'habituels fixes par la tradition, out la convention - rite, cérémonies.
- Rite :** c'est une cérémonie solennelle inscrit dans la vie sociale ou religieuse d'une collectivité.
Synonyme= Rituel.
10. **Individual:** past of include (compare include).
11. **Adulthood:** age adult. The time of life which one is expected to take responsibility?
Anatomy is childhood. Childhood is the time during which one is a child, from between infancy to puberty. (Enfance).

12. **Upbringing:** Education - the raising or training of a child.
13. **Academic** - academique - characteristic of a school.
14. **To Graduate:** to be recognized by a school or university as having completed the requirements of a degree studies at the institution or to certify a student. (Gradués, diplômé, gradués - devise, augmenter par degré, évalue.
15. **Colonialism** - colonialisme: Doctrine politique et économique que prône l'exploitation d'un pays au profit d'un autre. - The colonial domination policy, pursued by the powers of Europe from the second half of the XIX century to the years of following World War II. a colonial system.
16. **Imperialism:** the policy of forcefully extending a nation authority, by territorial gain or by the establishments of economic and political dominance over other nations. - c'est une domination de d'état 'économique (impérialisme).
17. **To Compete with :** Rivaliser : disputé de talent avec quelqu'un.
18. **However:** is a conjunction means Nevertheless. (Cependant, pourtant, mais, néanmoins, toutefois).
19. **Overcrowding:** encombrement.
20. **Lured away:** s'est retiré.

Doctrine : ensemble des opinions et des idées considéré comme vrais et essentielles pour une religion, un système politique ou philosophique.

Question

Comprehension questions

- a) How did education in Africa begin? b) Of what did the schooling system pre-European colonization consist?
- c) Were boys and girls taught together? Why or why not? d) Were there academic examinations necessary to graduate in the African Education System? e) What happened when European colonialism and imperialism took place?

Translation: Translate the second paragraph into French

Essay: Tell how education is important in a country.

Answers to questions.

- a. Education in Africa began as a tool to prepare its young to take place in the Africa society.
- b. the schooling system pre-European colonialism consisted of a group of older people teaching aspect and rituals that would help them in adulthood.
- c. No, boys and girls were taught separately because it helps to prepare each sex for their adult roles.

d. No, there were no academic examinations necessary to graduate in the Africa educational system.

e. when European colonialism and imperialism took place it began to change the Africa education system.

Translation

Lorsque la colonisation européenne et l'impérialisme ont eu lieu en Afrique, cela a commencé à changer le système éducatif africain. L'éducation n'était plus sur les rituels et les rites de passage. L'école signifie maintenant gagner sa vie. Éducation permet aux africains de développer leurs pays tels que en vont les états unis et eux qui sont en Europe. L'Afrique doit commencer à produire les parfois intellectuels comme les autre pays en font.

Essay

Since this world is world, education plays an important role in the society. In a few lines, i am going to tell how it is important in my country.

As a matter of fact, education is the single most important factor for the development of a country. It contributes to the development of a nation. Education changes the mind, character and reason in human being. Education trains men who are able to earn their life. It trains citizens who are aware of social and economic problem of their environment where they live. Education produces citizens who work for the benefits of a country. It's also plays a capital role for the future generation, because fatherland cannot be developed without educated young men. Education is the key of succeeding in a society. In Africa it prepares young people to take place in Africa society. We notice that during your life, if you missed it, you will fail in life. Education is good for everybody. Without it, development cannot occur. In the end, we/I can say, that education is an important thing in this world, particularly in my country.

Éducation en Afrique

L'éducation en Afrique a commencé comme un outil qui préparait les jeunes à s'intégrer dans la société Africaine. L'expérience de l'éducation africaine était strictement instaurée à préparer la jeunesse pour une (société dans la communauté africaine. le système éducatifs avant la colonisation européenne était composé de groupe des personnes âgées qui enseignent les aspects rituels aux jeunes et les aident à devenir de qualification adulte. La formation primitive pour les sociétés africaines comprenait les choses telles que les performances artistiques, les jeux de cérémonies, les fêtes, la danse, la chanson, et le dessin. On formait les garçons et les filles séparément pour préparer chaque sexe à jouer un rôle dans l'âge adulte.

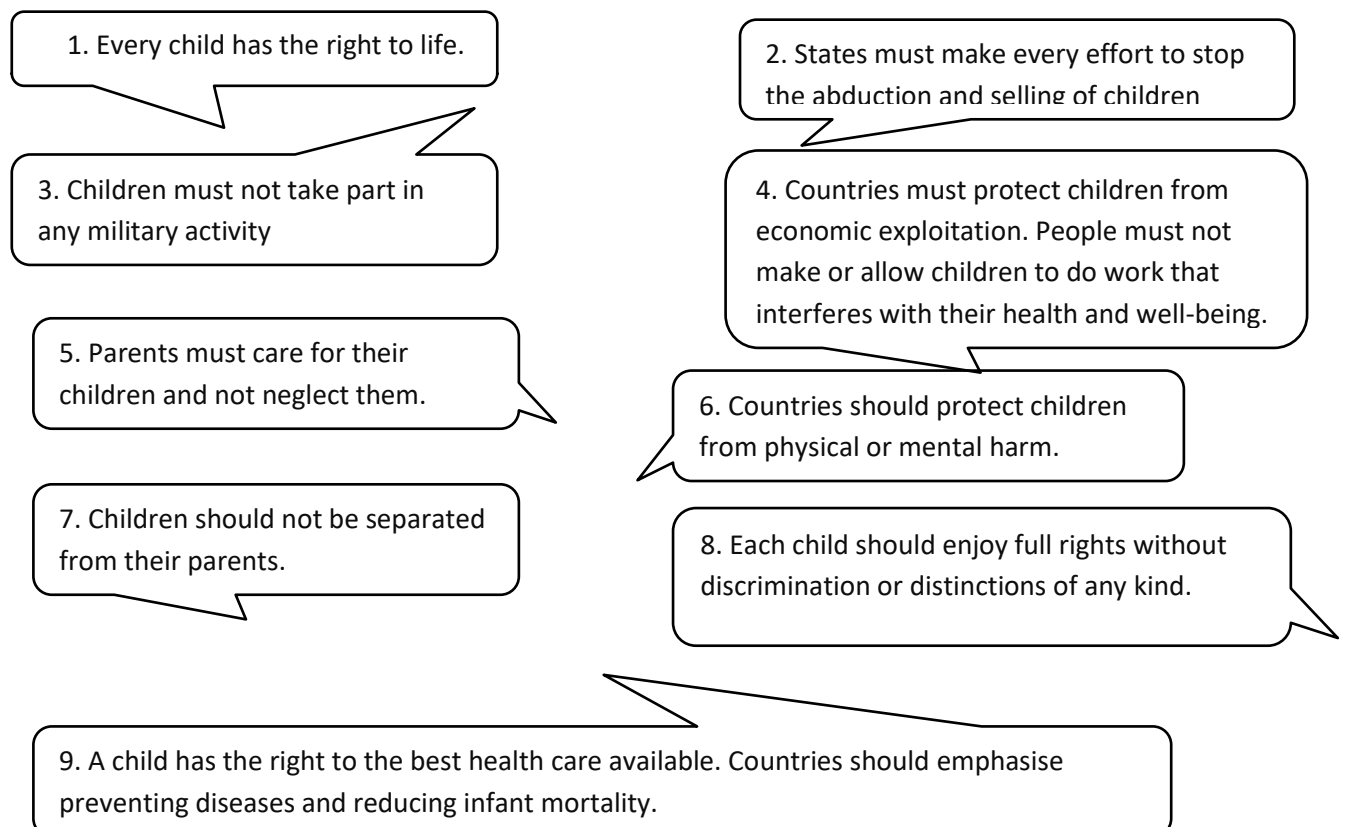
Chaque membre de la communauté avait une main forte à contribuer pour l'éducation de l'enfant. Le point fort de l'expérience éducative africaine était une cérémonie de passage (rituel) de l'enfance à l'âge d'adulte. Il n'y avait pas des examens scolaires pour évaluer le système éducatif africain.

Lorsque la colonisation européenne et l'impérialisme ont eu lieu en Afrique, cela a commencé à changer le système éducatif africain. L'éducation n'était plus sur les rituels et les rites de passage. L'école signifie maintenant gagner sa vie. L'éducation permet aux africains de développer leurs pays tel que on promet en vont les états unis et ceux qui sont en Europe. L'Afrique doit (commencer à) produire ses propres intellectuels comme les autres pays en font.

Cependant, l'éducation en Afrique est encore moins développée que celle des autres parties du monde et beaucoup de pays africains ont un faible taux de participation. L'école manque souvent d'équipements de base, et les universités africaines souffrent d'encombrement et les personnels enseignants fuient dans les pays occidentaux pour avoir une bonne rémunération et meilleure condition de vie.

Theme 2: HUMAN RIGHTS

Text: CHILD RIGHT AND DUTIES



I. Brain storming: rights and duties.

What's rights and duties do children have? Make two lists.

RIGHTS

1. Right to life,
2. Right to be with parents.
3. Right to have a home, food and clothing.
4. Right to be loved, cared for and kept safe
5. Right to educations.
6. Right to physical development.
7. Right to express opinion.
8. Right to be listens to.
9. Right to have enough leisure time.
10. Right to protection from abuse, cruel punishment, over work, being sold, is being used as a soldier, being imprisoned.

DUTIES.

1. To love their parents. (In certain age).
2. To love each other.
3. To obey their parents.
4. To learn what is right and what is wrong.
5. To do what is right.
6. To respect people of other religions and background (origin).
7. To study hard.
8. To look after their own health.
9. To help other people whenever they can.

II. Vocabulary

1. Right: what is morally right, which obeys the law.
2. Abduction : kidnapping – enlèvement. to abduct – enlever – to kidnap – enlever quelqu'un pour obtenir une rançon.
3. To interfere with: to prevent – s'opposer, empêcher.
4. Harms : damage – tort, dommage, mal.
5. To enjoy full rights: to get pleasure from (jouir de plein droits).
6. To care for: to look after – s'occuper de, prendre soin de.
7. Neglect: to pay no attention to: négliger.
8. To emphasize: to insist – insister.

9. Disease: illness, disorder of the body. An abnormal condition of the body or mind that causes discomfort or dysfunction (abnormal). Synonyms – Affliction, ailment, illness, malady.
10. Freedom: condition of being free.
11. Danger: which people towards suffering?
12. Speech: speaking – discours, parole.
13. Violence: state of being conducts crimes.
14. Discrimination – ségrégation – de traiter différemment.

Exercise

Match each expression with its synonym

Expression	Infanticide
In danger	War
To abduct	To make(someone do something)
Armed conflict	Duties
Killing babies	At risk
Prisoner	To kidnap
To allow	Captive
To force	To permit
Responsibilities	

a. Corrigé

1. In danger → at risk
2. To abduct → to kidnap
3. Armed conflict → war
4. Killing babies → infanticide
5. Prisoner → captive
6. To allow → to permit
7. To force → to make someone to do something
8. Responsibilities → duties

Conclusion: Children like adults shouldn't be neglected. In certain age, they must assume some duties or responsibilities.

Les droits de L'Enfant

1. Chaque enfant a le droit de vivre. Les Etats membres des Nations Unies doivent faire l'effort pour cesser avec le phénomène d'enlèvement et le trafic des enfants. Les enfants ne doivent pas prendre part au service militaire. Les

pays membres à l'unanimité doivent protéger les enfants de l'exploitation économique. Les gens ne doivent pas permettre aux enfants qui contrarie l'éducation ou qui nuit à leur santé et bien-être.

2. Les parents doivent prendre soin de leurs enfants et ne pas les négliger. Les pays membres doivent protéger les enfants d'un handicap physique ou mental. Les enfants ne doivent pas être séparés de leurs parents. Chaque enfant doit jouir de pleins droits sans distinction ou discrimination de genre.
3. L'enfant a droit aux soins médicaux adéquats. Les pays membres à l'unanimité doivent mettre l'accent sur la prévention des maladies et la réduction de taux de mortalité infantile. Les enfants ont droit à la liberté de parler ou d'expression. On doit les protéger contre la violence ou lorsqu'ils sont en danger. On ne doit pas les exploiter.

1. Study skill: Skimming.

Skimming is reading a text quickly to find out what its main ideas are.

- i. Some soldiers, members of the small unit, are as young as nine years old, their automatic rifles nearly as tall as they are. They can be the best fighters because they have no fears, said a local businessman. They are usually orphans and they have nothing to lose. Their loyalty to their warlord is total'' one barefoot soldier near the headquarters was in shorts, wore a winter hat pulled tightly over his ears and held an AK-47 in one hand, in the other he cradled a football, like a school boy.
- ii. **‘boy divorce mother’**
16-years old Peter won the right to live with his grandparents and to be separated to his mother. His parents where divorce when he was two. His mother then had three children by her second husband. Peter, a shy and nervous teenager, was regularly excluded from family life. He was made to eat upstairs or on the stairs while the rest of the family ate together. His mother seldom allowed him to see his natural father or his grandparents.
- iii. Police sergeant Suphot Kongdee was on show for press photographers in Bangkok. These Chinese girls sat next to him. Suphot was accused of being a slave trader. He was arrested for selling girls as young as 12. They had been kidnapped from China and taken to Thailand. There they had been drugged and forced to work as prostitutes.
- iv. At 4 a.m. the boys, who were aged between six and ten, had water poured over them to wake them up, they then worked at the looms without food until 2 p.m. when they had a half-hour break, mainly to allow them eat. The meal consisted of bread and lentils. They then continued to work until midnight, when they are given more bread and lentils before being allowed to sleep.
- v. **How much are girls worth?**

Maniken Ramaswami is a south India farmer with a few cattle and a field cleared of stones where he grows lentils and papayas. He agrees with the proverb that ‘‘bringing up a girl is as pointless as watering a neighbor’s plant’’. His first child was a girl. So he had to start saving money to pay her dowry. Which is eight times his annual income. Then his wife had twin girls. Maniken decided that when they came home from the hospital, they would be killed.

- vi. Four out of ten women are illiterate and in some countries eight out of ten. In many countries nearly twice as many women as men are illiterate. This is because in some countries fewer girls are sent to school than boys.
- vii. SOCIAL WORKERS in a town in England faced severe criticism for giving cruel and humiliating punishments to children, some as young as nine, were each taken 100 children, were each locked up alone in rooms by themselves for long periods. During their isolation, they wore only their night cloths and were forbidden to talk to anyone. They had to ask for permission to go to the lavatory. Their personal possession, including cloths, magazines and music were removed.

viii.

What are their chances?	A baby born in a rich country	A baby born in one of the poorest countries
Chances of dying before the age of one year	1 in 100	1 in 5
Life expectancy	70years	50years
Chances of seeing a health worker	All	1 in 10
Probable years at school	11years	2years

- ix. Long before dawn, Gaye Raymond, one of the world’s smallest slaves, struggles along the streets of the capital of Haiti with a bucket of water spilling over her head.
She is one of the children who was given away by their impoverished rural parents to urban families. In the hope that they will be better fed and perhaps even go to school. Instead most are condemned to live Drudgery life and despair performing household chores from dawn to dusk with the threat of severe beatings should they dare to stop to play. Most never see their families again. Few are even sent to school. Many are sexually abused. Most are malnourished.
- Drudgery is very hard and boring work.

Theme 3: DEMOCRACY

Text: PRESIDENTIAL ELECTION IN AMERICA

Americans hold an election to choose their president every four years. It takes place early in November and people who wish to stand for election -as president sometimes start campaigning as much as two years in advance. Their first step is to say that they wish to stand for president.

The second step for each candidate is to set up an organisation to run his campaign. The job of this organisation is to make the candidate and his policies well-known and to raise money. It costs a lot to pay staff, to make radio and television broadcasts, to print and send out literature and to pay travel and hotel bills.

There are two parties in America: the Republican Party and the Democratic Party. Most people who want to stand for president aim to be chosen as 'either the Republican candidate or the Democratic candidate. But it is also possible to stand as an independent, that is, as a candidate who does not support any party. There may be several people hoping to be chosen as the candidate for each party. But before anyone is chosen, each candidate must win as many supporters as possible in the various states. . So candidates travel a lot, speak at meetings and talk to voters. At different times primary elections are held at state level or there are special meetings of local party officials. The purpose of these primaries and meetings is to choose special representatives called delegates who will later vote for particular candidates. The more popular a candidate is, the' more delegates are chosen to vote for him. So, to summarise the third step, the object is to win as many delegates as possible in the primary elections and at party meetings.

