

ANGLAIS

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Theme 1: EDUCATION

Text: EDUCATION IN AFRICA

Every man who rises above the common level has received two educations, the first from his teachers, the second more personal and important from himself, said Ed.Gibson.

School becomes more meaningful and more enjoyable when you know where your education is taking you. Going through school without a goal is like running a race on a track that has no finished line.

In four decades of independence from colonialism, education systems in Africa are marked by inadequate teaching, lack of resources, like basic textbooks, chalkboards and curricula, and teaching methods following the old foreign curricula.

The average global spending per child on primary education is US \$ 629; in Africa it is US \$ 48. Of the 42 million primary-aged children not in school, 62 percent are girls.

Where schools once coped with 50 students per primary school teacher, now it more like 100 students. Teachers are leaving their profession in droves, many of them succumbing to HIV/AIDS, others unable to live on their meager salaries.

Education is the only anti-HIV/AIDS vaccine there is, observes former South African Education Minister Kader Asma. So many children are forced to abandon school to care for parents, siblings or orphaned relatives. Yet AIDS advocates insist that the virus and disease actually are reduced with increased education. Less schooling means more poverty, more poverty means increased vulnerability to HIV/AIDS. The more girls are educated, the longer they are likely to refrain from sexual activity and require their partners to practice safe sex. The continent has nearly 13 million AIDS orphans. The only way they can get education is through a wide range of government interventions. The pandemic is also reducing the number of teachers. In many countries the equivalent of two-thirds of newly trained teachers are lost every year. Government need to provide for more testing, medical support including anti-retroviral, prevention programmes, counseling and support groups.

I. Pre-teaching

Textbook= book of school(manuel scolaire)

Chalkboard= blackboard(tableau)

Decade= a period of ten years(decennie)

Acquisition= action d'acquérir

To impart=transmettre, donner, communiquer, accorder

Brainstorming

1. What is an education?

Education is the imparting and acquiring of knowledge through teaching and learning at school or similar institution(C'est la transmission et l'acquisition de la connaissance à travers l'enseignement et l'apprentissage à l'école ou une institution similaire.

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

Education in my country is in situation because of bad condition of working. Teachers are not motivated. This involves strike. Salary is reduced.

3. Do you think that education is a good thing? If yes, give your reason.

Yes, education is a good thing. Education equips a child to grow well rounded, responsible adult. It is a strong factor for development. Without education, country falls.

4. What do you think about the traditional education?

The traditional education is based on the traditions. It allows child to know and understand the tradition.

5. What kind of education you need?

We need educations which can help us to prepare our future and be aware citizens.

I. Vocabulary

1. Education
2. Decade= period of ten years
3. Africa= Afrique
4. Basic= fundamental, elementary
5. Average= typical amount(moyenne)
6. Global= worldwide(mondial)
7. US \$= dollar américain
8. Inadequate= insufficient(inadéquat)
9. In droves= so much(en masse)
10. Meagre= unsatisfactory in quantity(maigre)
11. To cope with= to manage emotionally(supporter)
12. Succumbing=falling(succombant)
13. To observe= faire observer, faire remarquer
14. Curricula= singular=curriculum= subject taught at an educational institution or the topics within a subject, a detailed program
15. Counseling= psychological advice, practical advice(aide psychosociale, assistance à l'école, l'orientation scolaire)
16. Including= bringing into group

Example : including july(y compris Juillet)

To include= inclure, comprendre

17. A wide range= a lot of things(des choses très diverses, beaucoup de choses)
18. Vulnerability= psychological weak, without adequate protection(vulnérable)
19. Former= first, opposite of latter(le premier, la première)
20. Siblings= a member of a group who trace their descent from a single real or presumed ancestor (Frère/sœur)

21. Orphaned= rendu orphelin
22. Advocate=avocet, partisan
23. To advocate= recommander, supporter

To be an advocate= être un partisan de

24. Orphan= child without parents(orphelin)
25. To educate = to develop physic, intellectual and moral faculties of someone. To train or instruct
26. To instruct= To teach(instruire, enseigner)
27. To train=to educate(éduquer, instruire, former)
28. Trainee: apprenti, stagiaire

I. Vocabulary check

Here is the list of words, find their opposites in the text.

Adequate, able, few, great, wealth . . -

II. Comprehension

A. Answer the following questions

1. What have marked the education systems in Africa since the independence?
2. How many US dollar does Africa pay per child on primary school?
3. According to the text, what are problems faced by the teachers in Africa?
4. What can happen if girls are educated?

B. Say if the following statements are true or false according to the text.

1. 62 percent of girls are in school.
2. One of the problems of teachers is meager salaries (meagre).
3. Education can reduce AIDS.
4. Poverty does not cause less schooling.

I. Vocabulary check

1. Adequate \neq inadequate
2. Able \neq unable
3. Few \neq many
4. Great \neq small
5. Wealth \neq poverty

II. Comprehension

A. Answer to questions

1. The education systems in Africa, since the independence are marked by inadequate teaching, lack of resources like basic textbooks, chalkboards, and curricula, and teaching methods following the old foreign curricula.
2. Dollars US that Africa pays per child on primary school is 48.
3. The problems faced by the teachers in Africa are:
 - Teachers are learning their profession in droves, many of them succumbing to HIV/AIDS, others are unable to live on their meagre salaries.
4. If girls are educated, the longer they likely to refrain from sexual activity and require their partners to practice safe sex.

B. True or false

5. False
6. True
7. True
8. False

C. Traduction

En quatre décennies d'indépendance du colonialisme, les systèmes éducatifs en Afrique sont marqués par un enseignement inadéquat, le manque de ressources, comme les manuels scolaires de base, les tableaux et les programmes d'enseignements, les méthodes d'enseignement suivies des anciens programmes étrangers.

La moyenne mondiale de dépense à l'école par l'enfant est de 629 dollars américain. En Afrique est de 48 dollars américain. Sur 42 millions d'enfants à l'âge scolaire ne sont pas à l'école, il y a 62% qui sont des filles. Dans les écoles, les enseignants gèrent 50 élèves par classe, aujourd'hui il y a plus de 100 élèves. Les enseignants quittent leurs professions en masse, beaucoup d'entre eux succombent au VIH/SIDA, d'autres ne peuvent pas vivre avec leur maigre salaire. L'éducation est le seul vaccin contre le VIH/SIDA, le Ministre de l'Education Sud-Africain, Mr Kader Asmra a fait cette première observation. Ainsi beaucoup d'enfants sont forcés à abandonner l'école pour s'occuper de parents, les membres ou les proches orphelins. Cependant, le SIDA persiste, le virus et la maladie actuelle réduisent le développement de l'éducation.

Moins scolarisé, la misère signifie l'augmentation de la vulnérabilité au VIH/SIDA. Plus les filles sont instruites plus elles réduisent l'activité sexuelle et exigent de leurs partenaires de pratiquer un rapport sexuel sécurisé. Le continent a presque 13 millions d'orphelins du SIDA.

Le seul moyen qu'ils peuvent recevoir c'est l'éducation à travers une large chaîne d'interventions du gouvernement. La pandémie réduit aussi le nombre des enseignants. Dans beaucoup de pays, l'équivalent de deux tiers (2/3) des enseignants nouvellement formés sont perdus chaque année. Le gouvernement a besoin de faire plus de tests médicaux y compris le soutien d'antirétroviral, de programme de prévention, conseil et groups de soutien.

Theme 2: EVERYBODY IS USEFUL IN THE SOCIETY

Text: AN IDEAL COMMUNITY

The family has been the basic unit of society for centuries, The different ages are deeply involved with each other. When the ones are born their elders take care of them, feed them and pass on to them all the experience they have acquired through the years. When they become adults, children are held responsible for their old parents and supposed to support them in times or need. But not everybody respects these natural obligations between relatives. Besides, the life expectancy rate has considerably increased these last few decades so that old age has become a social and political problem. It is very difficult to say what the part played by the old would be in an ideal society. This 'ideal' society would have to be defined first, which is not an easy task. Anyway, in history Looks we can read about different societies in different periods, and we know a lot of things about their attitudes towards the old. We know that old Eskimos left their tribe and went away to die alone in the ice- bound solitude of northern Canada when they could no longer contribute to welfare of the family, when they

became a burden to social group. Even if this custom may be justified by hardness of their living conditions, I don't think it may be considered as an ideal. We know that in many other places such as Africa or India, old age used be equated w-it-h with experience and wisdom, Old people were well considered and asked for advice about every matter of importance. I wonder if a society that is ruled by old people can be said an ideal society. All I can say is that no society should let old people live in utmost destitution as it often happens: old people should neither be left alone nor packed together like contaminated beings in nursing-homes that look like prisons. In an ideal society the young and the old should not live in two separate worlds, which impoverish both sides.

I. Pre-teaching

1. Community: a group of people with a common background or with same interest within society.
2. Tribe: a social division of people or division of a society whose members have ancestry custom, beliefs and leadership in common
3. Ideal: perfect, principle

II. Pre- reading/Brainstorming

1. What is a community?

A community is a group of people with a common background or with same interest within society.

2. What was a community made up?

A community was made up of young and old, men and women.

3. Is it good that the young and the old live separately? No, the young and the old people must live together so that a community be strong.

A community: a group of people who live in the same area, a group of people with a common background or with shared interests within society

I. Vocabulary

1. Unit : an organized group or group with specific function (unite = element singulier)
2. Involve: to entail = impliquer, entraîner, concerner, mêler.
3. To take care of = to look after = s'occuper; prendre soin de.
4. To pass on: to convey = passer, répercuter, s'éteindre, transmettre.
5. Supposed : believed, considered = suppose, pensé, cru que
6. Expectancy(n): hope
7. Attitude : way of behaving = comportement, façon, attitude.
8. Ice-bound : immobilized by ice (pris dans les glaces, bloqué par les glaces)
9. Solitude: state of being alone, loneliness

Synonym : alone = solitude = Etat d'une personne qui est seule, qui est retirée.

10. Hardness :(n) the quality of being hard, firmness = durété, difficulté
11. A matter of : une question de.
12. To equate :(v) to identify with, to compare with = comparer à, assimiler (mettre en equation avec)
13. To wonder :to ask oneself, to be surprised. (se demander)
e.g . I wonder that = cela m'étonne
e.g. I wonder how/why = je me demande comment/ pourquoi?

14. Utmost (adj) : greatest. Le/la plus grand, extrême, au maximum, au plus.
15. Destitution : extreme poverty or lack of the necessary means of subsistence. (Misère, indigence).
16. Nursing home : the old peoples' home = maison de retraite, maison de repos, ou bien une Clinique obstétrique.
17. To look like: ressembler à.
18. To impoverish: (v) to make somebody or something poor (verbe appauvrir)
19. Any way (adv) : in any case, no matter what = de toute façon, en tout cas, quand même.
20. Burden: responsibility or duty = fardeau, responsabilité.
21. Eskimos: a group of indigenous peoples in habiting the arctic, from Siberia, through Alaska and Northern Canada.

II. Questions of comprehension

1. What is the difference between a community and a tribe?
2. What has been the basic unit of society for centuries?
3. What a community should do be strong?
4. By which old age used to be equated with in Africa or in other places?
5. Why did old Eskimos leave their tribe and go away to die in the north of Canada?

III. Translation

Translate into French from the family has to between relatives,

IV. Essay:

Tell in 50 words about the relationship between the young and the old in your community.

Answers to questions

1. A community is a group of people with a common back ground or with share interest within society where
 - Tribe is a social division of people or division of a society whose members have ancestry custom, beliefs, and leadership in common.
2. The family has been the basic Unit of society for centuries.
3. A community should be strong when the old people and the young people foster a good relationship in their area.
4. In Africa, or in other places, old age used to be equated with experience and wisdom.
5. Old Eskimo (o) left their tribe and wait away to die alone in the North of Canada because they could no longer contribute to the welfare of the family and they became a burden to the social group.

Version

La famille est l'unité de base de la société depuis des siècles. Les différents groupes d'âge interagissent entre eux. Lorsque les uns sont nés, leurs aînés s'occupent d'eux, les nourrissent et leur transmettent toute l'expérience qu'ils ont acquise au cours des années. Quand ils deviennent des adultes, les enfants sont tenus responsables de leurs vieux parents et sont supposés les soutenir en cas de temps, en cas de besoin. Mais ce n'est pas tout le monde qui respecte ces obligations naturelles entre les proches.