The fourth step takes place in about July or August of an election year. It is this: each party chooses its candidate at a big party meeting called a convention, a noisy, colourful and cheerful occasion that lasts a week. During this week, the delegates" cast their votes for the candidate they represent. After the two conventions, there will be one Republican candidate and one Democratic candidate.

The next step is the election campaign itself. During it, the two candidates try to persuade the American people to vote for them. They use television a lot and sometimes hold public debates on the main issues, Meanwhile, the public opinion polls play their part, Through them each candidate learns it he is gaining or losing support from various groups of people. This information enables Him to alter his campaigning methods it necessary.

Then comes the election itself. It is organised on a state basis. The voters cast their votes and the candidate who wins most votes in the state wins the support of people called 'electors' in that state. The number of electors is in proportion to the size of the state's population. The electors of all the states then vote in what is called the 'electoral college'. Each elector has to vote for the candidate who won most votes in his state. The candidate for whom most electors vote become president.

A. Pre-reading.

Mention all the words and phrase you can think of, which have something to do with

Political parties, elections, and government, say what they mean.

1. Political parties: the party in power = is headed by the president.
2. Opposition party: the party is headed by the chief party leader of a given party.
3. To vote: to choose.
4. Voter: is someone who votes. (Election).
5. Words = meeting, campaign, militant.

B. Elections.

1. A Referendum = A direct popular on a proposed law or constitutional amendment.
Dans vote direct des élections, qui doivent s'épanche. Par "oui" ou par "non" a une question.
 - The presidential elections.
 - General elections = les elections legislatives.
2. The presidential elections: it is an election, which is about the president.
3. General elections: it is an election which is about delegates. - deputed.
4. Election of a brought. = communal.

C. Government - Parliament:

The prime minister is the first minister or the head of government

Minister: a person who head a ministry.

Ministry: is the complete body of government.

Ministers whether or not they are in cabinet under the leadership of a head of government.

Le ministère c'est un département ou ensembles des bureaux places sous la direction d'un ministre

Ainsi le battement ou se trouver ces services et la résident du ministre.

The prime minister office.

Gouvernement : pouvoir qui gouverne un état ou c'est une organisation politique.

Government: a group of people who hold a monopoly, on the legitimate use of force in a given territory.

Another definition: the state and its administration, viewed as the ruling political power.

D. We mention all words

Floating voter : un électeur indécis

Ballot box : une urne électorale

Polling stations : Bureau de vote

Voting papers : un bulletin de vote

Ballot: un vote

Secret ballot: Bulletin secret.

Stand for election: Se presenter à une election
 National assembly: Assemblée nationale
 To take ones seat: succéder à
 To go to the polls: aller à l'isoloir
 To vote by secret ballot.
 A polling booth: l'isoloir
 A voter card: carte électorale
 The counting of votes: le dépouillement
 A doctorate roll: une liste electorale
 The turnout: la participation
 Voting age: âge legal pour voter
 The first and second ballot: premier et second tour.
 Campaign promises: les promesses électorales
 Voter is someone who votes.

E. Picture interpretation.

Study the picture and answer these questions.

a. What does the young man feel?

Answer: the young man feel joy, a sense of victory.

b. what does he want?

Answer: he wants every person to have a vote.

c. Why doesn't he hold the placard in his hands?

Answer: he wants to have his hand free for waving (agiter) and gesticulating (Faire de geste).

d. What sort of event is he taking part in?

Answer: he is taking part in a political rally (un rassemblement politique)

e. Which counting did the scene occur? And what important event has just taken place?

Answer: in South Africa, just after the release of Nelson Mandela, the leader of the A.N.C.
 (African National Congress)

From prison on 11th February 1990. He had been held in prison for 26 years.

There were massive celebrations on his release. Like the Mandela supporter in the picture, people felt that the old system of "apartheid" (separated development) would come to end and everyone would be allowed to vote. Under apartheid, people who were black, Indian or of mixed race (coloured) had no right to vote.

F. Reading

1. Reading: Electing an America president

- a. Read to find out the main steps in a president election.

Aim: students should understand how an America president is elected and be able to describe the main steps in the process.

1. The first step is to say I wish to stand for president.
2. The second step for each candidate is to setup an organization to run his campaign.
Preparations are made. Radio and TV time is bought. Literature is printed and sent out.
Money is raised.
3. Primary elections and party meetings are held. Candidate tries to win as many delegates as they can.
4. Party conventions are held. Delegates cast their votes. One candidate is chosen for each party.
5. The presidential campaign takes place. TV and opinion polls are used a lot.
6. The election itself is held. One candidate is elected.

I. Vocabulary

1. Electing: élisant(élire)
2. To take place: avoir lieu.
3. To stand for: to offer oneself for elections, or to represent = représenter, signifier.
4. First step : première étape
5. In advance : en avance.
6. To set up : instaurer, régler, constituer, fonder
7. Policies : les tactiques, politiques.
8. To run: to manage= gérer
9. Well-known : connu.
10. To raise money: To collect money
11. To make : confectionner.
12. Staff : personnel.
13. Broadcast : émission.
14. Broadcasting : diffusion.
15. To print : imprimer.
16. Send out : émettre.
17. Literature : littérature.
18. Bill : facture.
19. Republican party : parti républicain.

20. Democratic party : parti démocratique
21. The republicans : les républicains (Parti conservateur défend les intérêts des milieux des affaires, a éléphant comme emblème)
22. To democratize : démocratiser.
23. The Democrats : les démocrates, parti le plus populaire et social, a l'âne comme emblème.
24. To support: supporter.
25. Hoping : espérant
26. Primary election: les election primaries.
27. Representative : représentant
28. Delegate : député.
29. Convention / assemblée.
30. Noisy : bruyant.
31. Colourful : pittoresque, coloré.
32. Cheerful : joyeux.
33. Main issue : les principaux.
34. Meanwhile : entre temps,
35. To alter: to change=changer.
36. To cast : projeter.
37. The size : la taille, la dimension.

II. Comprehension questions

1. Since there was an American presidential election in November 1992, in what month and year will the last presidential election this century be held?
2. List the purposes for which a candidate needs money.
3. When a candidate campaigns before his party's convention, what is his specific aim (apart from generally winning supporters)?
4. At what two kinds of events are delegates chosen?
5. What does a delegate do at a convention?
6. How many presidential candidates does each party have?
 - a) before its convention?
A one B two C three D any number
 - b) after its convention?
A one B two C three D any number
7. How can public opinion polls help a candidate?

8. Suppose a state has ten electors and suppose that candidate A wins six million votes and candidate B four million. How many electors will vote for candidate B in the electoral college? Give reasons for your answer.
9. Does this election process seem fair to you?
10. Will such a process give Americans the person they really want to have as president?

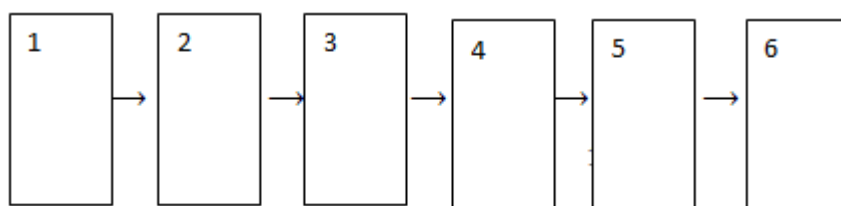
b. Answers to questions

1. November, 2000.
2. List the purposes for with candidate needs money: to pay staff, to make radio and television broadcast, to print and send out literature, to pay travel and hotel bills.
3. His specific aim is to win as many delegates as possible.
4. Delegates are chosen in primary elections and act party meetings. (two kinds of events).
5. He cast a vote for the candidate he represents. Or a delegate dose at a convention to cast a vote for the candidate he represents.
6. a. D – many number. b. A – One after its convention.
7. Public opinion polls tell a candidate which groups of voters are giving him more or less support and this enable him to change the way he campaign if necessary.
8. No electors will vote for candidate B. the candidate with most votes in a state wins all of that state's electors.
9. This election process seems not fair to me. It is an electoral fraud.
10. It may not give the Americans the person they really want as president, if, for example, a popular person does not have enough money to conduct his campaign. However, there can be no way of knowing this without asking all Americans for their views. The election is the process that comes nearest to this.

STUDY SKILL: Making a flow chart

- Complete each of the six steps in the election process given below by putting in each gap one of the verbs provided in the right active, or passive, form.
- Decide on the right order for these steps.
- Write them in your exercise book in boxes as a flow chart like this:

THE PROCESS OF ELECTING AN AMERICAN PRESIDENT:



STEPS

- Party conventions (____).

Delegates (____) their votes. One
Candidate (____) for each party.

- People who (____) to stand for
election (____) so.

- The presidential campaign(____)
place.TV and opinion polls (____) a lot.

- Each candidate (____) an organisation
to run his campaign.
Preparations (____):
- Radio and TV time(____)
- Literature (____) and (____) out.
- Money (____).

- The election itself (____).
One candidate(____)
-
- Primary elections and party
meetings(____). Candidates try to
(____)as many delegates as they can.

VERBS

Cast
Hold
choose

Wish
say

Use
take

Make
Send
Set up
Print
Buy
Raise

Hold
Elect

Win
hold

Vocabulary: Elections

Use the words in each list to complete the gaps(Campaign, leaders, policies, political, vote, voter). Ten decide on the right order.

You listen to the speeches of the party(____)

You register as a(____)

You get know the various(____)parties.

You consider the (____)which the party leaders put forward and decide how to(____).

Theme 4: TRADE PROFESSION AND OCCUPATIONS

Text: MORE AND MORE MISERY

The dilemmas of capitalism, including its potential over productivity and the difficulties of providing markets for it, are not problems at all for the developing nations. In contrast to the United and Other western nations, the developing nations face the fundamental problem of achieving enough income and productivity to maintain a standard of living capable of sustaining. For the developing world, one of the major and unexpected results of the scientific revolution has been a significant reduction in death rates, especially infant mortality. But birth rates have remained at their usual levels, with the result that starvation and social dislocation have proved almost insurmountable problems for the governments of developing countries. Taking the world as a whole, there is probably more misery, more starvation, and a lower standard of living in the twentieth century than in any historical age. It is only in the light of this situation that the United States, with its high consumption, its high standard of living, and its itself and a source of envy, become an embarrassment to all developing countries.

I. Comprehension

- 1) What are the dilemmas of capitalism?
- 2) What are the problems faced by developing nations?
- 3) Why has starvation increased in developing Countries?
- 4) Why has the United States become an embarrassment of itself?
- 5) Why do developing countries feel envy, resentment and admiration when considering the United States?

II. Turn into English

- 1) Ce pays est capable de maintenir un haut niveau de vie.
- 2) Les taux de natalité sont plus élevés en Afrique qu'en Europe.
- 3) Dans n'importe quel pays il y a des problèmes insurmontables.
- 4) Il pense plus aux autres qu'à lui-même.

III. Essay

Do you think there is more misery in your country than ever before? Why or why not?

IV. Vocabulary:

1. Including: (y comprise, inclusivement, inclus) : in addition to
2. Potential: existing in possibility not in in actuality(possibilité, capacité, potential)
3. Productivity: (productivité) the state of being productive, fertile or efficient.
4. Providing: getting
5. Developing nation: a country becoming economically more mature or advanced, becoming industrialized. (Pays en voie de développement ou en développement)
6. Western nation: (nation ou pays occidental) situated in or related to the west or occidental.
7. Face: to deal with a difficult situation or person. (affronté, braver, faire face à)
8. Fundamental : (fondamental, essentiel, principal) Essential, principal
9. Achieving : accomplishing, realizing. (réalisation).
10. Income: (recette, benefice, revenue, produit) :Money one earns by working or capitalising off other people's work, inflow
11. Standard: (standard, normal) A level of quality or attained, normally supplied.
12. Sustaining: the ability to sustain something
13. Unexpected: (imprevu): unplanned, not expected or anticipated.
14. Significant: (significatif, considérable, important, essential) : meaningful

15. Starvation: a condition of severe suffering due to lack of nutrition.(famine, faim).
16. Dislocation: the act of displacing or the state of being displaced. (detronement, dislocation, désorganisation, bouleversement), division, disorganization
17. Insurmountable: (insurmountable) incapable of being passed over, surmounted, overcome.
18. Envy: (jalousie, envie) resentful desire of something possessed by another or others.
19. Embarrassment: (embarrass). A state of confusions arising from hesitation or difficulty in choosing. (embarrass, gêne, difficulté)

Answers to question

1. The dilemmas of capitalism are: including its potential over productivity and the difficulties of providing market for it.
2. The problems faced by developing nations are: the fundamental problem of achieving enough income and productivity to maintain a standard of living capable of sustaining.
3. Starvation has increased in developing countries because birth rates have remained at their usual level and social dislocation have proved almost insurmountable problem for the government.
4. The United States has become an embarrassment of itself because it is only in the light of this situation, with its high consumption, its high standard of living and a source of envy.
5. Developing countries feel envy, resentment and admiration when considering the United States because of its high standard of living and its itself and a source.

Translation

1. This country is capable of maintaining high standard of living.
2. Birth rates are higher in Africa than Europe.
3. In any country there are insurmountable problems.
4. He thinks more to the others than to himself.

Essay

Misery is extreme poverty or extreme pain of body or mind. Developing country is concerned by misery. In my country I notice that it is getting more misery than ever before. Indeed, my country has difficulties of providing markets. Because there is a case of bad governance. corruption is getting higher and higher. Chad is a country that inhabitants are suffering.

In the new fourth Republic, we can talk about more and more misery. Chadian people do not earn their life. Civil servants are not encouraged and not motivated. On the contrary their meager salary is reduced. They cannot pay the school fees of their progeny normally. They have not enough money to go to hospital. In other term there is more starvation and lower standard of living. People are suffering so much. In the light of all these reasons, we can say my country is more miserable than the other countries.

In the end, there are bad conditions of live in my country. It is stated as under developed country because of misery.

Theme 5: ECONOMICS

Text: THE ROLE OF MASS MEDIA IN ECONOMIC DEVELOPMENT

Mass Media have helped in influencing our economic aspirations. Judging from records, agriculture has always been our traditional means of livelihood. It is one area, therefore, in which the media have helped to increase productivity and income by giving us the skill, knowledge and ability which we utilize in the marketing of these products. Farmers are in constant touch with developments in the field of agriculture and there are demonstration farms in various parts of Nigeria. Films, slides and journals also demonstrate the latest farming techniques. Guidance is given to farmers and fertilizers are issued on request. The first indication here is higher income and richer yield. Books also educate farmers and broaden their view on farming issues. The long term tendency is more mechanized farming on larger plots and land rather than on little patches. The cutlass and the hoe are giving way, by and large, to the tractor and the caterpillar.

Questions:

- 1) Explain "The media have helped in influencing our economic aspirations"
- 2) What traditional means of livelihood other than agriculture can you think of?
- 3) How do farmers organize their farming in your country?
- 4) Do many farmers in your country use tractors? Why or why not?

Turn into English:

- 1) On donnera des engrais à tous les fermiers.
- 2) Voici le nouveau tracteur que nous utiliserons pour arracher les arbres.
- 3) La pêche est leur seul moyen de subsistance.
- 4) Je n'ai pas encore essayé leurs derniers produits.
- 5) Grâce à cette machine, nous pourrions cultiver de plus grandes parcelles.

Turn into French:

From "Mass media have ... to ... of these products"

Essay:

What are the different problems a farmer in your country may have to face when growing or selling his crop?

Pre-teaching

1. Influencing: the present participle of influence means to persuade.
2. Aspiration: the act of aspiring or ardently desiring. (action de porter ses désirs vers un objet élevé)
3. Livelihood: the course of someone's life. A person's lifetime, or their manner of living, conduct, behavior. (subsistence, vie) – Gagne pain.
Example: my livelihood depends on it. Mon gain pain en dépend.

A. PRE-READING

Brain storming

1. What is mass media?
Mass media is communication in general.
2. Who can give example of mass media?
Television, radio and newspapers
3. What is agriculture?
It is farming, the occupation or business of cultivating the land, producing crops and raising livestock.
4. Who among you his father is a farmer?

5. Who can cite crop that farmer grow?
Corn, millet, ground-nut, beans, rice
6. What materials are used in agriculture?
Hoe, Tractor, Caterpillar, Cutlass.

I. Vocabulary

The role of mass media in economics development – le rôle de masse média dans le développement économique

Mass media : c'est l'ensemble des moyens de communication.

1. Judging: present participle of judge, to pass sentence on, to arbitrate (juger)
2. Record: an item of information put into a temporary or permanent physical medium.
3. Productivity: the state of being productive;
 - a. Fertile or efficient.
 - b. The rate of which goods and services are produced by a standard population of workers. (productivité, synonyme= rendement)
4. Income: money one earns by working or capitalizing off other people's work (revenue)
5. Skill: capacity to do something well, technique ability, and skills are usually acquired or learned, as opposed to abilities.
6. Knowledge: awareness of a particular fact or situation, a state of having been informed or made aware of something. (connaissance)
7. Utilize or utilize: to employ, to exploit, to use (utiliser, exploitation)
8. Marketing: buying and selling in a market, the promotion, distributions and selling of a product or service, includes market researches and advertising (publicité).
Marketing: évaluation des besoins et des intentions du consommateur pour élaborer des stratégies commerciales.
9. Demonstration: the act of demonstrating, showing or explaining something. An event at which something will be demonstrated (démonstration, manifestation)
10. Slides: A flat rectangular piece of glass on which a prepared sample may be viewed through a microscope, a microscope slide. – a transpiring image to be projected to a screen (diapositive)
Example: lecture with slides – conférence avec projection.
11. Guidance: advice – conseils. Example: Guidance as to the resolution of conflict – conseil en vue de la résolution d'un conflit.
12. Fertilizer: a natural substance that is used to make the ground more suitable for growing plants (engrais) example: organic /chemical fertilizer – Engrais organique / chimique.
13. Issue: a problem or concern usually of a mental nature. (problem, question)
To issue: to run out, to pass. (émettre, provenir, résulter de)
14. Request: act of requesting or conditions of being sought after. (demande, requête).
Example: by popular request – la demande générale.
15. Yield: a product, the quality of something produced. Synonyms harvest crop or produce. (Production, rendement).
16. To Borden: to make board or boarder.
To become board (agrandir, élargir, s'élargir, s'agrandir ouvrir. Example: Travel boarders the mind – les voyages ouvrent l'esprit.

17. Plot: (terrain) area of ground or parcelle.
18. Patches: a small piece of anything used to repair damage of a breach. (piece, tache, parcelle)
19. Cutlass: (sabre, genre d'épée) a short sword with a covered blade and a Conner edge, once used by sailors. (arme blanche dont la lame à un seul tranchant, peut être droit ou recourbé.
20. Tractor : form of vehicle.
21. To give way: to give up – to stop a bad habit. (Abandoner) to give in = to stop resisting. (ceder, se rendre), to give off : to release. (émettre, dégager), to give out – to distribute,(distribution, s'épuiser), to give back – to return , to bring.
22. Caterpillar: a vehicle with a caterpillar(a trademark for a continuous metal loop or belt made up of hinged links and fitted instead of wheels on tanks, bulldozers, and similar vehicles)

I. Answers to questions

1. The media have helped in influencing our economic aspirations by increasing productivity and income by giving us the skill, knowledge and ability which we utilize in marketing of the products.
2. I think agriculture has always been traditional means of livelihood.
3. In my country, farmers use technique to grow crops. They use plough and tractors which were given by government. They use also chemical products to destroy herbs, to kill pests. And they use also fertilizers for expansion of farm.
4. No, a few farmers use tractors in my country because in certain regions, the menders of tractors are not important. Government didn't send them there so much. And so on farmers are not able to buy them.

II. Turn into English

1. Fertilizer will be given to all farmers.
2. It is a new tractor that will be used to up root trees.
3. Fishing is the only means of livelihood.
4. I have not tried their last product yet.
5. (By) grace of this machine, we will be able to grow larger plots of land.

III. Version

Les masses-medias ont d'influence sur les aspirations économiques. Le jugement porte sur les archives ont montré que l'agriculture a de montre moyen traditionnel de subsistance. C'est une activité dans laquelle les media ont fait augmenter connaissance et le moyen que nous utilisons en marketing pour ces produits.

IV. Essay

In my country farmers has many problems when growing and selling his crops. In the following lines: I am going to give off.

In raining seasons, farmers need water to grow crops. Each year in May it starts to raining late. That is why farmer uses crops which can grow early. We have technical problem, to grow larger plots, farmer needs plough or tractors and ploughs are more expensive, he cannot buy them. Moreover, there is a problem of land. When land is poor, farmer needs fertilizers to improve his farms. But the price of fertilizers is high. Sometimes the companies of agriculture send fertilizer to rural are late.

In addition, farmer has the problem of selling his crops. There is lack of means of transport; he cannot find a cost to bring his crop to the market. That is why he who has not his own means borrows with others.

In the end, I can say that farmers have many problems with growing or selling his crops. The interference of the government is important. Government can help farmers in expansion agriculture.

Traduction du texte

Les fermiers sont en contact permanents avec le développement des champs et il y a des démonstrations de fermes dans les différentes zones du Nigeria. Les films, les projections et les journaux démontrent aussi les dernières techniques de fermes. On donne des conseils aux fermiers et les engrais sont donnés sur demande du fermier.

La première indication en est que le revenu est élevé et le rendement abondant. Les livres instruisent (formeur) aussi les fermiers et ouvrent leurs yeux sur les problèmes de fermes. La tendance à long terme est plus est à la culture mécanisée sur de grande parcelles mieux que sur le terrain sur les petites parcelles. La faucille et la houe sont (grandement) remplacées par le tracteur et le Caterpillar.

Theme 6: SCIENCE AND TECHNOLOGY

Text: ADVANTAGES AND DISADVANTAGES OF SCIENCE AND TECHNOLOGY

Science can allow us to lead a longer, richer and more agreeable life: But it can also destroy the world. It would perhaps be quite true to say that man is responsible for the use of scientific discoveries. He can use them very well to improve living conditions on earth and fight against illiteracy, hunger, diseases and all kind of suffering, but he can also use this power. We think in particular about nuclear energy for political and military purposes. We shudder with horror to the idea that the H-bomb, of which we know the power, might be thrown one day on London, New York, Moscow or, any other capital. But we have forgotten Hiroshima and we got used to nuclear weapons. We don't believe or refuse to believe that a third world war, an atomic war may be possible.

I- Comprehension questions

- 1- What is the importance of science according to the text?
- 2- To whom is the responsibility to use scientific discoveries?
- 3- In your opinion, what is science based on?
- 4- What is an atom? Give an example.

II- Translation

Translate into French from "Science can allow....to....military purposes"

III- Essay

Tell in 150 words about the advantages and disadvantages of science.

Vocabulary:

1. Science: knowledge obtained by observation and testing of facts.
2. To allow: to permit, to authorize. (permettre)
3. Agreeable: pleasant. – agreeably (agréablement)
4. Perhaps: maybe = peut-être.
5. Responsible: who has some responsibility? (responsable)

6. Illiteracy: uneducated. (Analphabetisme) inability to read and write.
7. Kind: sort, type (genre, sorte, type)
8. Nuclear energy: the energy released by nuclear fission or fusion = énergie nucléaire.
9. To shudder : to tremble with fear (frisson) fermier – être agité d'un tremblement cause par le froid, la peur, la surprise, une émotion. To give a shudder – frissonner – trembler pas suite d'une malaise physique ou d'une émotion violente. Shudder of vehicle: secousse. To give shudder
10. Nuclear weapons: a military weapon that derives its explosive power from nuclear fission or fusion
11. Moscou: vient de maskva, c'est la capitale de la Russie (pays d'Europe) et ancienne capitale de L'U.RSS.
12. Hiroshima : ville où la bombe atomique a été lancée en 1945(japon).
Les Américains y lancent le 6 août 1945 qui fit environ 140.000 victimes ou décès.
Nagasaki.

Answers to questions

1. According to the text, science can allow us to lead a longer, richer and more agreeable life.
2. It's man's responsibility to use scientific discoveries(or man is responsible to use scientific discoveries).
3. In my opinion, science is based upon observation, discoveries and experiment.
4. An atom is the smallest, indivisible unit of an element that can take part in a chemical changes. – composant de la matière, plus petite partie d'un corps simple pouvant se combiner avec un autre. Example: a molecule of water is made of two atoms (H₂O)
 - Hydrogen (H) – hydrogène
 - Oxygen (O) – oxygène.

Translation

La science peut nous permettre de mener une vie plus longue, plus riche et plus agréable, mais elle peut aussi anéantir le monde. Il serait peut-être plus vrai de dire que c'est l'homme qui est responsable de l'utilisation qu'il fait des découvertes scientifiques. Il peut très bien les utiliser pour améliorer les conditions de vie sur la terre et lutter contre l'analphabétisme, la faim, les maladies et les souffrances de toute sorte, mais il peut aussi utiliser ce nouveau pouvoir. Nous pensons en particulier à l'énergie nucléaire à des fins politiques et militaires.

Nous frémissons d'horreur à l'idée que la bombe H dont on connaît la puissance pourrait un jour être lancée sur Londres, New York, Moscou ou toutes autres capitales. Mais nous avons oubliée Hiroshima et nous sommes habitués aux armes nucléaires. Nous ne croyons pas ou nous ne voulons pas croire qu'une troisième guerre mondiale, une guerre atomique soit possible.

Essay

Advantages and disadvantages of science

Science is the study of the physical and natural world and phenomenon, especially by using systematic observation and experiment. It is in progress and has positive and negative effect. Indeed if we think about the past, we say science is making progress.

- In agriculture domain, hard work that men did is replaced by machines. It is the case of tractors and ploughs.

- In transport, people no longer cover long distance for means of travelling such as cars, plane, trains and motorcycles.
- In health domain some disease as measles (rougeole); chicken-pox (varicelle), pox(variole) are disappeared because of antibiotic, other diseases like tuberculosis, malaria are reduced.
- In industries, factories produce some products which become goods and they are exported or imported.
- Electricity and gas are useful in domestic as fuel. Electricity has transformed the world.
- In technology domain, we have means of communication such as: mobile phone and usage of computer and others.

Disadvantages

It is quiet true to say that man is responsible for using scientifique discoveries.

- Consider the numbers of fatal cars accidents and plane crashes in single year all over the world.
- Consider the number of people disappeared because of bomb explosion during the time of war.
- Air pollution by factories which give off clouds of poisonous gases that spread all over the countryside.
- The enormous quality of solid waste such as used cars and plastic containers has upset organic life.
- Chemical products used in agriculture destroy the environment.
- Electricity and gas which are useful domestic agents occasionally cause death.
- Air pollution destroys the ozone layers (couche d'ozone) and can cause the global warming. (réchauffement climatique).
- Oil exploitation can cause earthquake, on the one hand, science can allow us to lead a longer, richer and more agreeable life, and on the other hand, it can also destroy the world.

In the end, “scientist” just wants to discover and understand new things. It is not their fault if other people use science in dangerous or evil way.

The question is how to use science?

Theme 7 : HEALTH, WELFARE AND ENVIRONMENT

Texte : MALARIA AND AIDS

Malaria kills about three times as many Africans each year as does AIDS. So many people die from it. There are several reasons for malaria. Some of these are linked with the behaviors of the parasite that is spread by the mosquito and causes the disease.

But during the last few years, a deadly and mysterious disease has erupted and began to spread around the world. This disease is called AIDS .The victims are doomed to certain death. It destroys the body's immune defenses and exposes the patient to all sorts of deadly infection. It is caused by the virus called HIV.

The first case of AIDS was discovered in 1981. The most common vehicle for the transmission of AIDS virus is sexual contact with an infected person. In addition, it is being spread by female prostitutes as well as homosexuals. Even infants born from infected women are known to contract the disease.

Pre-reading

A. Malaria

1. What is malaria ?
 - Malaria is a disease caused by mosquitos which introduces the germs into the blood.
2. What kind of mosquito causes malaria?
 - It is female called anopheles.
3. What are the symptoms of malaria.
 - A fever, chills (froid), a headache, shaking,(tremble) vomiting.
4. What can we do to avoid catching it?
 - Use of insecticide solution at local clinic.
 - Use of mosquitoes net ripped.
 - Cleaning houses and removing stagnant water.
 - Cleaning all environments which are dirty.

B. AIDS

1. What does AIDS means?
 - A:** Acquired = Acquire.
 - I:** Immune = immuno
 - D:** Deficiency = Déficience
 - S:** Syndrome = Syndrome.
2. How do you catch it? We can catch AIDS from a blood transfusion. if there is a cause of infection and sexual contact. If there is a care lesion.
3. What causes AIDS? The virus called the HIV (Human Immune Deficiency= virus immuno deficient humain. Le VIH attaque le systeme naturel de defense de l'organisme.
4. You can't get AIDS, by kissing, can you? (en embrassant) answer No, you can't. By shaking hand? By wearing an infected person cloth.
5. Is it a curable disease?
 - No, it is an incurable disease.
6. Is there a cure for AIDS?

No, there isn't a cure for AIDS.

7. Do you think that's AIDS is a fatal disease?

Yes I do or yes I think. Why? Because if you catch it, you die.

8. What can we do if we want to avoid catching it?

- Avoid prostitution.
- Use of condom during sexual contact.
- Avoid sexual vagrancy or numerous sexual partners.
- Avoid touching sharp tools or objects which are infected.
- Faithfulness between man and woman at home.
- Abstinence from sex. (the safest method of prevention).

9. What is the range of symptoms of AIDS?

- Severe infection including, diarrhea and gradual loss of weight. Because the virus sometimes also invades brain cells. A considerable number of victims suffer from mental and neurological problems like forgetfulness(perte de memoire) and tremors(fremissement).

I. Vocabulary

1. Malaria: is a tropical disease caused by female mosquitos called anopheles.
2. HIV: Human Immune Deficiency Virus. Le VIH attaque le systeme naturel de defense de l'organisation ou le systeme immututaire et le detruit. L'organisme est faible et l'individu contamin est vulerable aux maladies oppoetunistes.
3. AIDS : **A:** Acquired = Aquis. **I:** Immune = immune **D:** Defiency = Deficiencie **S:** Syndrome = Syndrome.
4. Syndrome : a group of signs and symptoms that together are characteristic or indicative of a specific disease or other disorder=Le syndrome: l'ensemble des symptomes caracterisait une pathologie, mais ne permettant pas de poser un diagnostic précis.
5. Pathology: is the scientific study of the nature, orgin, progress and cause of disease.
6. Immune: A person who is not susceptible to infection by a particular disease.Immuno déficiencie: Affection impliquant une défiance immunitaire, c'est à dire un manque sérieux de défenses immunitaires d'un organisme vivant. Acquisie : participe passé féminin singulier d'Acquérir : obtenir, attraper par hasard. Pathologie : en médecine, c'est la branche qui étudie les maladies et leurs effets sur l'organisme.
7. Mosquito: is a parasite which causes malaria. Mosquito net = une moustiquaire.

8. Virus: poisonous elements, smaller than bacteria which causes disease. Virus= agent contaminant, agent de contagion des maladies infectieuses.
9. To be doomed: To be obliged to die. Etre condamné à, destine à.
10. To spread: to extend. Se propager,
11. Deadly: to cause the death. = mortel.
12. Female: opposite of male = femelle.
13. To discover: to find out about something, to get knowledge. To realize something new= decouvrir.
14. Vehicle: means = moyens, voie
15. Common: shared by all, usual = frequent.
16. Homo-sexual: person sexually attracted by the same sex.=

II. Comprehension questions

1. What is the main cause of malaria?
2. Why are you afraid of AIDS?
3. How do you define the term AIDS?
4. Why are the victims of AIDS doomed to certain death
5. What are the different ways of the transmission of AIDS?

III. Translation

Translate into French the last paragraph.

IV. Essay:

Talk about someone who gets malaria (100 words).

Answer to question.

1. The main cause of malaria is the mosquitos called the anopheles.
2. We are afraid of AIDS because it is an incurable disease, deadly and mysterious.
3. AIDS can be define as :
A: Acquired = Aquis.
I: Immune = immune
D: Deficiency = Deficience
S: Syndrome = Syndrome.
4. The victims of AIDS are doomed to certain death because it destroy the body's immune defense and exposes the patient to all sorts of deadly infections.
5. The different ways of transmissions are:
 - Sexual contact with the person infected or infected blood.
 - Infant born from infected woman without protection.