Essay

The relationship plays an important rule among the individuals. The young and the old are lungs in society. I am going to talk about their relationship in my community.

When the young and the old foster a good relationship, there is a development. as we know the old people are equated with experience and wisdom. That's why Hamadou Hampaté BA said " in Africa, when an old man dies; it's like a library that has got fire". Contrary, the young are ready for physical activities.

In my community, there is a development by good relationship between the young and the old.

When we need an ideal community, these people should not live in two separated worlds. It is a failure of life.

In the end, it is good that the young and the old lead a peaceful life because both of them contribute in the sense of opening in a community and for a future generation.

Traduction:

Texte: une communauté idéale.

En plus, le taux de l'espérance de vie a augmenté considérablement ces dernières années ainsi la vieillesse est devenue un problème politique et social. C'est difficile de dire que les vieux ont une part de responsabilité dans une société idéale. Cette société idéale serait premièrement définie mais ce n'est pas une tâche facile.

De toute façon, dans les livres d'histoire, nous pouvons lire beaucoup de choses sur les différentes sociétés pendant les différentes périodes et, nous connaissons beaucoup de choses sur leurs attitudes envers les vieux.

Nous savons que les vieux esquimaux ont quitté leur tribu et sont allés mourir dans les glaces solitudes au nord du Canada quand ils ne pouvaient plus contribuer pour le bien-être de la famille, et, lorsqu'ils sont devenus un fardeau pour le groupe social. Même si cette coutume peut être justifiée par la dureté de leur condition de vie. Je ne pense pas qu'elle peut être considérée comme un idéal. Nous savons que dans plusieurs d'autres lieux tels que l'Afrique, ou l'Inde, on dit que les vieux sont assimilés d'expérience et de la sagesse.

On considère bien les vieux et on leur demande de prodiguer de conseil sur une question importante

Je me demande si une société dirigée par les vieux peut être dite une société idéale. En tout cas je peux dire vivre dans une société sans les vieux c'est être dans une grande misère comme il se passe, on ne doit pas laisser les vieux seules, non plus les rassembler comme les êtres humains contaminés de maladie dans une clinique qui ressemble à une prison.

Dans une société, les jeunes et les vieux ne doivent pas vivre dans un monde séparé, qui appauvrit les deux côtés. (Ou dans deux mondes séparés, qui appauvrissent les deux côtés).

Theme 3: CITY AND VILLAGE LIFE

Text: THE DRIFT TO TOWNSHIP

The rate at which people from African rural areas move to township is getting too large.

Every year, thousands of school leavers rush to urban areas to check employment. This results in overcrowded cities and unpopulated countryside.

Most of young nowadays wrongly regard agriculture as a poor man's business. **They prefer white-color jobs to** farming and forget that we can gain fame or greatly disappointed in the township. **Lack of job and lack of** money make them thieves and robbers.

Country life with its fresh air is forgotten. Only old people and children **are left behind**. **Our forests are** uncut, valuable customs, crafts and art become things of the past.

One way of checking solution to this movement is by setting up factories in **rural areas**; **other ways are good** means of transport and communication, libraries, medical services and post offices are **equally important** amenities necessary in rural areas.

African governments are the chief bodies that can check that unnecessary drift **to urban areas**. **The villages** must be made attractive and healthy before people will be interested in living there.

Pre-teaching vocabulary

1. Drift : exodus(exode)

To drift: to go from one place to another or to move from one state to another, to emigrate (émigrer, quitter son pays pour aller s'établir dans un autre)

Exode: émigration en masse, départ en grand nombre

2. Townships : urban area. The territory of a town, subdivision of a country(commune, municipalité)
3. Drift to township means rural exodus(exode rural: migration definitive des habitants des campagnes vers les villes)

Urban area \neq rural area

4. Urban area: surface in a town(zone urbaine)
5. Rural area: region outside city

I. Pre-reading

1. What does “drift to township mean? It means rural exodus.
2. Who among you left his village or town to seek job in urban area? If yes what kind of job in urban area? If no, what was the disappointment (deception)?

In town, we need food and certain things. The disappointment was great because of the lack of job.

3. Do you think that is it good to leave school to urban area?

No, it bad. We must study to prepare our future. Education helps learners to find a job in the future.

4. What can you do to stop rural exodus?
 - We must organize debate on radio to sensitize young people about the risk of rural exodus.
 - Government has a great responsibility.
 - Government must set up attractive things in rural area.

I. Vocabulary

1. Rate: the proportional relationship one amount, value (taux, prix, les tarifs, proportion, pourcentage)
2. Leavers: those who leave(émigrants)

3. To rush: to go fast(se précipiter, se presser, prendre d'assaut, bousculer)
4. To check: to verify, to examine(vérifier, controller)
5. Employment: the act of employing. Synonym is employ, hire(employ),the work or occupation for which one is used, and often paid. Antonym is unemployment, underemployment
6. Unpopulated : uninhabited, having no human residents (dépeuplé)
7. Countryside: rural area(campagne, milieu rural)
8. Nowadays: at the present time, currently or now, in this day and age, these days(De nos jours)
9. Over-crowded: too crowded, too populated(surpeuplé, bondé)
10. To result: to proceed, to come out(procéder, aboutir à, resulted de)
11. Wrongly: not correct (faux, mauvais, illégitime, mal)
12. To regard : look closely at(considérer, régarder)
13. Agriculture: farming
14. White collar job: white man work (travail de blanc)
15. Fame: renown(renommée, reputation)
16. Disappointed: not satisfied, unsatisfied(déçu)
17. Thief: person who steals, robber(voleur)
18. Robber: thief(brigand)
19. Valuable: of great value, worth or use(de grande valeur, précieux)
20. Crafts: occupation(habileté, art métier)
21. Customs : usual, tradition(coutume,habitude)
22. Checking an obstacle : checking something that blocks somebody's way
23. Setting up: arrangement of an organization(installation) To set up: installer
24. Factories: rooms or buildings where goods are made by machine(fabrique, usine)
25. Library: place where books are kept for reading(une bibliothèque)
26. Amenities: things, circumstances, surroundings that make life easy and pleasant(agréments)
27. Healthy: which is fine, in good condition
28. Drawbacks: something which makes progress. Synonym: disadvantages, inconvenients

I. Comprehension questions:

Read carefully the text and answer the following questions

- 1-Why most young people leave their area to move to township?
- 2-What are the main causes of drift to township?
- 3-Nowadays, why young people consider agriculture as a poor job?
- 4-What solutions do you suggest to stop that catastrophe?

II. Translation:

Translate into French from: "one way of checking to:....will be interested in living there"

- ### **III. Essay:** What are the causes, the consequences and solutions to drift township? (no more than 15 lines)

Answer to questions

1. Most young people leave their area to move to township because they seek employment.

2. The main causes of drift to township are:
 - Bad condition of life in rural area
 - Poverty
 - Laziness
 - Lack of man power
 - Adventure
 - Starvation
 - Drought(sécheresse)
 - Imitation
 - Illusions of township
3. Young people consider agriculture as a poor job. It is an exhausting job. Its income is too low. It cannot satisfy them. Agriculture is not developed that's why they prefer white collar job.
4. Some solutions suggested to stop that catastrophe are:
 - Creating man power in rural area
 - Creating attractive things in rural area
 - Means of transport and communications
 - Setting libraries and medical services and factories

Version

Un moyen de contrôler ce mouvement c'est l'installation des usines en milieu rural. Les autres moyens sont les bons moyens de transport et de communication, les bibliothèques, les services médicaux et les bureaux sont également les agréments importants en milieu rural.

Les leaders africains sont des dirigeants qui peuvent contrôler l'exode rural inutile en milieu urbain. Le village doit être attrayant et sain avant que les gens s'y intéressent et y vivent.

Essay

Drift to township is a phenomenon which is practicing in Africa and particularly in Chad. In a few lines, we give off causes, consequences and some solutions.

Bad condition of life and lack of rain creates drought which causes starvation, push young people to leave their native village to township. In rural area, there are lack of factories, jobs and important things which are necessary for life. Certain young people imitate their friends, the other leave because of laziness. An adventure and illusion are the causes too. Agriculture is not well developed and cannot satisfy their need.

Which are the effects and consequences of the drift to township?

Consequences are bitter. Economy is in decline because young people leave rural area to work in farms. Countryside becomes unpopulated. Urban area or towns are over-crowded. Lack of job and suffering lead them to thief and rob. They become dangerous for dwellers.

Girls become prostitutes because of hard life. Food becomes more expensive at the market. These young people are not in security because where they work there are some risks. In

addition, they are exploited and neglected. Sometimes girls get raped or become pregnant unwillingly.

To limit the drift to township, the government must intervene. Debates and sensitization campaigns on radios about the risks of the rural exodus are required. Government must develop rural areas to make them more attractive for young people. The implementation of factories and leisure center are necessary. Creating man power in rural area can help too.

French translation

Le taux des jeunes africains en milieu rural qui se déplacent vers les communes devient trop grand. Toutes les années, des milliers d'élèves prennent d'assaut le milieu urbain pour chercher de l'emploi. Le résultat montre que les villes sont surpeuplées et le milieu rural dépeuplé. La plupart des jeunes de nos jours considèrent l'agriculture comme une activité de pauvres. Ils préfèrent les travaux de Blancs plus que la ferme et ils oublient qu'on peut avoir grandement la réputation ou être déçu dans les villes.

Le manque de travail et le manque d'argent les poussent à devenir des voleurs et des brigands. La vie rurale avec son air frais oubliée.

Les vieillards et les enfants sont seulement abandonnés derrière. Nos forêts ne sont pas coupées, les coutumes de valeurs, les métiers et l'art sont devenus les choses du passé.

Un moyen de contrôler ce mouvement c'est l'installation des usines en milieu rural. Les autres moyens sont les bons moyens de transport et de communication. Les bibliothèques, les services médicaux et les bureaux sont également les agréments importants en milieu rural.

Les leaders africains sont des dirigeants qui peuvent contrôler l'exode rural inutile en milieu urbain. Le village doit être attrayant et sain avant que les gens s'y intéressent et y vivent.

Theme 4: ENVIRONMENT AND DEMOGRAPHY

Text: PUSHING BACK THE DESERT

Before conservation came to Kenyari, Esther Wairimu was a tree killer. For two days each week the Kenyan woman trudged along the red dirt paths of her village with bundles of branches tied to her back, searching the hillsides for firewood. As well as her other jobs of fetching water, looking after crops on her husband's two-hectare farm and cleaning the house, Wairimu had ten children to cook for over an open fire, which needed a lot of firewood. No small tree was safe.

Then in 1982 Wairimu was converted from a tree killer to a tree planter. This was the result of a campaign by a new conservation project called the Green Belt Movement. "My neighbours joined the Green Belt and began to argue with me" Wairimu remembers. "They said if I planted my own trees, I would not have to spend all my time looking for firewood." And so when the time came for Wairimu to plant her rows of maize and beans, she planted trees as well. Now, five years later, her farm is young woodland.

There are mango trees, blue gums, nitrogen-fixing casuarinas and straight-trunked podocarpus which form a belt of greenery around her fields. There is shade for Wairimu's tin-roofed house, fodder for her goats and cows, better soil for her crops and there are branches for firewood. "I have learned that a tree, in another way altogether, is life," she says.

1. Esther Wairimu's conversion from tree killer to tree planter is one of the many successes of the Green Belt Movement. 2. This was founded in 1977 and has been responsible for the planting of nearly five million trees. 3. Small forests have sprung up on school and church grounds. 4. More than 500 communities have their own tree nurseries. 5. 25,000 households like Esther Wairimu's now have their own thriving piece of woodland.

The Green Belt Movement was founded by Wangari Maathai, a Kenyan biologist, who saw the damage done by the destruction of the forests. "When I visited the village where I was born, I saw that whole forests had been cleared in order to remove the timber and grow crops," she says. "People were moving on to hillsides, riverbeds and poor quality land which was not cultivated when I was a child. Springs were drying up. I was shocked to find children suffering from kwashiorkor, because my community was supposed to be in a rich, coffee-growing area. I was amazed to learn that malnutrition was linked with lack of fuel. People were eating less of the nutritious, traditional foods, like beans and maize, and were choosing refined foods like rice because they require less cooking." So Wangari Maathai founded the Green Belt Movement to plant trees, to enable the rural population to grow enough firewood for themselves and to push back the desert.