- Female prostitute as well as homo sexual.
- A blood transfusion through materials or tools which are not protected.

Translation

Le paludisme tue trois fois environ, beaucoup d'Africains chaque année comme fait le SIDA actuellement. Ainsi beaucoup de gens en meurent. Il y a plusieurs raisons au sujet de paludisme. Certaines raisons sont liées aux comportements de parasite appelé moustique qui propage et cause la maladie.

Mais pendant les dernières années, une maladie mystérieuse et mortelle est apparue et a continué à se propager dans le monde. La maladie s'appelle le SIDA. Les victimes sont condamnées à une mort certaine, car elle détruit le système immunitaire de défense de l'organisme et expose le malade aux maladies opportunistes.

Le virus qui la cause s'appelle le VIH. Le premier cas de SIDA a été découvert en 1991. La voie de transmission du virus du SIDA, la plus rapide est le rapport sexuel avec une personne contaminée. En plus il se propagea par les prostituées aussi bien les homosexuels. Même les enfants qui sont nés de mères contaminées peuvent contracter la maladie.

Essay

As we know malaria is killing many people in Africa, in particular in Chad. We are going to talk about someone who gets it. Indeed, someone who gets malaria may suffer fever that stroke every two or three days. It starts with chills and often a headache and a person shakes (trouble). The victim of malaria sometimes does not want to eat and sometimes he/she vomits. In addition, the person is very weak and cannot walk quickly.

In short, malaria is a dangerous disease for Africa children. It is necessary to bring someone who get it to hospital for cares.

Theme 8: FREE TIME AND ENTERTAINMENT

TEXT: MOVIE AND THEATER

I like both films and plays but I think I can rather be said to be a movie-goer than a theater-goer. In fact I don't go to the theater as often as to the movies. Going to the theater then is quite an event for me. There is something formal and impressive about it. The room, the audience, the stage, the atmosphere are almost as important for me as the play itself. The actors are somehow fascinating to my eyes. I wonder how they can forget the public and look so sincere when they play their parts. In fact, my pleasure is almost "technical". Of course I laugh when the characters are comical and I feel like crying if they are tragical but I always know that I am a spectator and that the actors only pretend to be what they are. On the contrary, when I watch a film I forget the actors, the audience and even my own life. I identify myself with the hero of the story. My heart thumps when he is afraid or throbs when he is

happy. I really feel relieved when he escapes from a dangerous situation. Western films with their tremendous landscapes bring back to me my childhood dreams of action and adventure. Thrillers with their suspense stimulate my adrenalin. Political films arouse my anger or my enthusiasm. The list could be much longer. No doubt, I am a film addict.

Vocabulary

1. Formal: (formel, officiel) organize well-structural and planned.
2. Impressive: having power to impress. impressionnant: épatant.
3. Audience: the condition or state of hearing or listening. (audience, assistance, auditoire). → people watching performance: a group of people assembled to watch and listen to a show, concert, film, or speech → people watching or listening to broadcast: the viewers of a film or a television programme, or the listeners to a radio programme → author's readership: the people who read a writer's books → formal interview: a formal, usually prearranged, interview with somebody important
4. Stage: (étage, stade, scene). A level, one of the sequential areas making up the game.
5. Itself: (lui – meme). Used to intensify the subject especially to emphasizing that is only participant in the predicate.
6. Somehow: (d'une manière ou d'une autre) in one way or another, in some way not yet known or designated, in some way, for unknown reason
7. Fascinating: having interesting qualities, captivating, attractive. (fascinant, passionnant)
8. Play: a literary composition, intended to be represented by actors impersonating the characters and speaking the dialogue. (piece de theatre, jeu dramatique, amusement, divertissement)
9. Wonder: (se demanda, s'étonna, mettre en doute). To ponder about something.
10. Sincere: means truly or honestly(sincère, réel, candide).
11. Part: position or role especially in a play. (piece, episode, part, partie)
12. Pleasure: a state of being pleased. (plaisir, jouissance, agreement, divertissement).
13. Of course: (certainement, sûrement, bien entendu, bien sûr) Which is sure, without any question or doubt
14. Character: a person or individual, especially one who is unknown or raise suspicious(personnage, personnalité, caractère).
15. Comical : being laughable, ridiculous(comique, isible, drole).
16. Tragical: which is tragic. (tragique, mal fini, de tragédie. Tragique: qui appartient à la tragédie, qui a une fin terrible. Synonymes= dramatique
17. To pretend: to make oneself appear to do or be doing something, to engage or make believe.
18. Hero: a real or mythical person of great bravery who carries out extraordinary deeds. (héros: personne qu'on loue dans une solennité).
19. To thump: to hit as to make a thump. (frapper, battre, congner).
20. To throb: to heat rapidly or violently to vibrate or to pulsate with a steady rhythm(batte, frapper, vibrer).
21. Relieved: Experiencing or exhibiting relief, past of relieve(alléger, soulager, délivrer)
22. To escape: (échapper, fuir)

23. Tremendous: extremely large (amount, extent, degree etc. or great)Formidable, immense, énorme.
24. Landscape: a picture representing a scene by land or sea, actual or fancied, the chief subject being the general aspect of nature as fields, hills, forest, water(paysage).
25. To bring back: (rapporter, ramener, rendre, rappeler)To give back.
26. Adventure : Hazard: ce qui arrive d'inopiné, d'extraordinaire.
27. Thriller: sensational genre of story, book, play or film(thriller: œuvre littéraire ou cinématographique qui vise à donner des émotions fortes au lecteur ou spectateur.
28. Suspense : suspense, attente : condition of being suspended.
29. To stimulate : to encourage, to induce.
30. Adrenalin: adrenaline : (Hormone et neurotransmetteur appartenant à la famille des catécholamines, synonyms= épinéphrine.
31. To arouse: (exciter, stimuler, réveiller, susciter, provoquer) to stimulate feeling, to wake up from sleep.
32. Enthusiasm: (ferveur, enthousiasme) intensity of feeling, excited interest or eagerness.
33. Addict: (toxicomane, drogué, ferveur): a person who is addicted, especially to a harmful drug. somebody dependent on drug.

I. Comprehension questions

1. Where do you go in free time?
2. Do you think that going to the theater is quite? Why or why not?
3. When do you laugh and cry in movies?
4. What does political film arouse?

II. Transltion

Translate into French from « I like both...to play itself »

III. Essay

Does the cinema play a great role in your life? What sort of films do you like the best? Why?

Answers to questions

1. In free time, I go to the theater as often to the movies to watch them.
2. Yes I think going to theater is quite because there is something formal and impressive about it. The room, the audience, the stage, the atmosphere are almost as important for me as the play itself.
3. I laugh when the characters are comical and I feel like crying if they are tragical.
4. Poetical film arouses the speaker's anger or enthusiasm.

Version

J'aime à la fois les films et les pièces, mais je pense, plutôt dire être une personne qui se rend souvent au cinéma qu'une personne qui se rend au théâtre de façon régulière. En fait je ne viens pas souvent au théâtre comme au cinéma. En fait aller au théâtre alors est tout à fait un bon événement pour moi. Il y a quelque chose de solennel et d'impressionnant. La salle, l'auditoire, la scène, l'ambiance sont presque importants pour moi ainsi que la pièce elle-même.

Essay

In free time and entertainment, people go to watch the films. This past time is important. The cinema plays a role in my life. Why do the cinema play an important role in my life.

In fact, when I go to the movies I watch some films which can educate. Educational film are formal and impressive. I give the example of Ismael. This film is interesting and benefits. I dislike films which are tragical, for example the films about war. Educational films are important for learners because they can improve their communication skills. Parents should be advised to encourage their progeny to watch educational films. Parents must be vigilant because others films are bad. Pornographic films and war films are not educational. It is important for me in free time to go to cinema to watch some educational films. The cinema plays an important role in life, but all films are good.

Theme 9: EVENTS AND CHANGE

Text : NEPAD

A new Plan for African Development was formally launched in Abuja Nigeria on October 2001. The Plan is known as NEPAD ; has a wide ranging and ambitious targets in the areas of peace, democracy, education, investments, information technology, communication and infrastructure development in Africa. In principle, it requires African leaders to commit themselves in terms of good governance, democracy, peace and security.

It is combination of the millennium Partnership for African Recovery Program (MAP), fronted by Thabo Mbeki (South Africa) Olesgun Obasanjo (Nigeria) and Abdelaziz Bouteflika (Algeria) and the Omega Plan fronted by president Abdoulaye Wade (Senegal). The respective presidents are the chiefs architect's of NEPAD.

Initiatives aimed at accelerating Africa Development over the years have failed. This has generally been because of the lack of African input into such initiatives. The result has been that such initiatives, as ambitious as they may be, cannot function in an African reality.

The new plan can be seen as an attempt at creating a vision, and it is positive for Africa to make an effort to solve the problems. It is significant particularly in the view of the fact that the plan can only work with the cooperation of donor institutions, international investors and civil society.

I. Comprehension of the Text

- 1) Why a new plan of development in Africa?
- 2) How as born this initiative? ;
- 3) Define the acronym of NEPAD.
- 4) Say why some African countries are not developed.

II. Translate into French the first paragraph

III. Translate into English

Les pays en voie de développement savent très bien que l'instruction et l'éducation sont des facteurs importants dans notre monde moderne ; sans elles, il n'y a pas de développement social et économique.

IV. Essay

Choose one of the following topics:

- 1) Our world is living a new as called globalization. Could you explain? What is it? How does it affect your country?
- 2) Has African continent made significant changes in the last decades?

Vocabulary

1. Ambitious: (ambitieux) controlled by ambition, greatly or inordinately, having a strong desire to be successful in life.
2. Investment: the act of investing or state of being invested, the outlay of money (investissement, placement).
3. Infrastructure: an underlying base or foundation especially for an organization or system. (Infrastructure).
4. To require:(avoir besoin de, exiger, demander) to ask, to request, to demand, to need.
5. To commit: to do, to perpetrate a crime (Commenter, perpetual, commettre).
6. Combination: mixture, association
7. Millennium: a period of time consisting of one thousand years. (millénium, anniversaire de mille ans, millénaire)
8. Partnership: the state of being associated with a partner or an association of two or more people to conduct a business. (Association, collaborated, partenarait, société)
9. Recovery: the act or process of regaining or repossession of something lost (in health – a return to normal health) (rétablissement, guérison, reprise, recouvrement, convalescence, récupération).
10. Fronted: past of front consider as an adjective. Formed with a front, drawn up in line. (se diriger vers, se trouver face à, avoir le front de, donner sur)
11. Architect: (architecte) a person who plans, devises or contrives the achievement of a desired result.
12. Initiative: (initiative) a beginning, a first move, a new development.
13. Input: the act or process of pulling in infusion, contribution (apport, entrée, accès, besoin)
14. Attempt: effort to do something, attack(attentat)
15. Donor: one who donates, typically, money. (donateur, donneur)
16. Investor: a person who invests money in order to make a profit (investisseur).
17. Globalization (mondialisation, le fait de rendre universel) :The process of going to more interconnected world or the process of making world economy dominated by capitalist models.
18. Significant: major effect or having a low probability of occurring by chance for example having high correlation and thus likely to be related.
19. Change: the process of becoming different, transformation. (changement, échange).
20. To affect: (affecter, influencer, touché) to change, to have an effect on, and to have an impact on.
21. Cooperation: collaboration, association for mutual benefit, such as for purpose of production or purchase(collaboration, cooperation)
22. Plan: (but, dessein, plan projet, programme) A set of intended actions usually mutually related through which one expects to achieve a goal.

Answer to questions

1. A new plan of development in Africa because it has a wide ranging and ambitious regard in the area of peace, democracy, educations, investments, information, technology, communication and infra-structure development in Africa.
2. This initiative was born as it is a combination of the millennium partnership for Africa Recovery program, funded by Thabo Mbeki (south Africa), Olesgun Obasanjo

(Nigeria) and Abdulaziz Boutafika (Algeria) and the Omega plan fronted by president Aboulaye Wade (Senegal). The respective presidents are the chiefs' architect of NEPAD.

3. The acronym of NEPAD can be defined as New Plan for African Development.
4. Some Africa countries are not developed because of metropolis influence, for example: the leaders of those countries do not respect the principles of Democracy. Educational system is bad. And there is a lack of good governance.

Version

Un nouveau projet pour le développement du continent Africain a été officiellement lancé à Abuja au Nigeria en Octobre 2001. Le projet est connu sur l'appellation « NEPAD » qui a un large programme et des cibles ambitieux dans les domaines de paix, démocratie, éducation, investissement, technologie de l'information, de communication et le développement d'infrastructure en Afrique. En principe, il exige aux leaders africains de se perpétuer en termes de bonne gouvernance, démocratie, paix, et sécurité.

Essay

African continent is made up of fifty two (52) countries. There are some countries which were colonized by France and the others were colonized by Britain. In what countries can we talk about changes, after our studies about these countries.

In fact, countries in which inhabitant speak French, there is the influence of metropolis. Principles of democracy are not respected. Governance is bad. Education system is low. And it is the important factor for the development. Corruption is getting higher and higher. People do not earn their living well. There is more and more misery. Nevertheless, in the English speaking countries the principle of democracy is much respected. Election is accurate. There is a wide ranging and ambitious targets in the area of peace. The level of Education is standard. In addition, Governance and security are good.

In fact, I notice that in English speaking countries, change is not much significant. Most of French Speaking countries are late because of France's interest. I would like to say that African continent has made minor changes. Africa is not as in a colonial period.

After my studies about African continent, I would like to say from a colonial period until now, there are some little progresses. Africans must make more effort so that significant changes will occur.

Theme 10: CULTURAL HERITAGE

Text: CUSTOMS AND TRADITIONS

In England, Trooping the Colour is a military parade which is held every year on the Queen's birthday. Hundreds of soldiers take part wearing their finest traditional uniforms and carrying out elaborate drill* movements very accurately on the word of command of their officers.

Each regiment in the British Army has a special flag of its own, its Colour, which symbolises the regiment and is held in high honour. In the old days, battles were very confused events and it was easy for soldiers to become separated from each other. In order to regroup, soldiers would look for the Colour of their regiment, held high by one of their comrades, and go towards it. So it was essential for every soldier to be able to recognise his regimental Colour.

Trooping the Colour means taking the Colour slowly along the lines of soldiers so that they can all have a good look at it and will be able to recognise it in future.

At this ceremony, the Queen, riding side-saddle, wears the uniform of one of her regiments. This consists of a red tunic decorated with gold braid** and epaulettes, with white gloves and a white plume in her hat. Her horse is also magnificently decorated with red and gold reins and bridle.

Several military bands take part, some of them riding horses. A particularly strong and disciplined horse carries two enormous drums, one on each side. 'And now the massed bands perform their spec-tacular drill movement called the spin wheel in which over 300 scarlet-tuniced musicians and drummers in an enormous square pivot on the centre. Those in the middle mark time or even take a step or two backwards while those at the outside edge march very fast, all this time carrying and playing, instru- ments of various sizes and weights. And so through the ranks of guardsmen the Colour moves.

Vocabulary:

1. Queen: (dame, Reine) a woman who rules over a country, usually by right of birth, a female monarch. Example Queen Victoria.
2. Finest: superlative of fine, good, excellent(delicat, formidable, joli, beau, splendide, fantastique, merveilleux).
3. Carrying out : (mise en œuvre, application, réalisation, accomplissement) achievement
4. To elaborate: to give further detail or explanation,
5. Drill: (perforatrice, perforateur, perfore, driller, percer) – a tool used to remove material so as to create a hole.
6. Accurately: (avec précision) in an accurate manner synonyms is carefully.
7. Command: the act of commanding (commandement, ordre).
8. Regiment: (régiment) An army, unit, larger than a company, but smaller than a division, consisting of at least two battalions, normally commanded by a colonel; traditionally multiple regiments are organized into brigades or divisions.
9. Honor: favorable reputation, dignity, sense of self-worth(hommage, honneur) verbe honorer.
10. Battle: (bataille, combat, lute) a general action, fight in which all the divisions of an army are or maybe engaged.
11. Comrades: a mate, companion in battle, fellow soldier. (camarade, compagnon, collègue)
12. Along: (le long de, vers sur, dans, en). In a line, or with a progressive motion.
13. Riding: (équitation) : travelling on animal or vehicle
14. Side – saddle: (selle de dame, selle de femme) a saddle, usually for women, in which the rider sit with both legs on the same side of the horse.
15. Tunic: a general worn over the torso, with or without sleeves and of various lengths reaching from the hips to the ankles(tunique).
16. Gold: a heavy yellow elemental metal of great value, with atomic number 79.
17. Braid: a sudden movement. (tresse, natte, passement).
18. Epaulette: an ornamentation, worn on the shoulders of a military uniform, as a sign of rank(é paulette: Bande de facon sembouree que les soldats portaient sur chaque épaule, qu'on porte encore sur certains uniformes.