Pré-teaching: vocabulary

To push back: repousser

To cut down: abattre, couper

To affect: affecter: qui cause de la douleur ou affliger, ruiner, abattre moralement

Heaven : paradis, abri, refuge

Homeless : sans abri

Home : abri

Brainstorming

1. How does cutting down trees affect the following?
 - a) Animals b) the soil c) the climate d) people's diet e) people's health f) other aspect of life

Answers

- a) Eighty percent of Earth's land animals live in forests, and many cannot survive the deforestation that destroys their homes. Animal can't find vegetation. It will kill animal. They become homeless. There will be a lack of home, of vegetation and the lack of certain wild animals.
- b) The lack of forest will cause the soil erosion. Cutting down trees affects soil and causes. Erosion is basically the movement of soil particles from surface due to wind and to run off water. Trees, when planted in soil, hold the soil particles in place with its roots which create an environment around the soil which is susceptible to erode.
- c) Climate= Burning or cutting down trees reverses the effect of carbon sequestration and releases greenhouse gas (including carbon dioxide) into the atmosphere. Furthermore deforestation changes the landscape and reflectivity of earth's surface e.g. decreasing albedo. Rain comes less frequently.
- d) People's diet= cutting down trees affects people's diet. It reduces the picking of eatable savage fruits (lack of fruits). People can't diversify their food. Food can get more expensive.
- e) People's health = these are the negative effects of cutting trees on human. The loss of tree and other vegetation causes climate change, desertification, soil erosion, decrease of crops, flooding, heat, malnutrition, starvation.

- f) Other aspect of life = lack of shade, lack of forest, lack firewood, poor quality of soil, advance of desert.

I. Vocabulary

Text: Pushing back the desert (repousser le desert)

1. To cut down: abattre
2. To trudge: se traîner
3. Dirt: saleté, crasse (dirty: sale)
4. Path : chemin, allée,(figuré) : voie
5. Bundles : fagots, paquets, bottes
6. Tied : lié, attaché
7. Hill side : flanc de coteau(pente, côte) Coteau : flanc d'une colline, petite colline peu élevée.
8. Firewood : bois à brûler, bois de chauffe
9. Fetching : charmant, séduisant
10. To fetch : chercher
11. Cleaning the house : nettoyage de la maison
12. Safe : en sécurité, sans risque
13. Small trees : arbustes
14. To convert : (se) convertir, transformer
15. To join : rejoindre, devenir membre de
16. To argue : argumenter, débattre, convaincre
17. To remember : se souvenir de se rappeler
18. Rows : rangées, alignement, rang ligne
19. Woodland : land with trees(pays boisé)
20. Conservation: entretien, dialogue
21. Blue gums: eucalyptus
22. Nitrogen fixing: azote de casuarina
23. Casuarines: Australian tree
24. Straight-trunked: troncs droits de podocarpus
25. Greenery : verdure
26. Shade : ombre
27. Tin-roofed house : toit de la maison en étain
28. Fodder : fourrage
29. Altogether, entièrement, totalement
30. Tree planter : planteuse d'arbres
31. Spring : source
32. To spring up : éparpiller, jaillir
33. Tree nurseries : les pépinières
34. Thriving : florissant, prospère
35. Households : menage, maison
36. Damage : dégâts
37. Cleared : dégagé, évacué, débarrassé

38. To remove : enlever, expulser, dissiper
39. To move on : passer
40. River beds : lit du fleuve
41. Drying up : séchage
42. Kwashiorkor : severe child malnutrition
43. To suppose: supposer, penser
44. Growing: culture(agriculture)
45. Coffee-growing area: zone de culture de café
46. Amazed : étonné
47. Fuel : combustible, mazout
48. Nutritious : nutritif
49. Refined : raffiné
50. To require : avoir besoin de, demander, exiger e.g. It requires great care : cela demande beaucoup de soin.
51. To enable : permettre, encourager, rendre capable de e.g. enable someone to do something(permettre à quelqu'un de faire quelque chose.
52. Harm : dommage, préjudice, mal
53. To shock : choquer, bouleverser

II. Answer these questions

- 1 What information in paragraph 1 tells you that it was hard to find firewood?
- 2 Why was no small tree safe?
- 3- Who persuaded Esther Wairimu to plant trees?
- 4 What sort of thing is a casuarina?
- 5 What benefits have trees brought to Esther Wairimu?
- 6 List the harm done by cutting down trees in Wangari Maathai's village.
- 7 What were her feelings when she saw the harm done?
- 8 When was this text written?
- 9 The text mentions two women. They are important in different ways. Say why each is important?

III. Translation

Translate into French from “then.....to young woodland”.

Answer to questions

1. The information in paragraph 1 tells us that it was hard to find firewood: The Kenyan woman had to spend two days each week in searching firewood. It was found by searching in the hillsides.
2. No small trees were safe because Wairimu needed a lot of firewood to feed her ten children.
3. Esther Wairimu was persuaded by her neighbours to plant trees.
4. Casuarinas is a sort of tree in Austrilia.
5. The benfits that trees brought to Esther Wairimu are:
 - A shade for her house;
 - Fodder for her goats and cows;
 - Better soil for her crops;
 - Branches for firewood.

6. List the harm done by cutting down trees in Wangari Maathai's village:
 - People did not get enough firewood and they were eating less(They were hungry);
 - Springs were drying up;
 - Children suffering from kwashiorkor because of malnutrition(sous-alimentation)
7. When she saw the harm done, she was shocked.
8. This text was written in 1987(1982+five years).
9. These women are important in different ways:The first called Esther Wairimu was converted, has been responsible for the planting of trees. Many communities have their own trees. The second is Wangari Maathai founded the Green belt Moement because she was shocked to see how her community had been harmed by the destruction of trees.

Translation

Avant que la conservation fût venue à Kanyariri, Esther Warimu était une abatteuse d'arbres. Tous les deux jours, chaque semaine, la femme kenyanne se traînait tout le long du chemin rouge de son village avec des bottes de branches attachées au dos, cherchant sur le flanc du coteau les bois de chauffe. Aussi bien que ses autres activités qui consistent à chercher de l'eau, à veiller sur la récolte des champs de deux hectares de son mari et le nettoyage de la maison. Wairimu avait dix enfants à qui elle devait préparer sur un feu ouvert ce qui demandait beaucoup de bois de chauffe. Aucun arbuste n'était protégé.

Alors en 1982, Wairimu a été convertie d'abatteuse d'arbres en une planteuse d'arbres. C'était le résultat d'une campagne organisée par un nouveau projet de conservation appelé « Mouvement de la Ceinture Verte ».

Mes voisins étaient devenus membres de la ceinture verte et commençaient à me convaincre. Ils disaient si je plantais mes propres arbres, je n'aurais plus à passer mon temps à chercher les bois de chauffe. Et lorsque le moment était venu pour que Warimu puisse planter les rangées de maïs et de haricots, elle plantait aussi bien les arbres. Cinq ans plus tard, sa ferme est devenue un terrain boisé. Il y a des manguiers, des Eucalyptus, l'Azote de Casuarina et des podocarpus droits qui forment une ceinture de verdure autour de son champ. Il y a de l'ombre devant la maison de Wairimu, de pâturage pour ses chèvres et vaches, de bonne terre pour les semences et il y a des branches pour le bois de chauffe. J'ai appris qu'un arbre est totalement la vie, dit-elle.

1. La conversion d'Esther Wairimu d'abatteuse d'arbres en une planteuse d'arbres est l'un des succès du Mouvement de la Ceinture Verte. Elle était fondé en 1977 et elle était responsable de planter presque cinq millions d'arbres.
2. Les plants ont été mis à terre dans la cour de l'école et l'église.
3. Plus de 500 communautés ont leurs propres pépinières.
4. Vingt-cinq milles ménages, comme Esther Wairimu ont leur propre terrain boisé prospère. Le Mouvement de la Ceinture Verte a été fondé par Wangari Maathai, une biologiste Kenyanne qui a vu les dégâts causés par la destruction des forêts. Lorsque j'ai visité le village où je suis née, j'ai vu toute la forêt avait été détruite afin d'enlever les bois de construction et de semer les semences. Elle dit, les gens déménageaient sur

le flanc de la colline sur le lit du fleuve et sur la terre pauvre qui n'a pas été labourée quand je fus enfant. Les sources étaient sèches. J'étais choquée de trouver les enfants souffrir de kwashiorkor, parce que ma communauté était supposée être riche en labourant le champ de café. J'étais étonnée d'apprendre que la sous- alimentation était liée au manque d'énergie. Les gens étaient mal nourris par manque des aliments traditionnels comme le haricot et le maïs et on leur choisi les aliments raffinés comme le riz parce qu'ils demandent moins de cuisson. Ainsi Wangari Maathai fonda le Mouvement de la Ceinture Verte qui consiste à planter les arbres et permet à la population rurale de faire pousser des plantes pour leurs bois de chauffe et repousser le désert.

Theme 5: ENVIRONMENT AND DEMOGRAPHY

Text : Direct causes of deforestation

People have been deforesting the earth for thousands of years, primary to clear land for crops or livestock. Although tropical forests are largely confined to developing countries, they aren't just meeting local or national needs; economic globalization means that the needs and wants of the global population are bearing down on them as well. Direct causes of deforestation are agricultural expansion, wood extraction (e.g., logging or wood harvest for fuel or charcoal), and infrastructure expansion such as road building and urbanization. Rarely is there a single direct cause for deforestation. Most often, multiple processes work simultaneously or sequentially to cause deforestation. The biggest direct cause of tropical deforestation is conversion to cropland and pasture, mostly for substance, which is growing crops or raising livestock to meet daily needs. The conversion to agricultural and land usually results from multiple direct factors. For example countries build road into remote areas to improve overland transportation of goods. Logging, both legal and illegal, often follows road expansion (and in some cases is the reason for the road expansion). When loggers have harvested an area's valuable timber, they move on. The roads and the logged areas become a magnet for settlers-farmers and ranchers who slash and burn the remaining forest for cropland or cattle pasture, completing the deforestation chain that began with road building.

QUESTIONS

A- Comprehension: Answer the following questions:

- 1) What are the direct causes of deforestation?
- 2) Which one is the single biggest direct cause of tropical deforestation according to the text?
- 3) Why do countries build road into the remote areas?
- 4) When loggers have harvested an area's valuable timber?
 - a) they farm
 - b) they leave
 - c) they reserve it for livestock

B- Translation: Translate into French from: " People have been deforesting "to" building and urbanization."

C- Essay: What is the direct cause of deforestation in your country? And what solutions do you propose to stop it?

Pre-teaching

1. Deforestation: déboisement: action de déboiser: couper les arbres. Deforestation : diminution des surfaces couvertes de forêt.
2. Livestock : animals kept for profit(bétail)
3. Logging: work of cutting down forest trees for timber(abattage d'arbre)
4. Timber: madrier, poutre, arbres, bois

I. Pre-reading

1. How does cutting down trees affect or how deforestation affect:
 - a) Animal b) the soil c)The climate d) people's diet e) people's health f) other aspect of life
 - a) Animals cannot survive because of deforestation destroys their homes, they become homeless, they have no vegetation. That entails the lack of animals.
 - b) The soil: deforestation involves soil erosion which is basically movement of soil particles from surface due to wind or the run-off water.
 - c) Deforestation changes climate: rain becomes irregular. Sometimes we can talk about global warming.
 - d) Deforestation may influence the amount of food or cooking. People can't vary their food. It creates the balance impact. There are cases of malnutrition like kwashiorkor among children.
 - e) The loss of trees and other vegetation cause climate change, desertification, soil erosion, feeble yield, flooding, heat which involve diseases.
 - f) Deforestation means lack of timber for building, shade, drying up of springs, lack of firewood, poor quality of soil and desertification.

II. Vocabulary

1. Direct causes of deforestation: les causes directes de la déforestation
2. Primarily : firstly, essentially(essentiellement, premièrement)
3. To clear : nettoyer, défricher, clarifier, éclaircir
4. Crops season's produce : récolte, grain , fruit, culture
5. Although : bien que, quoique
6. Tropical forest : forêt tropicale
7. To confine : to keep : enfermer, limiter, garder
8. Globalization: mondialisation, globalization
9. To bear down: mettre bas, donner naissance
10. Agricultural expansion : développement agricole
11. Wood extraction : extrait de bois
12. Loggers : bûcherons
13. Wood harvest : bois de récolte
14. To harvest : récolter, moissonner, recueillir
15. To own : posséder, avoir
16. Valuable timber : bois de construction de valeur
17. To move on : se mettre en route
18. Valuable : précieux, digne de valeur
19. Urbanization : urbanisation
20. Multiple processes : les multiples processus
21. Sequentially : séquentiellement

22. Crop land : défrichage
23. Pasture : pâturage : lieu où l'on fait paître les animaux. Paître : brouter l'herbe
24. Mostly : pour la plus part, principalement
25. Remote : éloigné, reculé, écarté e.g. remote areas(les zones reculées)
26. To improve : to better : améliorer
27. Overland : par terre, de terre
28. The logged areas : les zones coupées, abattues ou détruites
29. A magnet : un champ magnétique, matériau aimant, affection
30. Rancher : fermier, éleveur
31. Ranch : grande ferme d'élevage extensif de la prairie américaine. Prairie : terrain couvert d'herbe ou de plantes fourragères destinées à l'alimentation du bétail
32. To slash : faire coupure, balafrer, taillader (faire des entailles dans).Entaille(coupure avec enlèvement de matière ou blessure faite un instrument tranchant. Balafrer : faire une balafre (cicatrice laissée)
33. Settlers : people who have come to live in a new area (colon), newcomers
34. Completing/To complete: compléter, achieve, terminer
35. Chain: suite, chaîne

III. Answer to questions

1. The direct causes of deforestation are:
 - Agricultural expansion, wood extraction. The case of loggers who harvest for fuel or charcoal.
 - Infrastructure expansion such as road building and urbanization.
2. According to the text, the single biggest direct cause of tropical deforestation is conversion to cropland and pasture.
3. Countries build road into remote areas to improve overland transportation of goods.
4. When loggers have harvested an area's valuable they leave.

IV. Translation

Les gens détruisent la terre depuis mille ans, premièrement ils font le défrichage de la terre pour les semences ou pour le bétail. Bien que la forêt tropicale est limitée pour le développement du pays, elle est juste pour une rencontre locale ou pour les besoins nationaux. L'économie mondiale montre que les besoins et les demandes de la population mondiale retombent aussi bien sur elle. Les causes directes de la déforestation sont l'expansion agricole, l'extraction de bois (exemple d'abattage de bois ou bois abattus pour le combustible ou pour le charbon) et l'expansion d'infrastructure telle que la construction de route et l'urbanisation.

V. Essay

Deforestation consists to destroy the earth or the part of the earth in underdeveloped country.

Which are the direct causes of deforestation in my country?

In fact, in rural area, farming or growing peanuts, beans or other crops, farmers clear several hectares of trees. Shepherds lead animals to pasture, sometimes in the same area. This destroys vegetation. In addition, women go to the bush to fetch firewood to cook for their family. No small tree is safe. There are some persons who go to the bush to look for honey,

they make fire to kill bees and destroy environment. The other people go to the bush to cut down a big tree to make a canoe which will be used for fishing.

When government has a project for infrastructure expansion for example urbanization such as road building and other things, these consist to destroy environment.

Finally, direct causes of deforestation are bitter because they affect people, animal, climate and so on. Some solutions should be found to eradicate this catastrophe.

La traduction du texte entier

Les gens détruisent la terre depuis mille ans, premièrement, ils font le défrichage de la terre pour les semences ou pour le bétail. Bien que la forêt tropicale est limitée pour le développement du pays, elle est juste pour une rencontre locale ou pour les besoins nationaux. L'économie mondiale montre que les besoins et les demandes de la population mondiale retombent aussi bien sur elle. Les causes directes de la déforestation sont l'expansion agricole, l'extraction de bois(exemple d'abattage de bois ou bois abattus pour le combustible ou pour le charbon)et l'expansion d'infrastructure telle que la construction de route et l'urbanisation. C'est rare de dire qu'il y a eu une seule cause de la déforestation. LE plus souvent, ce sont les multiples processus de travail simultané ou consécutif qui causent la déforestation. LA plus grande cause directe de la déforestation tropicale, c'est la transformation du défrichage en pâturage, pour la plupart c'est pour la subsistance qui consiste à labourer ou élever le bétail pour les besoins quotidiens. La transformation en terre agricole vient habituellement de multiples facteurs directs, par exemple dans des pays où la construction des routes dans les zones reculées peut améliorer la voie pour le transport des marchandises. L'abattage (des arbres) est à la fois légal et illégal suivi de la construction de route et d'autres raisons. Quand les bûcherons des zones deviennent un champ magnétique pour les colons, les agriculteurs et les grands éleveurs qui taillaient et brûlent le reste de la forêt pour faire le champ ou pour le pâturage, achèvent la suite de la déforestation qui a commencé avec la construction de route.

Theme 5: DELINQUENCY, CRIME AND PUNISHMENT (corruption, prostitution)

Text: PROSTITUTION

“Prostitution” is the word used to describe all sexual relation which involve the exchange of money and exist outside the marriage.

There are some prostitutes in little village, but must also live in large cities of some importance.

Prostitution is usually the result of the failure of a marriage due to disagreements between the wife and the husband or between the co-wives.

Divorces becomes prostitutes temporarily or permanently, sometimes, a woman, after a period of prostitution will marry one of her “fiancés”(clients). However, often the same reasons which pushed her to divorce the first time will cause her to divorce again.

After the independence and easy material life which she had as a free woman, she would be unhappy if she married a man who was jealous, who made her pound grain or search for wood, or who one day brought another wife into the compound. One can distinguish two kinds of prostitutes: one places herself under the authority of a magazia (leader of prostitute) and lives in her house. The second type is independent and has been lodging in the village. The women who live independently rent a room in a concession. Their room are generally better than most rooms in the country. They often pay a woman to do the housework, and they live alone with one, or two other prostitutes who share their best room.

A. Pre-reading

Brainstorming

1. What is prostitution ?

The act of engaging in sexual intercourse or performing other sex acts in exchange for money, or of offering another person for such purposes

2. What are the causes of prostitution ?

Common Causes :

- Bad condition of life or poverty
- Financial hardship :(difficultés financières)
- Bad companion
- Lack of education
- Sexual dissatisfaction
- Laziness
- Disagreement between wife and husband

Environmental causes :

- Bars (place of drinking, people are excited)
- Cinematography
- Pornography
- Immediate environment (parents)
- Blind conformity (suivisme)

3. What are the consequences of prostitution ?

a. Psychological consequences

- ‘‘Auto-condemnations’’ (prostitute condemns herself : autocondamnation) la prostituée se condamne
- Auto-exclusion (she suffers of rejection of community)

b. Moral consequences

- Lack of dignity or honour → she is not considered and not respected

c. Socio-sanitary consequences

There is a risk to be sterile due to abortion and contraceptive. Prostitute is exposed to many venerable diseases and sexually transmitted diseases. She/He has also the risk to catch AIDS, Gonorrhea

Blennorragie (maladie infectieuse, sexuellement transmissible, caractérisée par un écoulement de pus et des sensations de brûlures dans les voies urogénitales ; La pénicilline combat efficacement la blennorragie)

- d. Educational consequences
 - Students fail at school
 - Students fail in the exam (bad result)
 - They fail in life

I. Vocabulary

1. Marriage : legal union of a man and woman as husband and wife ; state of being married (synonyms is wedding)
2. Disagreement : condition of not agreeing or concurring or absence of agreement (désaccord, discordance, mesentente)
3. Divorce : legal dissolution of a marriage or legal ending of a marriage so that husband and wife are free to marry again (le divorce)
4. Co-wives (co-épouses) : woman belongs to a man
5. Jealous : suspecting rivalry in love, troubled by worries that one might have been replaced in someone's affections (qui a de la jalousie à propos de quelqu'un ou de quelque chose) ; bad feeling.
6. Temporarily : used for a relatively brief period of time or for a short time, not permanently (temporairement)
7. Permanently : in a permanent manner, forever or for a long time (durablement, en permanence)
8. To lodge : to supply with a room or place to sleep in for a time (loger, abriter)
Lodger (locataire) : a person who lodges in another house
Tenant : one who pays a fee (rents) in return for the use of land buildings or other property owned by the other (tenancier, locataire)
9. Concession : the grant of some land to be used for a specified purpose
10. Housework (travaux domestiques) : work done in a cleaning, cooking.
Housewife (ménagère)
11. Compound (foyer) : a group of buildings situated close together
12. To involve : to imply, implicate

II. Questions

1. What are the real causes of divorces ?
2. There are three types of prostitutions: female prostitution, male prostitution and political prostitution, say what each of them consist in?
3. Why is prostitution considered immoral and dangerous?

III. Version

Translate into French from "prostitution is the word.....into the compound."

IV. Essay

Do you want to get married or stay unmarried? Write about your ideas.

Traduction

“La prostitution est le terme employé pour décrire toutes les relations sexuelles en dehors du mariage et qui implique l'échange d'argent. Il y a quelques prostituées dans les petits villages mais d'autres vivent aussi dans des grandes villes importantes.

La prostitution est habituellement le résultat du mariage échoué, dû aux mésententes entre la femme et le mari ou entre les coépouses.

Les divorcées deviennent des prostituées temporaires ou permanentes, parfois une femme se mariera à un de ses fiancés (client) après une période de prostitution. Cependant, les mêmes raisons qui l'ont poussé à divorcer la première fois l'emmèneront encore à divorcer. Après l'indépendance et une vie matérielle facile qu'elle avait menée en tant qu'une femme libre, elle ne serait pas heureuse, si elle se mariait à un homme qui était jaloux, qui la faisait piler le mil ou aller chercher du bois, ou qui un jour amènerait une autre femme dans le foyer''

''On peut distinguer deux sortes de prostituées :

- La première se met sous l'autorité du chef des prostituées et vit dans sa maison
- La seconde est indépendante et se loge au village. Les femmes qui vivent indépendamment louent une chambre dans une concession. Leurs chambres sont généralement mieux que les chambres du pays. Elles engagent souvent une domestique pour s'occuper des travaux ménagers et elles vivent seules ou avec une autre prostituée qui partagent leur meilleure chambre''.

Essay

Do you want to get married or stay unmarried? Write about your ideas.

To get married is a good thing for human being.

God encourages marriage too. But it is a great responsibility. I am going to give my point of view about marriage.

As a matter of fact, marriage has been important since the creating of the world. Man must get married in order that the number of inhabitants of the earth can be increased. As we know, the natural phenomenon such as earthquake diseases and war decrease the number of the population. In addition, AIDS which is an incurable disease reduce so much the number of populations. In other terms, when man is married he is considered. All these reasons related push me to say that marriage is a good thing.

On the contrary, you are a student; you cannot get married because it will be the parent's responsibility to feed your home. Marriage is not a game. Irresponsibility will create the disagreement in a compound.

It is good to get married when one has job.

If you want to stay unmarried, use abstinence from sex else, you will be tempted.

Finally, I can say marriage is a good thing but the non-respect of marriage's rules creates many problems in the family.

Other topics :

1. Certain people say that an educated man should not marry uneducated woman. Do you share this point of view ?
2. Certain people also say that they would never marry an educated woman. What could be your reasons for such as attitude ?

3. You're telling your parents you want to marry a girl or a young man they don't like.
Write your conversation.

Theme 6: HEALTH

Text: SAFE TO DRINK

INTERVIEWER: Getting water has always been a big task for most families. But getting enough water isn't the only problem, is it?

DOROTHY OXLEY: No. In many places the real problem is getting water that is safe to drink. A stream may look clear and sparkling, but it may not be safe.

INTERVIEWER: So what should people do?

DOROTHY OXLEY: First, people must learn about basic hygiene, and I mean every man, woman and child. Secondly, they must have enough safe water and thirdly, they must have toilets.

INTERVIEWER: Contaminated water is to blame for a lot of illnesses, isn't it?

DOROTHY OXLEY: Yes. It causes diarrhoea, cholera and typhoid. Dirty water also spreads diseases caused by parasites, such as bilharzia and guinea worm, and many other illnesses, too.

INTERVIEWER: So people get these illnesses if they don't know about personal hygiene, don't have enough water for washing and don't have toilets?

DOROTHY OXLEY: Exactly, and if, in addition, their water is unsafe, the World Health Organisation estimates that these factors combine to kill over 12 million people a year worldwide.

INTERVIEWER: So learning about hygiene is the most important thing.