19. Rein: (bride, frein) A strap or rope attached to the bridle or lit, used to control a horse, an animal.
20. Bridle: (bride, frein): harness for horse's head
21. Magnificently: (magnifiquement) :outstandingly
22. Band: (lien, cercle, groupe, bande). A strip of material wrapped around things to hold them together.
23. Massed: past of mass, to form or collect into a mass or to form into a collective(massé, amassé, réuni en masse).
24. Spectacular: (spectacle, exhibition, piece). Amazing or worthy of special notice.
25. Drum: (tambour, tambourinage) A percussive musical instrument sponned with a thin covering on at least one end for striking. Drummer: one who plays the drums. (batteur)
26. Spin: (rotation, petit tour)A brief trip by vehicle.
27. Wheel: (roue, roleau). The instrument attached to the rudder by which a vessel is steered.
28. Square: any simple object with four nearly straight and nearly equal sides meeting at nearly right angles. (carré, quadratique). Square pivot: centre carré.
29. Scarlet-tuniced: (écarlate, pourpré, rougeâtre d'écarlate). Chemise pourprée. (qui est de couleur pourpre). Proupre : de couleur rouge violacé intense).
30. Edge: (angle, marge, bord). Edge march: marche droite : a fine deflection.
31. Backward: (retardataire, arrière, retardé, retrograde) Retrograde.
32. Guardsmen: plural of guard's man. Means a person, especially a soldier, who is on guard(US: a member of the National Guard) (British: a member of a guard) regiment(garde).
33. Size: (grandeur, étendie, taille, dimension). The dimension or magnitude of a thing, of how big something is.
34. Weight: (poids, charge pesanteur). The illusion of mass or the force on an object due to the gravitational attraction between it and the earth, heaviness.

I. Comprehension questions

1. What traditional ceremonies take place in your area every year?
2. British soldiers regrouped by looking for their colour.
 - a) How did our soldiers regroup in the old days?
 - b) How do modern soldiers keep in touch?
3. Why do people in most countries continue to carry out traditional ceremonies?

II. Translation

Translate into French from in England...to of their officers.

III. Exercise

Match each word with its meaning

Words

Alive
Costume
Deed
Enthral
Feat
Lively
Outfit
Robe

Meanings

To hold someone's attention completely
An impressive action
An action
Opposite of dead
Opposite of dull and opposite of lacking in spirit
Set of traditional or special clothes
Any set of clothes
Clothes worn by an important person at a ceremony

Answers to questions

1. Traditional ceremonies that take place in my area are: traditional dancing, funeral ceremony and guinea hen ceremony.
2. A) Soldier regrouped in the old days by the color of their regiment recognition of uniforms, flags, drum sounds and rallying calls.
B) Modern soldiers keep in touch by radios.
3. In most countries, people continue to carry out traditional ceremonies because they emphasize people links with the glorious past to appeal to things that unite them, to give them a strong sense of identity and pride, to stimulate patriotic feelings.

Version

En Angleterre, la parade des drapeaux est une parade militaire qui se tient chaque année à l'anniversaire de la reine. Des centaines de soldats y prennent part, portant leurs tenues traditionnelles les plus exceptionnelles et exécutant (réalisant) des mouvements complexes avec précisions sur les mots de commandement de leurs officiers.

Exercise III correction

Alive → opposite of dead.

Costume → set of traditional or special clothes.

Deed → an action.

To enthrall → to hold someone's attention completely.

Feat → an impressive action.

Lively → opposite of dull and opposite of lacking in spirit.

Outfit → any set of clothes.

Robe(s) → clothes worn by an important person at a ceremony.

Lesson 1: USE OF THE AUXILIARIES TO BE/TO HAVE

GRAMMAR

I. Use of the auxiliary to be

The auxiliary to be can be used in the following case:

1. **To be** can be used in progressive form in the present and past. (To be + v + ing). e.g.
E.g. they are learning English.
E.g. this man was dancing.
2. To be can be used in passive form. (To be + past participle. E.g. this car was bought.
3. To be replaces must to express an obligation or probability. (To be + finished infinitive). Example students are to study their lessons.
4. To be replaces can in a weak sense. (To be + passive infinitive – infinitive passive).
Example, a lot of wild animals are to be seen around here. (on peut voir beaucoup d'animaux sauvages ici).
5. To be can be used with an adjective to describe weather, health, age and dimensions.
To be +adjectives. Examples :
 - ✓ It is cold today. – il fait froid aujourd'hui.
 - ✓ This street is ten meters wide / large. – cette rue mesure dix mètres de large.
 - ✓ It is warm. – il fait chaud.
 - ✓ Ado is right but Kofi is wrong. – Ado a raison mais kofi a tort.
 - ✓ My brother is fine today.
 - ✓ I am hungry. – J'ai faim, je Suis affame.
 - ✓ I am thirsty. – J'ai soife.
 - ✓ He his sleepy. – IL a sommeil.

II. Use of the auxiliary to have

To have can be used in the following cases:

1. To have can be used with action verbs. Example this girl has arrived / eaten some bread.
2. To have is followed by infinitive to indicate an obligation, with the sense of must.
Example, she has to go to her native village.
3. To have can be used in the interrogative and negative form without do or did when it mean 'avoir or posseder' in British English, Americans use do, did in all cases.
Examples I have not a car, (negative). Example, have you an animal at home? (Interrogative).

4. To have can be used in the interrogative and negative form with do or did when it's mean to take. (prendre) example do you have coffee at 7am? (Prend du café à 7hr). Example I don't have coffee at. 7am. – je ne prends pas de café à 7hr.
5. To have can be used with the word left to translate an expression il (me) 'reste or avoir encore'. Example: have you any pen left for the physics teacher? – As-tu encore de bics pour le professeur de mathématiques? Example: I have five minute left to finish this chapter. – il me reste cinq minutes pour finir ce chapitre.
6. To have can be used with the expressions too.

Consider these expressions:

- a. To have a dream – faire un reve.
- b. To have a rest – se reposer
- c. To have a wash – se laver.
- d. To have an appointment with a doctor – avoir un rendez- vous avec le medecin.
- e. To have a date – avoir un rendez-vous privee.
- f. To have a shave – se razer.
- g. To have a bath/shower- prendre un bain / une douche.
- h. To have a swim – se baigne.
- i. To have a holiday – prendre des vancances.
- j. To have a breakfast – prendre le petit dejuine
- k. To have a lunch / dinner – dejenir / diner.
- l. To have a cup of coffee / tea – prendre un café / du thé.
- m. To have a drink – prendre un verre.
- n. To have a good journey – faire un bon voyage.
- o. To have a look at – jeter un coup d'oeil à.
- p. To have a try – faire un essai.
- q. To have a nervous breakdown – faire une dépression nerveuse – en medecin, trouble physique, caractérisé par un profond sentiment de tristesse de découragement et de fatigue insurmontable.

Lesson 2: PRESENT SIMPLE AND THE PRESENT CONTINUOUS

GRAMMAR

I. The present simple (permanent situation)

a) Use of the present simple.

The present simple is used for habitual or frequent actions and general truth.

Example: Christians go to church every Sunday.

Revolves/studies/ go / play/ obey/ is the present simple.

I/ we/ you/ they/ study/ play/ go.

He/ she/ it/ revolves/ goes/ plays/ studies.

Beware: in the third person singular verbs takes **S** and certain verbs ended by **Y** can be changed by **IES** with a consonant before. Example 1: Ado eats some bananas. Example 2: Gloria tries to give answer to the questions. Verbs ended by Y with consonant before are: To study, To carry, To cry, To copy, To marry, To worry, To try etc. When there is a vowel before Y, we added S for the third person singular. These verbs are: To say, to play, to enjoy, to obey etc.

Example : William plays football every evening.

II. The present simple with adverbs of frequency.

The present simple is used with some adverbs of frequency are: Sometimes, Often, Always, Never, Usually.

- b. The wife always gets up at 7am.
- c. Carol usually has a good mark.
- d. We sometimes eat meats.
- e. Joy often comes late to school.
- f. This girl never goes out at night.

III. The present simple with the verb to set.

Positive form

The sun sets in the west.

Question form

Dose the sun set in the west?

Negative form

The sun does not set in east.

NB: Uses do or dose for questions and negative.

IV. The present continuous. (temporary situation)

a. Use of the present continuous.

We use the present continuous for actions which take place at the moment of speaking, it is also used for planning future. Example 1: listen to those people, what language are they speaking? They are speaking Spanish. Example 2: What are you doing? We are doing our homework.

When think mean ‘believe’ or have an ‘opinion’ we do not use the continuous form. When think means ‘consider’ the continuous is possible. Example I think Mary is a Canadian, but I am not sure people are thinking he his sick, people consider he his sick.

b. Formation of the present continuous.

S + am/ are/ is/ +ing form or S + to be + ing form.

Example 1: I am doing homework. Example 2: she is speaking German.

We say: we/you/they are swimming.

He/ she/ is working very hard.

Am doing/ are swimming / is working is the present continuous.

c. The present continuous with the verb to learn.

Positive form: Martin is learning English.

Questions form: is martin learning English?

Negative form: martin is not learning Arabic.

NB: we use am/ are/ is for question and am not / are not/ is not/ for negative form.

d. Verbs which have no continuous form.

Verbs denoting a state rather an act have be not continuous form they are: to like, to want, to read, to prefer, to know, to realize, to suppose, to mean, to understand, to believe, to remember, to belongs, to certain, to hear, to consist, to seen. (Avoir l’air).

Consolidation exercise1.

Are the underline verbs right or wrong? Come at them where necessary.

1. The water boils, can you turn it off? Is boiling.
2. Look! That tries to open the door of your car. Is trying.
3. Can you hear those people? What do they talk about? Are they talking?
4. The moon goes round the earth 27days. ok.
5. I must go now, it gets late. It’s getting.
6. I usually go to work by car. Ok.
7. Hurry up! It’s time to leave. Ok I come. I’m coming (I am coming).
8. I hear that you got a new job, how do you get on? How do you get on? Are you getting (to get on: avoir)
9. Paul is never late. He’s always getting to work on time. He always gets to work on time.
10. Do you listen to the radio every day? No, just occasionally.

Consolidation exercise 2

Use the following verbs to complete the sentence. Sometimes you need the negative. Believe, eat, go, grow, rise, flow, make, tell, translate.

1. The earth _____ round the sun(goes)
2. The sun _____ in the east(rises)
3. Rice doesn't _____ in Britain(grow)
4. Bees _____ honey(make)
5. Vegetarians don't _____ meat(eat).
6. An atheist doesn't _____ in God(believe).
7. An interpreter _____ from one language into another (translates).
8. Liars are people who don't _____ the truth(tell).
9. The river Amazon _____ into the Atlantic Ocean(flows).

Consolidation exercise 3

You ask Liz questions about herself and her family. Write the questions.

1. You know that Liz plays tennis. You want to know how often? Ask her. **How often do you play tennis?**
2. Perhaps Liz's sister plays tennis too. You want to know? Ask Liz. **Does your sister play tennis too?**
3. You know Liz read newspaper every day? You know which one? Ask her. **Which newspaper do you read?**
4. You know that Liz brother works. You want to know what he does. Ask Liz. **What does your brother do?**
5. You know that Liz goes to the cinema a lot. You want to know? Ask her. **How often do you go to the cinema?**
6. You don't know where Liz grandparents live? You want to know? Ask Liz. **Where do your grand parents live?**

Lesson 3: PAST SIMPLE AND PAST CONTINUOUS

GRAMMAR

I. Past simple

a. Use of the past simple.

We use the past simple for an accomplished action at a précised moment in the past. In general, it is used with expressions of time which are : Yesterday, Last week, Last Month,

Last year, Two years ago etc. example : They came back from Moundou a month ago. – ils sont revenus de Moundou, il y a un mois.

1. Very often, the past simple ends with ed (regular verbs)

Example : we invited them to our party, but they decided not to come. – Nous les avons invités a notre reception, mais ils ont decide de ne pas venir. Example : the police stopped me on my way home last night. – la police m’arrêté par la route de chez moi la nuit dernier.

2. But many verbs are irregulars, the past simple does not end in ed.

Example 1: He wrote many novels. Example 2: I went to the theater three times last week. – Je suis allé au théâtre toise fois la semaine dernière.

3. The past simple with auxiliary to be and to have.

a. The auxiliary verbs to be

Positive form	Question form	Negative form.
I was	Was I?	I was not.
You where	Were you?	You were not.
He/she/it was	Was he/she/it?	He/she/it was not
We are	Were we?	We were not.
You were	Were you?	You were not.
They were	Were they?	They were not.

b. The auxiliary to have

Positive form.	Question form.	Negative form.
I had	Did I have or had I?	I did not have or I
You had	Did you have?	You did not have
He/she/it had	Did he/she/it have?	He/she/it did not
We had	Did we have?	We did not have.
You had	Did you have?	You did not have
They had	Did they have?	They did not have.

Interrogative-negative – hadn’t I? – did I not have?

Beware: in questions and negative we use did/didn’t + infinitive form. She went out last night. (positive). Did she go out last night? (question form). They didn’t invite her to the party, so she didn’t go.

Ils ne l’ont pas invitée à la soirée, ainsi elle n’est pas allée.

Note that we do not use did in negative and question form with was/were with past continuous.

Example 1: the weather was good, when you were on holiday. Example 2: was the weather good when you were on holiday?

Le temps était-il bon quand vous étiez allé en vacances?

Example: they/were not/ weren't able to come because they were so busy

Ils n'ont pas pu venir parce que ils étaient occupés.

II. The past continuous

a. Use of the past continuous

We use the past continuous for an unaccomplished action or an event still in progress in the past. Example: They were playing handball, they were in the middle of playing. They had not finished playing. Was/were + ing form is the past continuous.

I was doing something = I was in the middle of doing something at a certain time.

The action or situation had already started before this time, but had not finished.

b. Comparative of the past continuous

(I was doing) and the past simple. (I did). Example 1: I was walking home when I met Steve.

Example 2: I saw my sister last week. (Complete action or accomplished actions).

c. Use of the past simple with the past continuous

We often use the past simple with the past continuous to express the simultaneous action.

(Action qui était en train de se dérouler lorsqu'une action s'est produite). Example 1: William phoned while we were having breakfast. = William telephone pendant que nous prenions le petit déjeuner. Example 2: when he prepared the lesson, his wife was cooking. = quand il prépare le cours, sa femme faisait la cuisine.

Beware: Some verbs, for example know and want are not normally used in the continuous form. (See the lesson about the present continuous). Example 1: I was enjoying the party, but Chris wanted to go home. Example 2: we were good friends, we knew each other well. (Not we were knowing). Nous étions de bons amis. (Nous nous connaissons bien).

d. In Question and Negative

We use was/were.

Example 1: Was I enjoying the party? Est-ce que je me jouissais de la réception?

Example 2: Student were not in school. Les élèves n'étaient pas à l'école.

Grammaire consolidation exercise

Put the verbs in past simple. Pay attention to regular verbs.

Example: I play football. (Yesterday). I played football yesterday.

1. They go to Spain. (last summer)
2. Beth buys a lot of sweets. (yesterday).
3. The bus is late. (Yesterday morning).
4. I travel a lot. (Last year).
5. She drives my car. (Last month).
6. They take the train. (Last night).
7. My dog runs away when I call him.
8. Tim looks after the children (Yesterday afternoon).
9. Mary write letter. (This morning).
10. They watch TV. (Last night).

Corrige exercise 1

1. They went to Spain last summer.
2. Beth bought a lot of sweets yesterday.
3. The bus was late yesterday morning.
4. I travelled a lot last year.
5. She drove my car last month.
6. They took the train last night.
7. My dog ran away when I called him.
8. Tim looked after the children yesterday afternoon.
9. Mary wrote letters this morning.
10. They watch TV last night.