DOROTHY OXLEY: Yes. One of the rules I learned as a child was to wash my hands after using the toilet and before preparing food. Such simple precautions can prevent a lot of illnesses. But you do need to have enough water if personal hygiene is to become a habit and not just a luxury.

INTERVIEWER: How can people obtain safe, uncontaminated water?

Today, we are going to talk about safe to drink?

DOROTHY OXLEY The easiest way is to make safe an existing source of water, such as a spring. Most natural springs are found at the bottom of hillsides or river valleys.

INTERVIEWER: How does the water get there?

DOROTHY OXLEY: Rainwater falls on the surface and sinks through the earth, sand and stones, which act as natural filters. Eventually, the water reaches an impervious layer of rock or clay — that is, a layer it cannot flow through. So it comes out at the surface as a spring.

INTERVIEWER: Is this water safe?

DOROTHY OXLEY: Usually it is. And if it is, it must be kept safe. People must make sure that nothing dirty enters the spring water. In some countries women are trained to look after community water supplies.

INTERVIEWER: What happens if there is no spring?

DOROTHY OXLEY : Wells are dug. But not all well water is safe. If there's no wall around a well, contaminated water can run into it, especially if it's too close to latrines or rubbish dumps. There's always the additional risk of children throwing things in or animals falling in.

INTERVIEWER: But what if you have no choice, if you have to drink water that may not be safe?

DOROTHY OXLEY: In this case, boil the water thoroughly. If there is very little water or fuel to boil it, don't waste water that has been used to boil vegetables. I've been told that rice water, if not too salty, is very good for drinking, particularly if you have diarrhoea.

Pre-teaching

1. Safe : Not danger, free from risk. Riskless, harmless. (sans danger, sans risquer)
2. Parasite : Worms (parasites)
3. Hygiene : science of health, it promotes and preserves hygiene (hygiène).

Pre-reading

Brainstorming

- ❖ Where does the water you drink come from?

Answers

a) Well b/ bucket c/ street tap d/ house tap e / cistern f/ stream (ruisseau, fleuve)
g/roof tank.

- ❖ How safe is the water from each of the sources?

Answers: forage, pomp, house tap.

- ❖ Learners find out the three things that could do most improve people's health.

Toilet = latrine = water closet

Answer: basic hygiene for every one (hygiène de base)

Drink enough safe water, use of toilets

- ❖ What is the importance of water?

Answers: it is used for drinking, cooking, and for washing, for agriculture, for electricity

I. Vocabulary

1. Well : pool = puits, source, fontaine.

To get one's water from a well : tirer son eau d'un puits.

2. Stream: small river = ruisseau, fleuve.

3. Tap: robinet = device to control flow for water.

4. Roof : toit, roof tank = réservoir de toiture

5. Cistern : réservoir de chasse d'eau, citerne ()

6. Bucket : seau.

7. Sparkling : lighting= scintillant: qui brille synonyme: brillant.

8. Hygiene : hygiène

E.g. in the interest of hygiene =pour des raison d'hygiène.

e.g. Food hygiene = hygiène alimentaire.

9. Toilet: lavatory rooms = toilette, cabinets.

10. To contaminate: to infect= contaminer

11. Diarrhea: diarrhée (mf)

12. To blame : to consider somebody responsible= en vouloir à, accuser

To have diarrhea = avoir la diarrhée.

13. Cholera: an acute and often fatal intestinal disease that produces severe gastrointestinal symptoms and is usually caused by the bacterium *Vibrio cholerae*

14. Typhoid: also typhoid fever: a serious and sometimes fatal bacterial infection of the digestive system, caused by ingesting food or water contaminated with the bacillus

Salmonella typhi. It causes fever, severe abdominal pain, and sometimes intestinal bleeding.=
fièvre typhoid (mf)

15. Bilharzias: an often chronic illness that results from infection of the blood with a parasitic flatworm schistosome. It causes debilitation and can cause liver and intestinal damage. It is most common in Asia, Africa, and South America, especially in areas where the water is contaminated by freshwater snails that carry the parasite (bilharziose)

16. Word wide: all over world, everywhere= dans le monde entier, mondial

17. To estimate: to make an approximate calculation or assessment of something=
évaluer, estimer, estimation, évaluation.

18. Luxury : great comfort(luxe)

19. Habit : behaviour, habitude, coutume.

e.g. a habit of mind exp - une tournure d'esprit.

20. Existing: present= (adj) existant, actuel.

21. spring:1 water emerging from underground.2. The season of the year between winter and summer during which many plants bring forth leaves and flowers. It runs from March to May in the northern hemisphere, and from September to November in the southern hemisphere= printemps (saison)

22. Hillsides : flanc de coteau

23. Valleys : vallée (n) River valleys = les vallées de fleuves.

24. Rainwater : l'eau de pluie

25. Impervious : imperméable.

26. Layer of rock: couche d'une roche.

27. Impervious layer of rock = une couche imperméable de roche.

28. Clay : argile, terre glaise, terre battue.

29. Latrine : latrine, lieux d'aisances, rudimentaires (rudimentaire = peu développé)

30. Filters : filter: ustensile d'un corps poreux. Destine à retenir des particules solides.

Ex: Un filtre à café.

31. Rubbish : déchets, ordures.

32. Dump : dépôt.

33. Vegetables : légumes, végétal.

34. Stones : pierre, caillou.

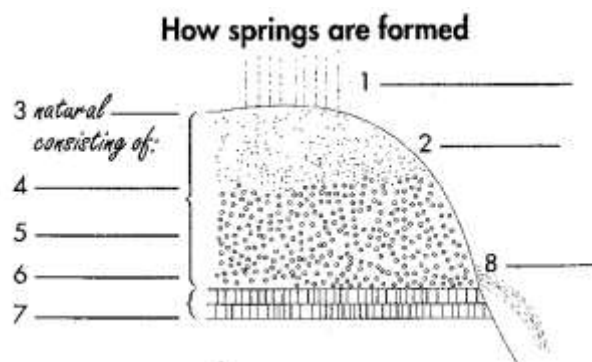
35. Sink : lavabo, évier.

36. Thoroughly: absolument, complètement.

II. Comprehension question

1. Besides getting enough water, what is the real problem?
2. What must people learn above all?
3. List the factors that cause the deaths of more than twelve million people a year worldwide.
4. Name one rule of hygiene that is mentioned in the text.
5. What is necessary if personal hygiene is to become a habit?
6. Is spring water always safe?
7. If safe spring water is found at the bottom of a hillside, what, if anything, needs to be done?
8. Say in your own words what women are trained to do in some countries.

9. If you have to drink water that may not be safe, what should you do?
10. Read the text again, then copy this diagram in your exercise book, writing one of these expressions for each space: sand, filter, spring, rainwater, earth, impervious layer, stones hillside



Answers to questions

1. The real problem is getting water that is safe to drink.
2. People must all learn above basic hygiene.
3. List of the factors: lack of personal hygiene, not enough water for washing, lack of toilets, unsafe water.
4. We name one rule of hygiene that is mentioned in the text: washing one's hands after using the toilet or washing one's hands before cooking for.
5. Enough water is necessary if personal hygiene is to become a habit.
6. No, spring water is not always safe, but it is usually safe.
7. People must make sure that nothing dirty enters the water.
8. Women are trained to look after supplies of the community.
9. I/we boil it for ten to fifteen minutes before drinking.
10. Answer 1.rain water. 2 hillsides. 3 filter, 4. Earth. 5 sand. 6 stones, 7 impervious layer (une couche impermeable), 8. Spring.

Exercise of vocabulary

Complete with the prefix un.

1. Able → unable (adj) ne pouvoir faire, ne pas savoir faire.
2. Lock → unlock ne pas être fermé à clé.
3. Fortunate→unfortunate = malheureux (euse)
4. Expected →unexpected =imprevu
5. Wise → unwise = (adj) imprudent.
6. Likely→unlikely = improbable, peu probable
7. Helpful →unhelpful = peu serviable
8. Pleasant→unpleasant = (adj) disagreeable
9. Tidy → untidy = desordonné...
10. Certain→uncertain = incertaine.

Speaking: Team game

Divide the class into teams.Work out in your head how to complete each sentence with a suitable verb from the verb list.

Choose the right form of the verb

e.g. play the game like this. Use true or false

Sound travels faster than light. True or false

Team A

Team B. false. Sound does not travel faster than light. Light travels faster than sound.

Verb list, eat have, import, study, come, go boil, wear, export, bark, rise, travel, fall, strike, live, float.

1. The sun rises in the east. True
2. Water boils at 150°C. False. It boils at 100°C
3. The planets go round the moon. False. They go round the sun
4. The moon goes round the earth. True
5. Astronomers travel into space. True
6. Astronauts always travel into space. True
7. Astronauts always wear green suits. False (costume)
8. Rain falls on the moon all day and all night. False
9. Nine planets faster go/travel round our sun. True
10. Sound travels faster than light. False
11. Spiders have ten legs. False, they have eight.
12. Cats bark. False. They meow= miauler
13. Dogs eat grass. False. They eat meat
14. Kangaroos come from Japan. False. They come from Australia.
15. Whales live in the ocean. True
16. Mount Kenya has snow on its summit. True
17. Wood floats on the water. True
18. Our country imports motor vehicles. True for nearly all countries/
19. Our country exports cacao = cacao
20. A lump of metal falls from the sky when lightning strikes. False

Astronomer : astronome: spécialiste de l'étude des corps et des phénomènes célestes.

Astronomie: science qui étudie la structure et les mouvements des asters dans l'univers.

Astronauts : astronaute: personne qui voyage dans l'espace à bord d'un vaisseau spatial

Synonyme: cosmonaute.

Lightning : les éclairs, foudre

e.g. struck by lightning = frappe par la foudre.

Lightning struck the house = la foudre est tombée sur la maison

Theme 8: SPORT

Text: AFRICA'S FOOTBALLERS AND ATHLETES

Text A:

Africa's Underrated football champions

It has been very heartwarming to read in your sports pages the reports on the African Nations Cup recently taking place in Senegal. Europeans have long believed that good football in Africa can only be found in the northern part of the continent. Judging by the very exciting matches we have watched, this is a mistaken belief.

When England wants to play friendly matches in Africa they play with countries such as Egypt, Algeria, Morocco or Tunisia, which, of course, have done very well in past World Cup competitions, but are certainly inferior to several teams we have seen play in Senegal.

Interestingly, none of these North African countries went past the first round of the Senegal finals. Tunisia did not even qualify, in the 1990 World Cup both Holland, the European champions, and England, had found it difficult to beat Egypt, but in the African Nations Cup, Egypt was roundly beaten by Ghana and Zambia.

Algeria was walloped 0-3 by the lesser-known Cote d'Ivoire.

Now we know who the big players are in the continent: Cameroon, of course; Ghana, with their world-class players such as Pele, Yeboah and Lamptey, who is said to be rated by his club, Anderlecht of Belgium, as possibly the next Maradona, and currently worth about £10m; and Nigeria, with their powerful and very skillful strikers, Rashidi Yekini and Samson Siasia, and defender Stephen Keshi.

Cote d'Ivoire were another revelation of the championship. One is even impressed by the performances of Zambia, Congo and Zaire. Any of these teams, if given the chance and the experience, will do well against any European opposition.

European countries were surprised and embarrassed by the success of Cameroon in the 1990 World Cup. If they want to avoid this in future, these countries should now start going into interior Africa to play friendly matches with some of the countries we have seen on Screensport.

Africa now has three places in the next World Cup in America. It should have at least five.

Yours faithfully,

Kayode Soyinka

London Bureau Chief, *Newswatch*

b. Answer these questions

1. The above text is a letter to a newspaper. Who do you think reads this newspaper?
2. The writer describes African football as he saw it in 1992. Has the situation changed?
3. What has pleased the writer?
4. What does the second paragraph imply that English teams should do?
5. Which countries are meant by 'these North African countries' (paragraph 3)?
6. What is the writer's opinion of the football of these North African countries
a) in past international competitions b) in the 1992 African Nations Cup?
7. Pele, Yeboah and Lamptey are mentioned as examples. What are they examples of?
8. What is Samson Siasia an example of?
9. According to the writer, who were the big players in the continent when he wrote?
10. What do you think *Screensport* is? Consider the parts of the word and its context.

Text B:

It is for the women athletes that I will remember the 1992 Olympic Games in Barcelona. From beginning to end, it was the women's events that gave the most enjoyment and the greatest excitement.

I will never forget the marathon. The two leading women showed the greatest strength and determination as they contested every metre of the last scorching hill to the end.

The 10,000 metres race was even more thrilling. At the beginning of the last breathtaking lap, Derartu Tulu of Ethiopia strode powerfully past her South African rival to win the race. And she still had energy to spare!

However, the woman who inspired me most was Hassiba Boulmerka. She too comes from Africa and she is a Muslim. The religious authorities in Algeria, which is her country, did not allow her to train there, yet her victory in the 1 500 metres was a magnificent triumph.

With fire in her eyes, she fought her track, pounding the ground. A report; was crushing myths with every stride. She said that her country, her continent and her sex have every reason to rejoice in her victory. As the sun sets in Barcelona, I too rejoice for Africa and for women.

Answer these questions:

- 1 Why will the author remember the women athletes at the Barcelona Olympic Games?
- 2 What qualities did the women athletes show they had?
- 3 Which words and phrases express the strength and power of Boulmerka's running?
- 4 What are her country, her continent and her sex?
- 5 In writing this article, is the author *crushing myths*? If so, which ones?

Pre-teaching

1. Footballer : a person who plays football
2. Athlete : a person who actively participates in physical sports or a participant in a group of sporting activities which includes track and field, road running, cross country running and racewalking.
3. Underrated (estimer) : to make too low a rate or estimate
4. Heartwarming (rejouissant, reconfortant)

I. Pre-reading

Brainstroming

1. Name of men and women of my country who take part in international sports.
2. Yes or no, these people become famous recently
3. Learners name them

II. Vocabulary

1. Exciting : creating or producing excitement
2. Watched : to look at, to see for a period of time
3. Mistaken : an error
4. Interestingly(de façon intéressante) : in a interesting way
5. Roundly : circularly
6. Currently (actuellement) : at this moment
7. Walloped (battre, flanquer une raclée) : to trounce, beat by wide
8. Lesser-known (moins connu) : comparative of little, the smaller in size, importance
9. Rated(estimer, évaluer) : to evaluate, to consider
10. Revelation : a great success
11. Championship (championnat)
12. Impressed (impressionné) : past participle of To impress, to produce a vivid impression
13. Embarrassed :pastparticiple of To embarrass, having a feeling of shameful
14. Screensport (écran sport) : the viewing area of a movie, or moving picture of slide presentation
15. Least(le moins) : superlative of little

16. Faithfully (fidèlement) : a conventional formula for ending a letter used when the salutations addresses the person for whom the letter is intended using an honorific
17. Enjoyment (plaisir, jouissance) : the condition of enjoying anything
18. Excitement : the state of being excited
19. Marathon : a 42.195 km (26 mile 385 yard) road race (course à pied sur une distance de 42.195km)
20. Leading (dominant, principal) : present participle of lead
21. Scorching (étouffant) : very hot, present participle of scorch
22. Thrilling (émotionnant, passionnant) : present participle of thrill, causing the feeling of a sudden excitement
23. Breath taking (... à vous couper le souffle) : very surprising or shocking to such a degree as to cause astonishment (surprise étonnant)
24. Powerfully (puissamment) : in a powerful manner
25. To spare (économiser, épargner) : to save, to gain, to reserve
26. Inspired (inspiré) : having excellence through inspiration or filled with inspiration or motivated
27. To train (entraîner, former) : to encourage, to grow in a particular field
28. Magnificent (magnifique) : splendid in appearance
29. Triumph (triomphe) : a conclusive success
30. Fought : past participle of Fight, to contend in physical conflict, either singly or in war, battle
31. Track : a mark or impression left by the foot either of man or beast, trac, vestige, footprint
32. Crushing myths(mythe écrasant)
33. Stride : a long step or to walk with long step (grand pas, enjambée)
34. Strikful (adroit, habile) : possession skill or skilled
35. Stricker (gréviste)
36. Pounding (écrasant, défaite) : present participle of to pound which mean to strike, to beat strongly
37. To rejoice : to be very happy, be delighted

III. Answer to questions of the text A

1. The readers are likely to be British since the newspaper has a London address. This is supported by the purpose of the letter : to convince Europeans in general and English people in particular that there are very good football teams in sub-Saharan Africa
2. In 1992, African football was good
Now, African football has changed it means it is not good
3. The fact that the "Independence" has carried reports of African nations cup matches
4. It implies that English teams should play friendly matches against sub-Saharan African teams.
5. Egypt, Algeria, Morocco, Tunisia
6. a. They have well done in the past
b. They are not as good as the sub-Saharan teams
7. Ghanaian world class players
8. He is a very skillful Nigerian striker
9. Cameroon, Ghana, Nigeria: Pél  , Y  boah and Lamptey, Rachidi Y  kini and Samson Siaisa and defender Stephen Keshi

10. Screen sport is a television sport program. The world is made up of "sport" and "screen" and it is seen

Answer the questions (c)

1. The author will remember the women athletes at the Barcelona Olympic Games because they gave the most enjoyment and the greatest excitement
2. The women athletes showed the greatest strength and determination and had power
3. Words and phrases express the strength and power of Boulmerka 's running are :
"with fire in her eyes", "fought her way round the track", "pounding the ground"
4. She is from Algeria, her continent is Africa and she is female
5. Yes. He wants to crush the myths that a person who is (a) an African and (b), a woman is not as good an athlete as other people. The last sentences suggest that he is thinking not only of athletics, but of all aspects of life.

Theme 9: MINERAL AND ENERGY

Text: OIL

Oil is essential for a modern industrialized society. Nearly all transport depends on oil. Most of the factories that manufacture the goods. We make also use oil. Some use gas, which is a similar fuel. Oil is an important means of generating electricity. Both electricity and kerosene, another oil product, are important fuels for cooking. Oil is essential, but it's also expensive for a developing country to import. It has to be paid far with the money earned from exports. If oil is expensive, then products such as kerosene are also expensive. In rural area, people often use kerosene as fuel for cooking. But if it becomes too expensive for them, they use fire wood instead. This may mean cutting down forest and can cause the problems of environment.

Pre-teaching

1. Oil: burning liquid which does not mix with water(huile, pétrole brut)
2. Industry: Branch of manufacture contrasted with distribution e.g. cotton(industrie)
3. Factory: building with goods are made especially by machine(usine)

Pre-reading

1. What is oil?
It is a burning liquid
2. Is there oil in your country?
Yes there is.
3. In what region can you find it?
We can find it the south of the country (In Doba or in other areas of Chad)
4. What is the importance of oil?
Oil is important for a modern industrialized society, for transport, factories, generating electricity and cooking.
5. What are products riving from oil?
They are gas, electricity, kerosene, gasoline

I. Vocabulary

1. Nearly: almost: Presque, à peu près, de près
2. To manufacture : to make, to produce goods : manufacturer, fabriquer, produire
3. Gas: substance such as air (gas, essence): a substance that is neither a solid nor a liquid at ordinary temperatures and has the ability to expand
4. Fuel: material for producing heat or other forms of energy e.g.wood, coal, oil, uranium(combustible, carburant)

5. To generate: to produce(produire, générer)
6. Kerosene: oil attributed in a lamp(pétrole)
7. Earned: past participle of to earn, to get in return for work, to be paid for a work, to make money: gagner sa vie, acquérir
8. To export: to send goods abroad or to another country for propose of trade: exporter
9. To import: to bring something in from abroad, especially goods from a foreign country: importer
10. Expensive: high price(cher)
11. Forest: large area of land covered with trees: forêt
12. Environment: surroundings, circumstances influence a healthy

II. Questions

Read the text then answer the questions

- 1)What is the importance of oil? 2) What are products deriving from oil? Name them. 3) Why is kerosene sometimes too expensive? 4) What kind of products do people use in rural area?
- 4)What happens in rural area when kerosene is expensive?

III. Translation

Translate into French from: If oil is expensive... to the problems of environment.

IV. Essay

Give the importance of kerosene (no more than ten lines)

Answers to questions

1. Oil is important for a modern industrialized society, transport, factories, generating electricity(alimenter) and cooking
2. Products deriving from oil are gas, electricity, kerosene, gasoline
3. Kerosene is sometimes too expensive because oil is expensive.
4. In rural area, when kerosene is expensive, people use firewood. This may mean cutting down forest and causes the problem of environment.

Translation into French

Si le pétrole est cher, alors les produits comme le kérosène sont aussi chers.

En milieu rural, les gens utilisent souvent le kérosène comme une énergie de cuisson. Mais s'il devient trop cher pour eux, ils utilisent les bois de chauffe au lieu du kérosène. Cela peut expliquer la destruction des forêts et peut causer les problèmes de l'environnement.

Essay

As a product deriving from oil, kerosene is important.

As a matter of fact, kerosene is useful for plan. It is used as fuel for cooking. It is used to produce light at night. Kerosene can be used to clean dirtiness or rust. In addition, usage of kerosene helps people in rural area to protect the environment.

When it is expensive, it is difficult to find it. Therefore, it is good to use kerosene anywhere. Finally, I can say this product is important as the other products deriving from oil.

Translation into French

Le pétrole est indispensable pour une société industrialisée moderne.

Tout transport dépend quasiment du pétrole. La plupart des usines qui fabriquent des marchandises fonctionnent aussi avec le pétrole que nous utilisons. Certaines personnes utilisent le gaz qui est une énergie similaire.

Le pétrole est une ressource importante qui alimente l'électricité. L'électricité et le kérosène, les deux sont les autres produits du pétrole qui sont des énergies importantes pour la cuisson.

Le pétrole est plus important, mais c'est difficile pour un pays en voie de développement d'importer. Il doit être payé avec de l'argent gagné d'exportation.

Si le pétrole est cher, alors les produits comme le kérosène sont aussi chers.

En milieu rural, les gens utilisent souvent le kérosène comme une énergie de cuisson. Mais s'il devient trop cher pour eux, ils utilisent les bois de chauffe au lieu de kérosène. Cela peut expliquer la destruction de forêt et peut causer les problèmes de l'environnement.

Theme 10: LITERATURE

Text: LIFE IN OUR VILLAGE

In our little village

When elders are around

Boys must not look at girls

And girls must not look at boys

Because the elders say

That is not good.

Even when night comes

Boys must play separately,

Girls must play separately,

But humanity is weak

So boys and girls meet.

The boys play hide and seek

And the girls play hide and seek.

The boys play hide and seek

And the girls play hide and seek.

The boys know where the girls hide

And the girls know where the boys hide

So in their hide and seek,

Boys seek girls,

Girls seek boys

And each to each sing

Songs of love.

Matei Marvei

Pre-teaching

1. Life : the state that follow birth and precedes death ; the state of being alive and living
2. Village : a rural habitation of size between a hamlet (hameau) and a town
3. When : a conjunction used to introduce indirect questions about time

I. Pre-reading

Brainstorming

1. What is life ?

Life is the state that follow birth and precedes death

2. Do you prefer life in the village or in the town ?

Give your reasons.

→ Life in the village :

- Plenty of hectares to grow
- Plenty of food
- The cost of life is not expensive

- People live in solidarity
- People practice tradition

→ Life in the town

- Good quality of Education
- Health is good
- Many means of travelling
- People drink safe water
- People speak several languages
- Many cultures

3. What people does one meet when night comes ?

→boys and girls

I. Vocabulary

1. ‘In’ is a preposition which indicates place or time
2. Our : possessive adjective
3. Elder (aîné): is an older person or another member, usually a leader of some community
4. Even(même): equal in proportion, quantity, size....
5. Humanity : human beings as a group
6. To Hide (cacher) : to put oneself in a place where one will be hard to find
Hideway (cachette, abri)
7. To seek : to find, to look for, to search
8. To love : to have a strong affection for
Love : an intense feeling of affection and care towards another person
9. Each (chacun, chaque) : an individual item
10. Song : a short musical composition with lyrics for voice or voices performed by singing
11. Around (autour) : preposition defining a circle, near

II. Questions of comprehension

1. Why boys and Girls must not look at each other?
2. What happens when night comes?
3. How is humanity according to this poem?
4. What do you think about the boys and girls play hide?

III. Translation

Translate into French the first paragraph.

IV. Essay

Tell in 150 words about your village life.