Exercise 2

Ask suitable questions to the following answers. Grammaire anglais page 11. (Posez des questions convenables avec réponse suivante). Example: NO, I didn't see anything. Did you see anything?

1. He left five minutes ago. = When did he leave?
2. We went to the cinema. = Where did you go?
3. There were about fifty people. = How many people were there?
4. No, they didn't talk to us. = Did they talk to you?
5. Yes, she sang a song. = Did she sing a song?
6. They went there by car. = How did they go there?
7. Yes, she took the bus. = Did she take the bus?
8. No, he didn't write to me. = Did he write to you?

Exercise 3

Put the following sentence in the past continuous.

Example: He didn't listen to me. = he wasn't listening to me.

1. What did you do? What were you doing?
2. She walks across the street. She was walking across the street.
3. The children had dinner. The children were having dinner.
4. John played tennis. John was playing tennis.
5. They didn't look at me. They were not looking at me.
6. The old man smoked his pipe. The old man was smoking his pipe.
7. My father worked in the garden. My father was working in the garden.
8. Did she watch television? Was she watching television?

Exercise 4

Complete the sentences and put the verbs into the correct form, Positive or negative.

1. It was warm so I took off my coat. (Take).
2. The film wasn't good; I didn't enjoy it very much.(Enjoy).
3. I knew Sarah was very busy, but didn't disturb her. (Disturb).
4. I was very tired of left the party early. (Leave)
5. The bed was very uncomfortable. I didn't sleep very well.(Sleep).
6. The window was open and bird flew into the room. (Fly)
7. The hotel wasn't very expensive. It didn't cost very much(cost)
8. I was in a hurry, so didn't have time to phone you. (Have).
9. It was hard carrying the bags. They were very heavy. (Be)

Lesson 4: THE PRESENT PERFECT SIMPLE AND THE PRESENT PERFECT

CONTINUOUS

GRAMMAR

I. The present perfect simple (I have done)

a. Use of the present perfect simple

We use the present perfect simple for an action started in the past and continue up to present time. Example: they have played cards for an hour. Have/has played is the present perfect simple.

We say I/ we/ you/ they have played. He/ She/ It has done.

b. Formation of the present perfect simple

Have/ has + past participle of the verb.

Example: he has written a letter. Il a écrit une lettre.

The past participle often ends with ed. Example: finished, decided etc. but many important verbs are irregular. Example: lost (done) written etc.

c. Use of present perfect with for and since

1. The present perfect is used with for to express the duration of an action.

Example: Grace has studied Spanish for three years. Grace apprend l'Espagnol depuis trois ans.

2. We use the present perfect with since for starting point of the action.

Example: I have taught English since 2000. J'enseigne l'anglais depuis 2000

3. For can be used with the preterite to express the duration of the action. In this case it can translate into French by 'pendant'

Example: Gloria studied in the university of Moundou for three years. Gloria a étudié à l'université de Moundou pendant trois ans.

4. The present perfect is used to describe what has finished but doesn't give a specific time. (sans précision). Example, I have seen her before – Je l'ai vue. Example2 : I have done it – je l'ai fait.

d. Use of the present perfect with just, already and yet

1. Just: a short time ago. We use just with the present perfect to describe the immediate past. (passé immédiat). Example: Peter has just brought his car – Pierre vient d'acheter sa voiture.

2. Already – déjà : we used already to say something happened sooner than expected. Example: don't forget to send the letter, I have already sent it.

Example: what time is Mark leaving? He's already gone.

3. Yet: until now. Yet shows that the speaker is expecting something to happen. Use yet only in question and negative situation. Example: Has it stopped raining yet? Est-ce qu'il pleut encore?

Example: I've written the letter, but I haven't sent it yet. J'ai écrit la lettre, mais je ne l'ai pas encore envoyée.

c. The difference between gone to and been to

Example: Dan is on holiday. He has gone to Italy.

(=he is there now or on his way there).

Example: Liz is back home now. She has been to Italy. (= she has now come back)

II. The present perfect continuous. (I have been doing)

a. Use of present perfect continuous

We use the present perfect continuous for an action has just stopped but there is a connection with now. Example: Kofi has been reading for an hour – Kofi lit depuis une heure.

b. Formation of the present continuous.

S+ have / has + been + ing for the verb.

Example it has been raining for two hours. – Il pleut depuis deux heures. Il y a deux heures qu'il pleut.

Example I have been teaching in chad for ten years. – J'enseigne au Tchad depuis dix ans.

Example we have been working since midday. – Nous travaillons depuis midi.

c. Compare present continuous and present perfect continuous

Example we need an umbrella, it is raining. (Present continuous)

Example the ground is wet, it's been raining. (Present perfect continuous). – le sol est humide. Il a plu.

Consolidation exercises

Exercise1:

Put the verbs into present continuous (I am – ing) or present perfect continuous (I am- ing).

1. Maria (learn) English for two years.
→Maria has been learning English for two years.
2. Hello, I am (look) for you. Where have you been?
→Hello Tom, I have been looking for you, where have you been?
3. Why you (look) at me like that? Stop it.
→Why are you looking at me like that? Stop it.
4. Linda is a teacher. She (teach) for ten years.
→Linda is a teacher, she has been teaching for ten years.
5. I (think) about what you said and I've decided to take your advice.
→I have been thinking about what you said outside, and I've decided to take your advice.
6. It's Paul on holiday this week? No, he (work).
→No, he is working.
7. Sarah is very tired. She (work) very hard recently.
→She has been working.

Exercise 2

Put the verbs into the more suitable form, present perfect simple (I have done) or present perfect continuous (I have been doing).

1. Where have you been you (play) tennis?
→Where have you been? Have you been playing tennis?
2. Look! Somebody (break) that window.
→Look! Somebody has broken that window.
3. You look tired, you (work) hard?
→ you look tired, have you been working hard?
4. You ever (work) in a factory. No never.
→Have you ever worked in a factory? No never.
5. Liz is away on holiday, 'is she? Where she (go)
→Where has she gone?
6. My brother is an actor. He (appear) in several films.
→He has appeared in several films.
7. Sorry I'm late. That's all right. I (not wait) long.
→I haven't been waiting long.
8. Is it still raining? Non it (to stop).
→ It has stopped.
9. I (read) the book you lent me, but I (not finish) it yet. It's very interesting.
→I have been reading the book you lent me, but I have not finished it yet. It's very interesting.
10. I (read) the book you lent me, so you can have it back now.
→I have read the book you lent me, so you can have it back now.

Exercise 3

For each situation ask question using the words in bracket.

1. You have a friend who is learning Arabic, you ask (how long/learn/ Arabic)
→How long you have been learning Arabic?
2. You have just arrived to meet a friend, she is waiting for you. You ask (wait/long)?
→Have you been waiting long?
3. You see somebody fishing by the river. You ask (catch/ any/fish?)
→Have you caught any fish?
4. Some friends of yours are having party next week. You ask (how many people/invite?)

- How many people have you invited?
5. A friend of yours is a teacher. You ask (how long teach?)
→How long have you been teaching?
6. You meet somebody who is a writer. You ask (how many books/ write?)
→How many books have you writing?
7. A friend of yours is saving money to go on holiday. You ask (how long/ save/ how much money/ saved?)
→How long have you been saving? How much have you saved?

Exercise 4

Translate into English the following sentence by using the present perfect simple or the present perfect continuous.

1. Les élèves viennent de parti a l'école.
2. Je l'ai déjà rencontre.
3. Les villageois travaillent depuis une heure.
4. Ce garçon vient d'acheter ce livre.
5. Kofi et Kumba jouent aux cartes depuis deux heures.
6. Ils viennent de l'accompagner.
7. Abiba pile le mil depuis une demi-heure.
8. Il apprend l'anglais depuis trois ans.
9. J'habite à Toukra Mousgoum depuis quatre ans.
10. Elle est ici depuis 1999.

Corrigé

1. The students have just gone to school.
2. I have already met him.
3. The villagers have been working for an hour.
4. This boy has just bought this book.
5. Kofi and Kumba have played cards for two hours.
6. They have just accompanied him.
7. Abiba has pounded millet for half an hour.
8. He has been learning for three years.
9. I have been living in Mousgoum Toukra for four years.
10. She has been here since 1999.

Exercise 5.

Translate into French.

1. I visited London three years ago.
2. She has been writing for two hours.
3. She has left home since last year.
4. I have worked here since November 1990.
5. It was six months since I had repaired the roof of my hut.
6. I lived in Paris for ten years.

Corrigé

1. J'ai visité Londres il y a trois ans.
2. Elle écrit depuis deux heures.
3. Elle a quitté la maison depuis l'année dernière.
4. Je travaille ici depuis Novembre 1990.
5. Il y avait six mois que j'avais réparé le toit de ma case.
6. J'ai vécu à Paris pendant dix ans.

Lesson 5: MODALS AND THEIR SIMILAR EXPRESSION

GRAMMAR

I. Characteristics

In English language, there is a group of verbs called modals. These verbs have their own characteristics.

1. They have no infinitive form, exception to ought to.
2. They do not take S at the third, person singular in the present simple.
3. They have no the present participle and the past participle.
4. They do not take do, dose, did in negative and interrogative form.

Example she can speak German. Can she speak German?

5. Verbs which come after modal are not followed by preposition to.

Example: they may come tonight..

These verbs are: can, may, must.

II. Use and meaning of modals

1. Can express possibility or ability. It means "pouvoir or savoir". The preterit is could.

Example this hunter can kill an elephant. (Physical capacity). Example my sister can speak German. (mental or intellectual capacity).

2. May: expressed permission or eventuality. It mean, "avoir la permission, example may I go out please? Yes you may (permission).

Example this medicine may cure your cough. The preterit of may is might. Example it might rain soon.

3. Must: expresses an obligation, a necessity or a strong probability. It means ‘devoir’.
The preterite is should or ought to. Example the students must study their lessons.
Example you should work more or you ought to work more.

III. Similar expressions

If we want to conjugate modal verbs in other tenses, we must replace them by their similar expressions.

1. Can is replaced by to be able to, to be capable of. Example Ado with not be able to come next week.
2. May is replaced by to be allowed to, to permit to. Example my wife will be allowed to leave before ten.
3. Must is replaced by to have to, to be obliged to.

Example 1: I shall will have to leave before 9am. Example 2: I shan't/won't be able to play football tomorrow. Example 3: I shall/will have to stay in bed.

IV. Compound forms of modals

a. Compound form of can/could.

1. Formation of can

Can + have + past participle of verb. Example my brother can have jumped the wall.
Mon frère a pu sauter le mur.

2. Formation of could

Could + have + past participle. Example she could have sent the letter. Elle avait pu envoyer la lettre.

b. Compound form of may/ might/ must

1. Formation of may

May + have + past participle of the verb. Example he may have gone. Il a pu partir.

2. Formation of might

Might + have + past participle of the verb. Example Adam might have come. Adam avait pu venir

c. Compound of must / should / ought to

1. Formation of must

Must + have + past participle of the verb. Example Achta must have written to her parents. Achta a du écrire a ses parents.

2. Formation of should / ought to

3. Should + have + past participle of the verb

Ought to + have + past participle of the verb.

Example: she should have / ought to have written. Elle avait dû écrire.

Consolidation exercises

Exercise 1

Complete the sentences using might not or couldn't have.

1. A: do you think Sarah got the message we sent her?

B: No, she would have contacted us. She couldn't have got it.

2. A: I was surprise Kat wasn't at the meeting. Perhaps she didn't know about it.

B: That's possible. She might not have known about it.

3. A: I wonder why they never replied to our letter. do you think they received it?

B: May be not, they might not have received it.

4. A: I wonder how the fire started. Was it an accident?

B: No, the police say, it couldn't have been an accident.

5. A: Mike says he needs to see you. He tried to find you yesterday.

B: Well, he couldn't have tried very hard; I was in the office all day.

6. A: The man you spoke to, are you sure he was an American?

B: No, I'm not sure. He might not have been American.....

Exercise 2

Read the situations and write sentences with should/shouldn't.

Some of the sentences are past and some are present.

Example: I'm feeling sick. I ate too much. I shouldn't have eaten so much.

1. That man on the motor bike isn't wearing a helmet. That's dangerous. He should be wearing a helmet.

2. When we got to the restaurant, there were no free tables. We didn't reserved one. We should have reserved a table.

3. The notice say, that the shop is open every day from 8:30. It is 9 o'clock now, but the shop isn't open yet.

The shop should be open now/ the shop should have opened by now or it should be open now.

4. The speed limit is 30miles an hour, but Kate is driving 50. She shouldn't be doing so/ she shouldn't be driving more slowly.

5. Laura gave me her address, but I didn't write it down. Now I can't remember it. I should have written down her address.

I should have written her address down or i should have written it down.

6. I was driving behind another car, suddenly the driver in front of me stopped without warning and I drove into the back of his car.

It wasn't my fault. The driver in front of me shouldn't have stopped without warning/ the driver in front of

I shouldn't have stopped so suddenly.

7. I walked into a wall. I was looking behind me. I wasn't where i was going. I should have been looking where I was going/I shouldn't have been looking behind me.

exercise 3

Translate into English.

1. Savez-vous nager? → Can you swim?
2. Peux-tu soulever cette boîte? → Can you lift this box?
3. Vous pouvez fumer si vous voulez. → You may smoke if like or want to.
4. Il se peut qu'ils viennent ce soir. → They May come tonight.
5. Ils doivent être fatigués. → They must be tired.
6. Elle doit travailler. → She has to work.
7. Pouvez- vous ouvrir cette boîte? → Can you open this box?
8. Ta soeur sait-elle faire la cuisine? → Can your sister cook?
9. Il faut que j'écrive à mes parents. → I must write to my parents.
10. Il se peut que les voisins soient à l'hôpital. → Our neighbours may be at the hospital.

Exercise 4

Put into the future the following sentences by using similar expressions. (Be able to; be allowed to, to have to)

Example: Can he lift that heavy box? → Will he be able to lift that heavy box?

1. Alright children, you may go to the football match. → Alright children you'll be allowed to go the football match.
2. We must get up at six. → We'll have to get out at six.
3. Richard can't go to school. → Richard won't be able to go to school.
4. Can you answer this question? → Will you be able to answer this question?
5. They may not stay here after four o'clock in the afternoon. → They aren't allowed to stay after four o'clock.
6. Must I go back before mid-night? → Shall I have to be to repair my bicycle?
7. Can you repair my bicycle? → Will you be able to repair my bicycle?

8. May I park my car in front of this door? → Shall I be allowed to park my car in front of this door?

Lesson 6: PASSIVE VOICE AND TRANSLATION OF ‘ON’

GRAMMAR

I. The passive voice.

A. formation of passive voice.

Subject + to be + past participle of the verbs + by when it is necessary

Example: somebody built this house in 1990. (AV: Active voice)

This house was built in 1990. (PV : Passive Voice)

b. Use of passive Voice.

We use an active voice verb, when the subjects dose an action in active voice. The passive voice can be possible.

Example: my grandfather built this home is 1990. Two hundred people are employed by company. If we want to talk about the agent of the action we use by.

Example: this house is being built by a local company. Cette maison est construite par une société locale.

1. Use of the passive voice with the simple tense.

a. Present simple.

Example: the postman collects letters every evening. (AC) le facteur ramasse les lettres tous les soirs. Example : do you do your room everyday ? (AC) faire-tu ta chambre tous les jours? (VA). Is your room done everyday? Ta chambre est-elle faite toutes les chambres ?

b. Past simple.

Example: they saw the fire in the distance (AC). Il ont vu le feu au loin.

Example: a fire was seen in the distance (AC). Le feu a été vu au loin.

2. Use of the passive voice with the compound tenses.

a. Present perfect:

Example: they have discovered a new product (AC). Ils ont découvert un nouveau produit.

A new product has been discovered. (PV) Un nouveau produit a été découvert.

b. **Past perfect:** example: someone has stolen my car. (AC) Quelqu'un avait volé ma voiture. My car had been stolen. Ma voiture avait été volée.

3. Use of the passive voice with progressive form: Example

a. **Present continuous:** they are inventing a new system. (AC) ils inventent un nouveau systeme. A new system is bieng invented. (PV) un nouveau système est

inventé. Example Kumba was decorating the room. (AC) Kumba décorait les salles. The room were been decorated by kumba. (PV). Les salles étaient décorées.

4. **Use of the passive voice with modals.** Example: anyone can do it. N'importe qui peut le faire. (AC) It can be done. Cela peut être fait. Example: you should make a decision.(AC) Tu devrais prendre une décision. A decision should be made.(PV). Une decision devrait être faite.
5. **Use of the passive voice with future.** Example kofi will bring a chair. Kofi apportera une chaire. (AV). A chair will be bought. Une chaire sera apportée. (PV)
6. **Direct object and indirect object.** When active verbs have two objects, each of them can be subject in passive voice. There are two possibilities to make passive voice.

Example: They gave peter a bicycle for his birthday. (AV). Ils ont donné une bicyclette à Pierre pour son anniversaire.

Example: A bicycle was given to peter for his birthday. Une bicyclette a été donnée à Pierre pour son anniversaire.

Beware: By is used when the agent is mentioned. Example: This book was bought by my uncle.

g. Translation of 'on'

1. **'On' can be translated by passive voice.**

Example: Chad is said to be poor. On dit que le Tchad est pauvre.

Example: I was already told. On m'a déjà dit.

2. **'On' can be translated by infinite pronoun one when it is a general truth or proverb.** Example one cannot be always be right. But sometimes wrong. On ne peut pas toujours avoir raison mais parfois avoir tort.
3. **'On' can be translated by subject pronouns we, you, they according to the contact.**

Example: We eat a lot of rice in Chad. (Chadian speaking). On mange beaucoup du riz au Chad.

Example: You eat a lot of rice in Chad? (Cameroonian is speaking).

Example: They eat a lot of rice in chad. (Gabonese is speaking to Cameroonians).

4. **"On" can be done by someone, somebody.** (Singular unknown subject identity).

Example: Listen, someone is knocking at the door. Ecouter, on frappe à la Porte

5. **"On" can be translated by a man but seldom.**(Rare).

Example. A man must relax after work. On doit se détendre après le travail.

6. **"On" can be translated but there is nouns with verbal sense**

Example. There is a knock at the door. on frappe a la porte.

7. On dit qu'il est malade can be translated into English by.

He is said to be ill, he is thought to be ill, he is considered to be ill.

On dit qu'il est en prison can be translated into English by people

say he is in prison, people think he is in prison, people consider he is in prison.

I. Exercise about the passive voice.

Exercise 1

Give two possibilities to turn these sentences into passive voice. Example: we gave Peter a watch

- a. Peter was given a watch.
- b. A watch was given to Peter.
1. He had promised me a job.
2. They offered their friend a good dinner.
3. They give the prize to the best actor.
4. They showed him some few pictures.
5. They teach me a lot of things.

Correction

1. a. I had been promised a job.
b. A job had been promised to me.
2. a. Their friends were offered a good dinner.
b. A good dinner was offered to their friends.
3. a. The prize is given to the best actor.
b. The best actor is given the prize.
4. a. He was shown some few pictures.
b. Some few pictures were shown to him.
5. a. I am taught a lot of things
b. A lot of things are taught to me.

Exercise 2

Turn into passive by mentioning agent and by.

1. Peter will collect the tickets.
2. Faber published two books.
3. A computer does all the calculations.
4. Many people use this road.

5. A crowd more than 50.000 people welcomed Prince Charles and Lady Diana. (To welcome = accueillir, souhaiter la bienvenue.

Correction

1. The tickets will be collected by Peter.
2. This book was published by Faber.
3. All these calculations are done by a computer.
4. This road is used by many people.
5. Prince Charles and Lady Diana were welcomed by a crowd more than 50.000people.

Exercise 3

Turn into passive voice without mentioning agent. Example: They are watching TV. TV is being watched.

1. They are still discussing the question.
2. They are making our kitchen into a dining room.
3. The government was taking measures to stop the increase of crime.
4. Someone is repairing the roof of the building.
5. She was telling a story.

Correction

1. The question is still being discussed.
2. Our kitchen is being made into a dining room.
3. Measures were being taken to stop the increase of crime.
4. The roof of the building is being repaired.
5. A story was being told.

Exercise 4

Rewrite these sentences, instead of using somebody or they etc.... write a passive sentence.

1. Somebody has cleaned the room.
→The room has been cleaned.
2. They have postponed the meeting.
→The meeting has been postponed.
3. Somebody is using the computer at the moment.
→The computer is been used at the moment.
4. I didn't realize that somebody was recording our conversation.
→ I didn't realize that our conversion was been recorded.
5. When we got to the stadium, we found that they had cancelled the game.
→When we got to the stadium, we found that the game is cancelled.

6. They are building a new ring road round the city.

→A new ring road is built round the city.

7. They had built a new hospital near the airport.

→A new hospital has been built near the airport.

II. Exercise about the translation of "on"

Exercise 1

Translate into English.

1. On ne peut pas faire toujours ce que l'on veut.

2. On nous avait raconté une histoire amusante.

3. On dit que cet homme est né aveugle.

4. On parle l'anglais dans ce nouveau magasin.

5. On dit qu'il est intelligent.

6. On m'a offert un billet gratuit.

7. On m'a invité.

8. On m'a dit de venir à 10 heures.

9. On lui a proposé un nouveau travail.

10. On lui a prêté une somme d'argent important.

Correction

1. One cannot do whatever what one wants.

2. We were told an amusing story.

3. This man is said to have been born blind.

4. They speak English in this new store.

5. He is said to be intelligent.

6. I was offer a free ticket.

7. I was invited.

8. I was told to come at 10 am.

9. He was offer a new job.

10. He was lent a large amount of money.

Exercise 2

Translate into French.

1. He was told to show his pass port.

2. He was booked upon as a member of the family.

3. Is English spoken in chad?

4. My car is being repaired.

5. Little is said about what happened.
6. I was asked three questions.
7. He was sent many letters.
8. This watch cannot be repaired.
9. He has been taken to hospital.
10. We will be received by the president.

Correction

1. On lui a dit de montrer son passeport.
2. On le considérerait comme un membre de la famille.
3. Parle-t-on l'anglais au Tchad?
4. On est en train de réparer ma voiture.
5. On parle peu de ce qui est passé
6. On m'a posé trois questions.
7. On lui a envoyé de nombreuses lettres.
8. On ne peut pas réparer cette montre.
9. On l'a emmené à l'hôpital.

Exercice 3

Translate into English.

1. On a besoin d'argent pour voyager.
2. On ne peut pas vivre complètement réel.
3. On ne peut pas changer le monde.
4. Au Japon, (Japan) on conduit à gauche.
5. On a trouvé un très bon hôtel à Londres.
6. On ne m'a pas vu Patrick depuis longtemps.
7. On est jeudi aujourd'hui.
8. On m'a invité aux Etats-Unis. (Present perfect)
9. Est-ce qu'on s'occupe de vous?
10. On parle l'anglais ici.

Correction

1. You need money to travel.
2. You can't (one can't) live completely alone.
3. You can't (one can't) change the world.
4. In Japan the people drive on the left.
5. We found a very good hotel in London.

6. It is Thursday today/ today is Thursday.
8. I've been invited to the United States (the USA/the US)
9. Are you being served?
10. English is spoken here.

Lesson 7: RELATIVE PRONOUNS AND THEIR USE

GRAMMAR

Relative pronouns introduce a relative clause. A clause is a part of a sentence.

A relative clause tells us which person or thing or what kind of person the speaker means.

Example: we know a lot of people who live in the country. Tells us what kind of people.

Nous connaissons beaucoup des gens qui vivent au pays.

1. Relative pronouns subject.

Who:

We use who in a relative clause when we are talking about people but not things.

Example the boy who came yesterday was my brother.

Le garçon qui est venu hier est mon frère.

Which:

We used which when the subject is an animal or objects.

Example the dog which is crossing the street belongs to my neighbor.

Le chien qui est en train de traverser la rue est celui de mon voisin.

Example: the book which on the chair is yours.

Le livre qui est sur la chaise est le tien.

2. Relative pronouns object

When the subject is a noun designating a person, we use whom.

Example: the woman whom you saw last week, is my sister.

La femme que vous avez vue la semaine dernière est ma sœur.

We can also use whom with a preposition.

Example: to whom, from whom, with whom, etc.

Example the people with whom I work are very nice or I work with them.

Les gens avec qui je travaille sont très gentils.

But we do not often use whom in spoken English. We usually prefer who or that or nothing.

So we usually say:

Example: the people I work with or the people who/that I work with....

Example the woman I wanted to see... or the woman who/that I wanted to see.

Which: is used when the antecedent is an animal or object.

Example the book which you read is mine. Le livre que tu lis est le mien.

This means in French quel(s) quelle(s?)

Example: I do not know which book you are reading. Je ne sais pas quel livre tu lis.

3. Relative pronouns possession:

Whose and of which are used to express possession. We use whose mostly for people, animals or thing.

Examples:

a. A widow is a woman whose husband is dead.

Une veuve est une femme dont le mari est défunt.

b. A man whose skin is black is a Negro.

L'homme dont la peau est noire est un nègre.

c. They live in the house whose windows are broken. We use of which for animals or things.

The animal of which the horn is broken is an ox.

L'animal dont la corne est cassée est un bœuf.

d. The head is a box the shape of which is round.

La tête est une boîte dont la forme est ronde.

4. That:

Can replace who, whom, and which.

Example: he wrote four books which became famous.

Il a écrit quatre livres qui sont devenus célèbres.

We say: he wrote four books that became famous.

5. Where:

We can use where in a relative clause to talk about a place.

Example: the restaurant where we had dinner was near the airport.

Le restaurant où nous avons pris le dîner était près de l'aéroport.

Example: I recently went back to the town where I grew up.

Je suis récemment rentré de la ville où j'ai grandi.

6. Omission of relative pronouns.

Relative pronouns object can be omitted without changing the meaning of the sentence

But it's never possible with relative pronouns subjects.

Example: this is the sort of novel which I like read.

C'est le genre de roman que j'aime lire.

7. Reject: of preposition at the end of the sentence.

Relative pronouns can be omitted when they are followed by preposition and it can be rejected at the end of the sentence.

Example: the chair I am sitting on is broken.

La chaise sur laquelle je suis assis est cassée.

Example: the man for whom I am looking for wears a hat.

L'homme que je cherche porte un chapeau.

Example: the house in which they live is very comfortable.

The house they live in is very comfortable.

La maison qu'ils habitent est très confortable.

8. Double relative pronouns. (Ce que, ce qui).

Example: did you hear what they said?

Est-ce que vous avez écouté ce qu'ils ont dit?

Example : what you say is wrong. Ce que vous dites est faux.

Example : I remember what you told me → je me souviens de ce que tu m'as dit.

Example: he smokes in the class room which is forbidden. Il fume en classe ce qui est interdit.

9. Translation of : celui, celle qui, ceux qui, celles qui.

Celui qui = he who

Celle qui = she who

Ceux qui = those or these who.

Celles qui = those which.

Example : he who came late is wrong. Celui qui est venu en retard a tort.

LESSON 8: ESSAY

I. Writing an essay

1. Definition of certain terms

a. An Essay

An essay in its simplest analysis is a message passed on to a reader.

b. A paragraph

A paragraph is a division of a text into units.

c. A sentence

A sentence is the smallest unit of a paragraph or text.

d. A topic sentence

A topic sentence is a sentence in which you state the theme of the paragraph. It is often the first sentence of a paragraph. It helps you understand a text quickly. A topic sentence must be built around the line you wrote before. It can be built at the beginning as well as in the middle, depending on your preferences of the ideals.

1. **Method:** is a system, orderliness, ways of doing something. What is to be done once you are provided with subject or topic?
 - Reading it (no quick reading)
 - Understanding the topic and the different strides of meaning it.
 - Underlying the important words (10 minutes)
 - Searching for ideals (10 minutes)
2. **Make and work over the plan** (45 minutes)

How to make a plan? What is to be inserted in the plan? Whatever the subject, the plan must follow the “IBC(Introduction-Body-Conclusion)” structure, that’s to say, it must have an introduction, a body and a conclusion.

 - a. **Introduction** (presenting the “thesis”)

The aim of the introduction is:

 - To prepare the reader to what he is going to read
 - To ask question proposed by the topic.
 - To announce what’s going to be demonstrated.
 - Build never provide an answer to the question it asks. The answer to these questions are to be found in the body of the essay.
 - b. **Body:** (presenting the arguments or supporting the thesis)

The body must contain:

 - Clear-cut paragraph (each paragraph must be introduced by the last sentence of the previous paragraph.
 - Well-stated arguments (each arguments presented at the beginning of the paragraph)
 - Well-ordered ideas.
 - Descriptions and transitions.
 - Make clear what you have to say
 - c. **Conclusion:** (confirming from the evidence in the body, the thesis you set out in the introduction. The prepare of the conclusions is to:
 - Sum up the essay.
 - Put the stress on the answer of the topic question.
3. **Working over the draft** (30minutes)

You start writing, follow the plan. Don’t make the grammatical mistake. Once you have finished you must avoid:

 - Repetition. (don’t repeat point)
 - Avoid long sentences. (don’t write too much or too little)
 - Make short sentences. (SVO structure) independent clauses.
4. **Re-Reading the essay:** (5minutes)

Allow a few minutes to read through your work after finishing.

 - I. **The three kinds of topic prevail**
 1. **Narrative topic:**

The narrative topic deals with pure observation but requires more personal thinking (from the student, he/she must show his/her feelings and express his/her thinking. Example: tell a story and say what you feel about the situation. A narrative story. A

story could be imagining (fiction) or factual (real). Most narrative essay is true because they are someone's own accounts of events or incidents you have witnessed. (Fishing, hunting, wedding, accident)

a. **Question asked in narrative topics**

every narrative essays should have the following question

- What action took place?
- Who were responsible for the action?
- Where the action or event did took place?
- At what time or period did the action, and what were the results?

Then you must conclude by stating your own feelings about this. Your impression maybe favorable or unfavorable based on the facts you have stated.

b. **What you need to write a good narrative essay**

To write a good narrative essay, you will probably need:

- Past tense.
- Adverbial expressions of time.
- Chronological order. Example: last month, last year, a month ago etc.

Topic 1

Tell in a few lines about how you did during your Christmas holidays.

Topic 2

You went in the bush hunting. Tell what you did on one occasion.

Topic 3

You came back to your village after a term or year spent at school. Describe how you feel, what you do etc. your friend birthday party.

Topic 4

Tell in a few lines what you did during your friend birthday party.

It was on Saturday December 23rd 2018 that Christmas holiday was given to us and ended on Wednesday January 2nd 2019. During this holiday, we did so many things. I am going to tell you what we did.

In fact, many things were done during the last Christmas. Let's me mention that, it enable me to spent the Christmas feast.

On the 24 of December 2018, we went to church. In church, we sing and dance. After that, our pastor gave a prediction about the birth of Christ. And after the choir sang a song.

At eight pm, many foods were brought by women to us, and so were tea, coffee and milk.

After this action, the worship repeats.

Everybody sang and danced with gladness. In the morning, we left church to home. At home, I found my father has already killed a goat. After eating food, we went to the bar with some friends in order to drink some few bottles of soft drinks etc.

A few days later, I went to Bongor to pay a visit to one of my uncle. At my uncle house, we organized the happy New Year. It all finished in a good condition.

In addition, after returning from Bongor, I did my homework and some exercises which were given to us by our teachers.

In short, I can say that, the last Christmas holiday was the best for me, because I did so many and wonderful things. It was a good holiday so far.

Topic 3

It was in December 22nd 2018, that I went back to my native village or to my home town after spending a term at our Bali Grammar school.

I am going to describe my feeling and what I do.

In fact, when I was at Grammar school, I had homesickness to my parent and friends. I arrived to my village at night. I was very happy to meet my whole family and dear boyfriends and girlfriend too.

Everybody was glad to see me, and people came to greet and embrace me.

During the holiday, I help my mother to fetch some water and cooked some food. We organized the birthday of Jesus Christ and happy New Year festival.

As my father is a fisherman, we sometimes we go to the lake to catch some fishes. We sometimes pay some visit to our relatives parents in the evening. Sometimes also, we go to play football.

In the end, I can say that it is good to spend holidays in his native village. Because when one arrived from another area, everybody is glad and happy to see you. And so on it is a good opportunity to help parents in certain activities.