Answers the questions

1. Boys and girls must not look at each other because the elders say that is not good
2. When night comes, boys and girls must play separately
3. According to this poem, humanity is weak
4. The boys play hide and seek and the girls play hide and seek

Translation

Dans notre petit village

Quand les aînés sont là
Les garçons ne doivent pas regarder les filles
Et les filles ne doivent non plus regarder les garçons
Par ce que les aînés disent que ce n'est pas bon.

Essay

A village is rural habitation of size between a hamlet and a town. In a few words, I am going to tell about my village life.

As a matter of fact, village life is an interesting life.

In a village, there is a plenty of land to build and to grow plants. Life is not expensive.

It is possible to lead peaceful life with relatives or parents. I make in practice the traditions.

In village, there are some plenty food.

When night comes, with my boys friends and my girls friends, we play hide together.

Sometimes we sing songs of love and other traditional songs.

In addition, elders give us some advices about the rules of life. How to get married.

How to obey parents and elders. In my native village, traditional education is always given to us, in order we can take part in adulthood society. Boys and girls are educated separately. In spite of its interesting life, villagers are lacked of things which are not in village.

In the end, village's life is interesting because life is not expensive. It is good to stay in the village. One can stay where one is created too.

Theme 11: MEDIA

Text: THE ROLE OF THE PRESS

Newspapers, as their name suggest provide us with news. With the spread of education; the popularity and importance of newspapers have increased by leaps and bounds.

Everybody today wants to read newspapers .Those who cannot read themselves want others to read it out to them .Even in a backward country, like India, newspapers have become very popular. They are published in English, Hindi, and Urdu and in ail other regional dialect of the country. They are read, or listened to, with great interest by everybody. They exercise a profound influence on the minds of the people. The most important function of newspapers is to bring us news of the world . News is their chief interest and charm. They tell us what is happening not **only** in our country but in other countries of the world as well. Without newspapers, we would be like a frog in a well who knows nothing of the outside world. In a democratic country, like India, they are an important means forming public opinion. They comment of current events and criticize or appreciable the conduct of government.

Besides this the newspapers are also on important means communication between the government and the people. It is through the newspapers that the government places its programs its policies, and its achievement, before the people .the public also uses them to express its dissatisfaction with government. They voice the grievances of the people and suggest measures of reform. Thus by expressing public opinion they serve as a cheek oh the government. They are essential for the proper functioning of democracy. The press is all powerful in a democracy. A free press is essential for its success.

I. Comprehension

Answer the following questions

1. The popularity and importance of newspapers have increased by leaps and bounds because of:
 - a. Money; b. Development; c. Education
2. What do those who cannot read newspapers do?
3. Why does author say that newspapers have become popular in India?
4. Newspapers tell us about:
 - a. Only our country; b. Worldwide; c. Only our continent.
5. According to the text, what is the danger from the inexistence of newspapers?
6. What should be done for a press to be essential for democracy?

II. Translation

Translate into French from “besides this.... To” and suggest of reform.

III. Writing

What does the press do in your country particularly about democracy?

IV. Pre-reading

Brainstorming

1. What is the press ?

The press is a collective term for the print based media (both the people and the newspaper). It is the whole newspapers and periodical reviews (l'ensemble des journaux et des revues periodiques).

2. What is the importance of the press?

The press is a voice of the people;

The press reports the dark deeds

The press reports what is heard and seen

The press gives information

The press allows people be connected with the world

The press criticizes and appreciate the conduct of the government in democratic countries

3. What is the press agent ?

The press agent is somebody employed to get publicity and gives information to the press on behalf of a client. (behalf : au nom de...)

4. What is the risk of the press in the country where there is not the full democracy ?

The press will be threatened with severe penalties, certain journalists can die .

For example, in war time if there is a case of printing military secret value to enemy, the press would be punished.

If there is a case of something blasphemous sedition or libelous in newspaper.

V. Vocabulary

1. Spread is the act of spreading or something that has been spread, synonym Circulate
2. Popular : common among the general public generally accepted
3. To publish (éditer, publier): to announce to the public
4. To exercise (exercer, pratiquer) : to set into action or practice or to perform any activity.
5. Profound : very deep, very serious
6. Mind (mémoire, esprit) : ability for rational thought, the synonym is Brain, head
7. Chief (leader, patron) : person who has a responsibility among people
8. Charm : something with magic power or attraction
9. Frog : a small tailed amphibian of the order anura that typically hops

10. To comment : to remark, to make remarks
11. Conduct : act or method of controlling or directing. Synonym is guidance, control...
12. Policy (politique): the art of governance
13. Dissatisfaction : unhappiness or discontent
14. To voice : to announce, to publish
15. Grievances (doléances) : grief
16. Cheek (éffronterie, impertinence) : to be impudent towards
17. Functioning (fonctionnant) : present participle of function or to execute or to perform
18. Suggest : to recommend

Answers the questions

1. The popularity and importance of newspapers have increased by leaps and bounds because of Education.
2. Those who cannot read newspapers want others to read it out to them
3. Author says that newspapers have become popular in India because they are published in English, Hindi and Urdu and in all other regional dialect of the country. They are read or listened too with great interest by everybody. They exercise a profound influence on the minds of people.
4. Newspapers tell us about worldwide.
5. According to the text, the danger from the inexistence of newspapers is that we would be like a frog in who knows nothing of the outside world.
6. A press should be free for its success it is essential for democracy.

Translation

‘‘En plus de cela, les journaux sont aussi les moyens importants de communication entre le gouvernement et le peuple. C’est à travers les journaux que le gouvernement place son programme politique et ses réalisations au peuple. Le public les utilise aussi pour examiner les mécontentements du gouvernement. Ils énoncent les doléances du peuple et suggèrent des mesures de réforme.

Essay

In a democratic country, press plays an important role. In a few lines, I will tell about it. As we know democracy is regulated by law, in such a country, the press is all powerful in a democracy. It can report dark deeds because it defends people by printing. Press is a guardian of people’s liberty. Press allow us be in contact with the world. Press comment on current events and criticize or appreciate the conduct of government for the opening of the country. Press develops mental skills and it is a means of communication between the government and the people. In such as country, press is the voice of people. Finally, I can say that press is the power of democracy. That’s why a free press has its success in a democratic country.

POLITE FORMULA

1. How to make polite request?
 1. What (How) can someone or one introduces a stranger?
- May I introduce Celeste?
This is Celeste

2. What should be your answer?

How do you do? (Formal)

Nice or glad to meet you (neutral)

Hello, Hi (unformal)

What does American often say?

They often say in all cases: How are you?

I. Thanks(remerciements)

1. What is the current formula to give thanks?

Thank you. Thank you very much. Thanks a lot.

Thanks (unformal)

2. What are the typical answers?

Not at all

You're welcome

That's alright

That ok (De rien, je vous en prie)

II. Greetings (salutations)

Hello, Hi (Salut) are unformal (familier)

Good morning, good afternoon, good evening (formal)

Bonjour Monsieur/Madame=Hello or Good morning (No hello Sir/Madam)

1. What are the English expressions used for greeting?

Good morning etc.

2. What are the other terms used for greeting in informal case?

Hello and Hi

3. When the expressions "Goodbye" can be used?

4. When "how are you" can be asked or used?

5. "How are you" is used to ask about someone's health.

6. What is the answer to these questions?

How are things? Fine thanks.

How's it going?Not too bad, so-so.

III. Excuse me, sorry and pardon

1. What can you do if you want to leave the classroom?

2. How to interrupt or disturb your teacher if you don't understand his explanation?

3. How to ask an apology?

4. What can you do if you don't hear or understand what someone says? We say:

Sorry? Pardon? What?

IV. Wishes (souhaits)

1. What can people do if they want to say or express their wish?

e.g; have a nice day/good day

Topic 1: Polite formula/summary

Introduction

- When one introduces a stranger, one can say:

May I introduce Celeste? (Formal)

Have you met Celeste?

Do you know Celeste?

This is Celeste.

- People answer or you answer(on repond)

How do you do? "Enchanté"(formal)

Pleased to meet you (quite formal)

Nice/glad to meet you (neutral)

Hello, Hi (informal)

Beware: Americans often say: How are you?

In British English: How are you is used to ask about someone's health. How do you do is used when one is introduced (to a stranger)

V. Thanks (Remerciements)

- The most current formula to give thanks are:

Thank you. Thank you very much (formal)

Thanks a lot/thanks (informal)

- Typical answers: "De rien", "je vous en prie"

Not at all

You're welcome

It's /it was a pleasure

That's all right

That's ok.

VI. Greetings(salutations)

- To say good morning or to greet

Hello, Hi (Salut!) informal

Good morning/afternoon/evening (formal)/good night (bonne nuit)

"Bonjour Monsieur/Madame"

Only say Hello or Good morning and not Hello Sir/Madam

To say goodbye

Good bye

Bye (informal)

Bye-bye is used a lot by children

See you (A plus tard)

See you soon (A bientôt)

See you sometime (A un de ces jours)

See you on Wednesday (A mercredi)

VII. Excuse me, sorry and pardon

- a) Excuse me does not mean the same thing as sorry in British English. It is often used when we are going to interrupt or disturb somebody.**

E.g Excuse me, could you repeat this explanation to us?

- b) Sorry is used afterwards to apologize**

E.g. "Oh, sorry!" "That's all right" "Oh, pardon" (De rien/ce n'est pas grave)

- Besides sorry, we can also apologize by saying Paron. E.g I beg your pardon (American)

Beware: Americans use Excuse me in all cases.

- c) If we don't hear or understand what people say, we usually say: sorry?/what?/Pardon? with a rising intonation (informal)**

e.g see you on Wednesday. Sorry?/What?/Pardon?

A mercredi. Comment?/Quoi?/Pardon?

J'ai dit à Mercredi.

VIII. Wishes (souhaits)

Many wishes start by « good » in French. Some exist in English, the others don't.

Wishes start by Good in English.

Have a nice rest (reposez-vous bien! Bon repos !)

- a) Have a nice /good holiday (Bonnes vacances!)
- b) Have a good journey/trip (Bon voyage!)
- c) Have a nice day/good day(Bonne journée)
- d) Have a nice week end(Bon week end)
- e) Have a nice afternoon/evening(Bonne après-midi/soirée)
- f) Have a nice stay/have a nice time in....(Bon séjour)
- g) Safe journey(Bonne route)
- h) Safe journey home(Bon retour)
- i) Good luck(Bonne chance)
- j) Happy New Year(Bonne année)
- k) Happy Birthday(Bon anniversaire)
- l) Good night, sleep well(Bonne nuit, dors bien)
- m) Get well soon(Meilleure santé)
- n) Happy/Merry Christmas(Joyeux Noël)
- o) HappyEaster(Joyeuses Pâques)

Lesson 1: ARTICLES

GRAMMAR

1. What is an article?

Article is a word used with a noun that specifies whether the noun is definite or indefinite.

2. Kind of article : Definite and indefinite

I. Definite article “The”

1. What is the pronunciation of definite article before a consonant sound?

[ðə] before a consonant sound and [ði] before a vowel sound.

2. How to use definite article?

In English, definite article cannot be used in general sense but it can be used in specific sense.

E.g Football is my favorite sport.

The football played by Sao team is bad.

3. Names without “The”

We do not use “The” with names of people.

E.g Helen, Liz

In the same way, we do not normally use “The” with names of places.

E.g. continents: Africa, Europe, America, Asia

Countries, states: France, Japan, Texas, Canada.

Islands: Sicily, Bermuda.

Cities/towns: N'Djamena, Yaoundé.

Mountains: Everest, Kilimanjaro, Tibesti.

We do not use “The” with Mr/Mrs/Captain/Doctor.

Mr Johnson/Doctor John/Captain Mahamat/President Paul Biya/Uncle Robert/Saint Catherine/Princess Maria.

Compare

We call the doctor

We call Doctor Johnson (Not the doctor Johnson)

4. "The" with the names of Oceans, seas, rivers and canals

The Atlantic ocean

The Indian ocean

The Mediterranean sea

The channel between France and Britain

The Nil (river)

The Suez canal

The gulfs: The Guinea gulf

The Sahara (desert)

The Gobi desert

Note that on maps, "The" is not usually used unless there is "of".

e.g. The map of Chad

The map of Africa

The Bank of England

We say: The university of N'Djamena but N'Djamena's university(not the).

5. The words "day, week, month, year" are used without "The" when they are followed by "next, last"

e.g. My father will come next year.

Doctor went to Paris last month.

I saw him last week.

I am going to see you next day.