2. Descriptive topic

Descriptive deals with pure observation. Description is type of essay in which you present a picture in words about:

1. A place or scene.
2. A person or thing
3. A process or an event.

The purpose of description is to make it possible for your reader to recognize or identify what you have described. Description is to make possible for your reader to recognize or identify what you have described. Description does not put emphasis action but on definite qualities or characters.

a. Writing a good descriptive essay

To write a good descriptive essay means to choose one of these following methods.

- Begin by giving a general view of the thing, scene or person you want to describe and bring out details about the various parts or aspects in subsequent paragraph.
Example: in describing the market in your town or village.

Our local market which occupies a land area of square kilometers is situated in the western end of our village. It is vast. It has been divided into parts combine.

- b. **Progress by dividing the object, scene etc.** for example, in describing your local market, you describe the various parts of the market things found in, the southern part of the market contains where kitchen utensils are sold. Your description should include your impression about.

1. The volume of the business done in the market.
2. The numbers of traders and buyers who come to the market.
3. The security of the day of the market.
4. The time of the day the market opens and closes.
5. What you like and dislike about the market.

Remember that you describe what you see or what you are familiar with better than stranger or unfamiliar things.

c. Describing yourself and other people

To portray – décrire.

Portrayal – portrait.

1. Physical appearance: Aspect physique.

What does he/she look like?

Size and build – taille, mesure, carrure.

He is tall, small fat, plump (potelé) slim (mince) thin (maigre).

Hair.

His/her hair is blond, fair, red dark.

She is a dark – haired girl (cheveux foncés)

His hair is long, short, straight, curly (fries recouqué)

He is a curly – haired boy (cheveux bouclés)

Blonde – qui est d'une couleur claire ou et marron.

Eyes.

She has light – blue (aux yeux bleue) brown (brun)

Hazel (moisette – de couleur brun – roux)

She is a green – eyed girl (aux yeux verts)

2. **Personality / moral.**

What is he/she like?

She is an active, haired – working girl, or lazy.

Is he/she social or shy?

3. **Sporty or Intellectual**

Is he/she talkative or quiet? (bavard ou calme doux)

Is he/she generous or selfish? (généreux, égoïste)

Is he/she good tempered or grumpy? (qui a bon caractère, grincheux – qui proteste sans cesse)

or bad tempered (irrité, colérique), forgetful or absent – minded (distrait, inattentif, trop

distrait) or he is tidy or untidy (ordonné) untidy (désordonné)

Is he/she artistic or scientific? Artiste ou scientifique.

Is he/she pessimistic or optimistic?

Pessimiste: personne qui voit surtout le mauvais côté dans chose.

Optimiste : qui est propre à susciter l'espoir.

Is he/she adventurous or timid? (aventurier) timide (craintif)

4. **Argumentative topic or Explanation**

In argumentative essay, we have a form of debate. It requires you to argue a point of view.

Think about the different problems, gathering ideas, organizing them and illustrating them

with examples. You will need connectors which express contrast such as: although, but,

however, on the one hand asked for, if you have to justify your point of view, give advantages and disadvantages and come to conclusion.

Topic 1: Do you think that Democracy is a good thing in a country like Chad? Why and why not?

Plan:

- I. Definition of Democracy or introductory paragraph.
- II. Advantages of Democracy or first paragraph (Thesis)
- III. Disadvantages of Democracy or 2nd paragraph (anti thesis)

IV. Conclusion or 3rd paragraph (synthesis) which by giving your own opinion.
Conclusion paragraph.

A. Introductory paragraph.

Democracy is defined as Government which encourages and allows right of citizenship such as freedom of speech, Religious, opinion and associations. In a country like our, Democracy is a good thing or no. I am going to give my point of view the following lines.

B. Advantages / 2nd paragraph (Thesis) why.

- Creating of political parties.
- Freedom of speech.
- Freedom of opinion.
- Freedom of associations.
- Freedom of expression.
- Freedom of person (la liberté individuelle)
- Freedom of press.
- Right of Education
- Majority rule and right of minorities.

Majority: (the winning with 53% has 96% majority over the loser with 47%
(minority – one representative must be respected)

C. Disadvantages / 2nd paragraph. Why not?

- Constitution is not respected.
- Lack of observance of human rights.
- There is a case of human right abuse. (violation des droit de l'homme)
- A crime against humanity.
- Mass killing (Extermination)
- Child slavery.
- Trafficking of children.
- Practicing of torture.
- Sexual harassment.
- Lack of standard education
- Corruption
- Squandering of state resources.
- Under development.

D. Conclusion : 3rd paragraph

In spite of its advantages in Chad, democracy is not fully implemented. Many things remain to be done to reach true values of democracy. To conclude, it is quite clear to say that democracy has positives sides and negatives ones.

Lesson 9 : LINKING WORDS

GRAMMAR

Linking words are words used to link sentences, paragraph, or ideas.

1. Linking words used to introduce a reason:

- a. Thus = ainsi

Then = Alors, ensuite, puis
Consequently = par conséquent
In consequence = en conséquence
Accordingly = en conséquence, par conséquence
Because = par ce que
As long as = tant que
As soon as = dès que, sitôt, aussi tôt que
As soon as possible = dès que possible
As for = quant à
Examples :

- You have lied, consequently, you will be punished.
Tu as menti, en conséquence tu serais puni.
- I'll work as long as I am able to.
Je travaillerai tant que j'en serai capable.
- I'll come as soon as I have the time.
Je viendrai dès que j'en aurai le temps.

2. **Linking words used to show addition**

Futhermore = d'ailleurs, de plus,
Moreover = en outre, de plus.
In other words = en d'autres termes.
In addition = de plus, en plus.
Examples :

- He is tired, moreover he has a bad cold.
Il est fatigué en outre il a un gros rhume.

3. **Linking words to use to show contrast(opposition)**

On the contrary = au contraire.
However = cependant, pourtant
Nevertheless = néanmoins
In spite of = malgré
Instead of = au lieu de
But = mais.
On the one hand = d'une part
On the other hand = d'autre part
Examples:

- He did it in spite of my advice
Il l'a fait malgré mes conseils.
- He went out instead of working.
Au lieu de travailler, il est sorti.
- On the one hand I wanted to help him, on the other hand I wouldn't like to encourage him to be lazy.
D'une part, je voulais l'aider, d'autre part je ne voulais pas l'encourager à la paresse.

4. Linking words used to show comparison

Likewise = pareillement

Similarity = similairement

In the same way = de la même manière

In the same manner

Examples:

- A person who talks too much is seldom loved by others likewise. A person who rarely speaks is not always liked.

Une personne qui parle beaucoup est rarement aimée par l'autre de même. Une personne qui parle rarement n'est pas toujours aimée.

5. Linking words to show concession

Concession = accord dans une contestation

Even though = quoique, pourtant, bien que

Although = bien que, quoi que

Whatever = quoi que, quoi que ce soit, quel que ce soit, toutes fois

Whereas = tandis que, alors que

Whereupon = après quoi

Examples :

- Whatever he asks for, he is sure to get
Quoique'il demande, il est certain de l'obtenir.

6. Linking words used to show emphasis

In fact = en fait

Indeed = en effet, en vérité, vraiment.

As a matter of fact = en réalité, à vrai dire

Examples:

- Indeed he was right or he was right indeed.
En effet, il avait raison ou il avait bel et bien raison.

7. Linking words used to show a conclusion

In summary = enfin, finalement, définitivement.

In a nutshell = en un seul mot.

In short = en bref.

In a word = en un seul mot.

To sum up = pour récapituler, pour résumer.

Examples :

- It rained, the car broke down, the hotel was uncomfortable, in a word, it was a horrible day.

Il a plu, la voiture est tombée en panne, l'hôtel était inconfortable, en un mot ce fut une journée affreuse (pénible, désagréable)

8. Other linking words

As far as... is concerned = en ce qui concerne.

Examples:

- His grammar is fine as far as his pronunciation is concerned. He'll need to do some more practice.
Il a un bon niveau grammatical. En ce qui concerne sa prononciation il lui faudra un peu d'entraînement.
On the whole = dans l'ensemble.
- On the whole, I'm satisfied with my job.
Dans l'ensemble je suis content de mon travail.
To begin with/ to start with = pour commencer, d'abord.
- What's wrong with the meal? Well to begin with, it was too expensive
Qu'est-ce qui n'allait pas dans le repas? Eh bien d'abord, il était beaucoup cher.
According to = selon, d'après
- According to the radio, it's going to snow.
D'après la radio, il va neiger.
In my opinion = à mon avis.
- In my opinion, there is only one solution.
A mon avis, il y a qu'une solution.
In a way = d'un côté.
- In a way I agree with you.
D'un cote, je suis d'accord avec vous.
Actually = véritablement, réellement, vraiment, en fait.
- He says, he is 16yrs, but actually he is 14yrs.
Il dit qu'il a 16ans, mais en fait il en a 14ans
Namely = à savoir.
- Three ministers namely John Powell, Andrew Parson and Lewis Rudd have threatened to resign.
Trois ministres, à savoir John Powell, Andrew Parson and Lewis Rudd ont menacé de démissionner.
Henceforth (from now on) = dorénavant, désormais.
- Your computer cannot be used henceforth in our office.

Consolidation exercise

Make ten sentences using these connectors.

As soon as, but, in my opinion, finally, whatever, instead of, in fact, because of, according to, on the whole.

Corrections (Corrigé)

1. We will eat as soon as we arrive to the village.
2. This teacher teaches well, but he is fast.
3. In my opinion, this practice cannot be stopped.
4. Finally I can say, Education is the best factor which is important.
5. Whatever you say it does not go back.
6. Instead of writing the lesson, she goes out.
7. In fact my wife is wrong.
8. I cannot stay here because of the noise.
9. According to the minister of education, this result should be cancelled.

10. On the whole, I'm satisfied with the answers.

LESSON 10: TRANSLATION

Definition: Translation is the act of converting or translating a text from one language to another. And is also the process of translating words or text from one language into another.

I. importance of Translation

- Translation enables effective communication between people around the world. It is the courier for the transmission of knowledge, a protector of cultural heritage, and essential to the development of a global economy. Highly skilled translators are keys. Translation studies help practitioners develop these skills.

a. Translation or translation from English into French or from French into English.

- Read the text a lot of time before translating, it can help you to avoid interpretation errors.
- Don't translate word by word, but phrase by phrase or expressions which can enable to understand what is being translated. This is important in the case of idiomatic English expression.
- Translation exercise needs the good skill of English and French.
- When you don't know the meaning of a word, try to give the meaning according to the context or use the synonym.
- Avoid empty in translation because empty in translation involves a big penalization.
- When you begin translation, try to understand the making of the sentence, think about the structure, subject, verb and object (SVO)
- Beware about the tenses of verbs. Don't translate for example the preterit by the past simple continuous or the present perfect by the past simple.

b. Grammatical Mistakes: to avoid.

a. Verbs:

- Omission of S at the third person singular of verb in the present simple.
- Bad usage of negative and interrogative form of irregular verbs and modals.
- Confusion between simple form and progressive.
- Bad usage of gerund. Example: I like reading, I like swimming.(la neige)
- Lack of accusative usage making+ infinitive(immediate object or which the action or influence of a transitive verb has its limited influence)(the accusative case) example: they want you to do that – ils veulent que vous fassiez cela.

c. Adjectives:

- Bad position of epithet
- Bad formations of comparative and superlative.

d. Pronouns:

- Usage of pronoun which are not correct.

- Confusion between reflexive pronoun and relative.

e. Articles:

- Indefinite article is not always translated in French.
Example: I was a student = j'étais élève.
- Indefinite article is sometimes translated into French by definite article.
Example: he has a noble manner = il a la démarche noble.

f. Subject pronoun and conjunction:

"I" can be translated in certain case by "mine" and he by "Lui"

Example: my wife and I, (we) are happy = ma femme et moi, nous sommes heureux.

Example: he and his sister = lui et sa soeur.

Conjunction: (when)

- **When** can be translated in certain case by "où". Examples: the day **when** he arrived my wife was sick = le jour où il est arrivé ma femme était malade.

- **When + present = future.**

Examples:

- I will warn you when he comes
Je vous préviendrai lorsqu'il arrivera.
- When I grow up, I will be a doctor.
Quand je serai grand, je serai un médecin.

g. Go and + infinitive without to = va + infinitif.

Example: Go and tell everybody that the savior is born = va dire à tout le monde que le sauveur est né.

Example: go and eat alone = va manger seul.

h. Relative pronoun:

The omitted relative pronoun is always translated into French.

Example: it is the craziest story I have ever had = c'est l'histoire la plus ridicule que j'ai jamais entendue.

II. Tenses:

The equivalent of tense is summarized as below:

Present simple = présent simple de l'indicatif.

Present progressive

Present perfect = présent ou passé – compose selon le cas.

Present perfect progressive

Present continuous = future simple.

Examples:

- I am going to buy a pen = je vais acheter un bic.
Future simple = futur simple.
- I will do it tomorrow = je le ferai demain.
Simple present (preterite) = passé simple, passé composé, passé antérieur.
- When night come = quand la nuit fut venue.
- I saw him yesterday = je l'ai vu hier.

Past progressive or continuous = imparfait

The past progressive can be translated into French also by "était entrain de"

- Bob was working = Bob travaillait ou Bob était en train de travailler.
- Past perfect or past perfect progressive = plus que parfait**
- I had eaten it / I had been eating it = je l'avais mangé.

Beware:

- a. Possessive adjective can't be used to denote the part of the body in French, but it's possible in English.**

Example: they were working, with their babies on their backs = Elle travaillant avec le bébé au dos.

For the English speaker, there are several women; therefore, there are several babies.

For the French language, articles are used to denote the part of the body.

Example: they wrung their necks = ils leur tordaient le cou.

- b. In English language, adjectives are always found before noun.** They qualify in translation; we need the changing of the world order.

Example: The political economic-social and cultural questions are complex today.

Les questions politiques, économiques, sociales et culturelles sont complexes de nos jours (aujourd'hui)

- c. Sometimes it is difficult to translate, if one wants to follow English word order.** On the contrary, if one starts by the end, difficulties are less. There we start by the end of the sentence or by middle.

Examples:

It would help to put the country and its allies at ease if the president elected would give some indications of what his posture will be between now and August 20. = si le président élu donnait d'ici le 20 Août lorsqu'il prendra ses fonctions, quelques précisions sur ses positions, cela rassurerait le pays et ses alliés.

Consolidation Exercises

Translate into french.

1. It was secret between you and me.
2. I read the newspaper every day.
3. I am waiting for your answer.
4. Have you finished speaking?
5. Give me a sponge to clean the black board.
6. He does not earn his living because of his laziness.
7. What does he complain of? He has some pains in his stomach.
8. In Chad all workers are complaining about their social situation.
9. We should work hard in order to succeed in our lives.
10. Don't worry; I will do it for you.

Corrections

1. C'est un secret entre toi et moi.
2. Je lis le journal tous les jours.
3. J'attends ta réponse, ou je suis en train d'attendre ta réponse.

4. Avez-vous fini de parler.
5. Donnez-moi une éponge pour nettoyer le tableau.
6. Il ne gagne pas sa vie à cause de sa paresse.
7. De quoi se plaint-il ? il a de la douleur à l'estomac.
8. Au Tchad, tous les travailleurs se plaignaient de leur situation sociale.
9. Vous devinez travailler dur afin de réussir notre vie.
10. Ne vous inquiétez pas je le ferai pour vous.

Exercise 2

Translate into English.

1. Il se peut qu'il pleuve.
2. Il se peut qu'il soit en retard.
3. Je l'ai rencontré après le match.
4. Ma voiture est garée en face de l'hôtel.
5. Je suis allé aux Etats-unis plus d'une fois.
6. On nous a autorisé à garer ici.
7. Je travaille ici depuis 7 ans.
8. Je travaille ici depuis 1960.
9. Depuis combien de temps travaillez-vous ici ?
10. Nous venons de finir notre travail.

Correction

1. It may rain.
2. He may be late.
3. I met him after the match.
4. My car is parked in front of the hotel.
5. I have been to the United States more than once.
6. I have been working here for seven years.
7. I have been working here since 1960.
8. How long have you been working here?
9. We have just finished our work.

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Partenariat
Lycée Saint François Xavier
Label 109



Livret à ne pas vendre

Contact
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