II. Indefinite article "a/an"

1. Use of indefinite article "a"

"a" is used before words begin with a consonant sound.

A European(un Européen)

A university(une université)

A union

A tree

A chair

2. Use of “an”

“an” is used before words start with a vowel or vowel sound, except some words like Europe, University and Union.

e.g. an ocean, an umbrella, an animal, an operation, an hour

3. “a” and “an” are used:

a) Before every common nouns in singular

e.g. a doctor, an orange

b) Before the words: “Thousand”, “hundred”, “dozen” and “million”

e.g. a hundred soldiers were in the camp (une centaine de soldats était au camp)

c) Indefinite article can be used in certain expressions

To make a cake= faire un gâteau

To make a mistake= commettre une faute/une erreur

To make a noise =faire du bruit

To make a fire= faire du feu

To make a fortune=faire une fortune

To make a will= faire un testament

To make a progress= faire un progress

To make a sentence= construire ou faire une phrase

To make a decision= prendre une decision

To make a suggestion= faire une suggestion

To make a fun= faire des histoires ou des problems

To make a profit= faire un benefice

To make an arrangement= faire des préparatifs

To make an attempt= faire une tentative

To make a bed= faire un lit

To make an enquiry= se renseigner

d) Use of indefinite article with “to have”

To have a headache= avoir mal à la tête

To have a sorethroat= avoir mal à la gorge

To have a clear conscience=avoir la conscience tranquille

To have a fever= avoir une fièvre

To have a cough= avoir une toux

To have a cold= avoir le rhume

e) Indefinite article can be used after half

Half a spoon= une demi-cuillerée

Half an hour= une demi-heure

Half a day= une demi-journée

Half a glass= un demi-verre

Half a century= un demi-siècle

Half a dozen= une demi-douzaine

Many a time= maintes fois

Once a week= une fois par semaine

Twice a month= deux fois par mois

f) Omission of the indefinite article

The indefinite article is not used before singular nouns that are not used in plural such as : advice, information, furniture(meubles), work, break(cambriolage)

Consolidation exercise 1

What do you call the people of these countries?

Country	One person(a/an)	the people in general
1. Canada 2. Germany 3. France 4. Russia 5. China 6. Brazil 7. England 8. And your country		

Correction

- | | |
|----------------|-------------|
| 1. A Canadian | Canadians |
| 2. A German | Germans |
| 3. A French | The French |
| 4. A Russian | Russians |
| 5. A Chinese | The Chinese |
| 6. A Brazilian | Brazilians |

7. An English The English
8. Chadian Chadians

Exercise 2

Some of these sentences are correct, but some are not. Correct the sentences where necessary.

Example: Everest was first climbed in 1953(OK)

1. Milan is in north of Italy.
2. Africa is much larger than Europe.
3. Last year I visited Mexico and United States.
4. South of England is warmer than North.
5. Portugal is in Western Europe.
6. France and Britain are separated by channel.
7. Jim has travelled a lot in Middle East.
8. Chicago is on Lake Michigan.
9. Next year, we're going skiing in Swiss Alps.
10. UK consists of Great Britain and Northern Ireland.
11. Seychelles are a group of Island in Indian Ocean.
12. An Africa highest mountain is Kilimanjaro.
13. River Volga flows into Caspian Sea

Correction

1. Milan is in the north of Italy.
2. OK
3. Last year I visited Mexico and The United States.
4. The South of England is warmer than North.
5. OK
6. France and Britain are separated by the channel.
7. Jim has travelled a lot in The Middle East.
8. OK
9. Next year, we're going skiing in The Swiss Alps.
10. The UK consists of Great Britain and Northern Ireland.
11. The Seychelles are a group of Island in Indian Ocean.
12. OK
13. The River Volga flows into Caspian Sea

Exercise 3

Here are some geographical or geography questions. Choose the right answer from one of the boxes and write "The" if necessary.

Continents	Countries	Oceans and Seas	Mountains	Rivers and canals
Africa	Canada	Atlantic	Alps	Amazon Rhine
Asia	Denmark	Indian Ocean	Ands	Danube Thames
Australia	Indonesia	Pacific	Himalayas	Nil
Europe	Sweden	Black Sea	Rockies	Volga
North America	Thailand	Mediterranean	Urals	Suez canal
South America	United States	Red Sea		Panama Canal

1. What do you have to cross to travel from Europe to America?
2. Where is Argentina?
3. Which is the longest river in Africa?

4. Of which country is Stockholm the capital?
5. Of which country is Washington the capital?
6. What is the name of the mountain range in The west of North America?
7. What is the name of the sea between Africa and Europe?
8. Which is the smallest continent in the world?
9. What is the name of the ocean between North America and Asia?
10. What is the name of the ocean between Africa and Australia?
11. Which river flows through London?
12. Which river flows through Vienna, Budapest and Belgrade?
13. Of which country is Bangkok the capital?
14. What joins the Atlantic and Pacific oceans?
15. Which is the longest river in South America?

Correction3

1. The Atlantic
2. In South America
3. The Nile
4. Sweden
5. The United States of America
6. Rockies
7. Mediterranean
8. Australia
9. Pacific
10. The Indian Ocean
11. The Danube
12. Thailand
13. Panama canal
14. Amazon

Lesson 2 : PREPOSITION

GRAMMAR

1. What is a preposition?

A preposition is a word or a group of words placed before a noun or pronoun. It is a word used before a noun. A preposition is a connecting word and denotes direction or position.

2. Learners give some examples of preposition

At, in, on, to, under, between, etc.

3. Learners give the types of prepositions

Preposition of place and time

4. Learners make some sentences using preposition

They are at school.

Children are in the water.

Definition: preposition is a word used before noun or a pronoun to denote a direction or position.

I. Structure

1. Preposition + noun/pronoun

Example: There is a book on the table (preposition+noun)

She was standing in front of me (preposition+pronoun)

Il se tenait devant moi

2. Preposition+group of noun

Example: They are talking about Peter's big red car.

Ils parlent de la grosse voiture rouge de Pierre.

3. Preposition+ING from

Example: This man earns his living by writing novels.

Cet homme gagne sa vie en écrivant des romans.

She cannot speak English without making mistakes.

Elle ne peut pas parler l'Anglais sans commettre de faute.

Thank you for coming.

Merci d'être venu.

4. Preposition at the end of the sentence

In certain case, prepositions are found at the end of the sentence and not before a noun. This is called reject of preposition.

a) In relative clause

There are people(whom) I work with.

Voici les gens avec qui je travaille.

Here is the book(that) you asked for.

Voici le livre que vous aviez demandé.

b) In interrogative sentences

Example: What are you looking at ?

Qu'est-ce que tu regardes?

Where do they come from ?

D'où viennent-ils? Elles?

She asked me what bus I was waiting for?

Elle m'a demandé quel bus j'attendais?

Peter told me what you were talking about.

Pierre m'a demandé de quoi vous parliez.

II. The different prepositions

1. Preposition of time(at, on, in)

Compare **at**, **on** and **in** in different sentences

They arrived at 5 O'clock (**at** indicates the time)

They arrived on Friday(**on** indicates the time)

They arrive in October(**in** indicates also the time)

a) We use **at** for the time of day(moment de la journée)

Example: At midnight, at lunch time, at sunset

b) We use **on** for days and dates

Example: on Friday, on 16th may 1999, on Christmas day, on my birthday

c) We use **in** for longer periods(months, years, seasons)

Example: in November, in 1966, in the 18th century, in the past, in the middle Ages

d) We use **at** in the expressions

At night, at the week end/ at the weekends, at Christmas, at the moment, at the same time, at present

e) We say:

In the morning, on Friday morning, in the afternoon, on Sunday afternoon, in the evening, on Monday evening

Example: Do you work in the evening?

Do you work on Saturday evenings?

III. Preposition of place(**in/at/on**)

We say that somebody/something is	We say also
in a line in a row(en rang) in a queue in bed in the sky in the world in the country in the countryside in an office in a department in a book in a newspaper in a letter in a picture	on the left on the left hand side on the right on the right hand side on the ground floor on a map on a list

Example: In Britain, we drive on the left or on the left-hand side.

We say at top/at the bottom of/at the end

(bottom=bas, du bas; top=dessus, sommet)

Example : write your name at the top of the page.

We say somebody is at home/at work/at university/at school

Example: We stopped at a small village on the way to London.

IV. On time and in time/at the end and in the end

a) On time and in time

1. On time means punctual, not late. If something happens on time, it happens at the time which was planned.

Example: The conference was well organized. Everything began and finished on time.

The opposite of on time is late(opposite=antonym)

Example: Be on time, don't be late.

b) In time

In time is used for something, to do something= soon enough(assez bientôt)

Example: Will you be at home in time for dinner= soon enough

Seras-tu à la maison à l'heure de diner ?

The opposite of in time is too late.

c) At the end and in the end

- At the end of something= at the time when something ends

For example:

At the end of the months

At the end of the film

At the end of the game

At the end of the concert

At the end of January

At the end of the course

Example: At the end of the concert, there was great applause.

The opposite of at the end is at the beginning of

- In the end= finally

We use in the end when we say what the final result of a situation was:

Example: we had a lot of problem with our car. We sold it in the end.(finally we sold it)

The opposite of in the end is usually/at first

Example: At first we didn't get on very well, but in the end we became good friends.

Consolidation exercise 1. 2nde S

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Complete the sentences with in, at or on

1. Write your name **at** the top of the page

2. Is your sister **in** this photography? I don't recognize her.
3. I didn't feel very well when I woke up, so I stayed **in** bed.
4. We normally use the front entrance to the building, but here is another one **at** the back.
5. Is there anything interesting **in** the paper today?
6. There was a list of names, but my name wasn't **on** the list.
7. **At** the end of the street, there is a path leading to the river.
8. I love to look up at the stars **in** the sky at night.
9. When I'm a passenger in a car, I prefer to sit **in** the front.
10. It's a very small village. You probably won't find it **on** your map.

Consolidation exercise 1. 2nde L

Put in to/at/into where necessary. If no preposition is necessary, leave the space empty.

1. Three people were taken **to** hospital after the accident.
2. I met Kate on my way....home(no preposition)
3. We left our luggage **at** the station and went to find something to eat.
4. Shall we take a taxi **to** the station or shall we walk?
5. I have to go **to** the bank today to change some money.
6. The river Rhine flows **into** the North Sea.
7. I have you got your camera? No, I left it **at** home.
8. Have you ever been **to** China?
9. I had lost my key, but I managed to climb **into** the house through a window.
10. Did you enjoy your visit **to** the zoo?

Consolidation exercise 1. 2nde S&L

Write questions (2nde S)

Example: I went with Henry. Who did go with?

1. I'm looking for keys
2. I bought it for my mother.
3. I'm thinking about my holidays.
4. She was smiling at you.
5. He comes from river pool.
6. I danced with everybody.
7. I opened it with hammer.
8. It's made of glass.
9. I'm laughing at this picture.
10. She went with Rosina

Correction

1. What are you looking for?
2. Who did you buy it for?
3. What are you thinking about?
4. Who was she smiling at?
5. Where does he come from?
6. Who did you dance with?
7. What did you open it with?
8. What's it made of?
9. What are you laughing at?

10. Who did she go with?

Consolidation exercise 1. 2nde L

Translate into English

1. Pourquoi ne réponds-tu pas à ma question?
2. Ne me regarde pas comme ça.
3. Attendez-nous !
4. Est-ce que tu te souviens de ton premier amour ?
5. Je joue au piano.
6. Mon frère fait du tennis.
7. Ecoute les oiseaux.
8. Ca me rappelle un film.
9. A Combien as-tu payé ton manteau ?
10. Demande à Daniel de t'aider.

Correction

1. Why don't you answer my question?
2. Don't look at me like that.
3. Wait for us.
4. Do you remember your first love?
5. I play the piano.
6. My brother plays tennis.
7. Listen to the birds.
8. It /that/this reminds me a film.
9. How much did you pay for your coat?
10. Ask Daniel to help you.

Lesson 3: POSSESSIVE CASE

GRAMMAR

Teacher's wife is beautiful.

1. Who his wife is beautiful? Teacher
2. Who is the possessor? Teacher
3. What is the sentence about? The sentence is about the possessive case.
4. What is the formation of the possessive case?

Possessor +'S+ Object

Example: Gloria's father is a doctor.

5. How or when possessive case can be used?

Possessive case can be used when a possessor is a person or animal.

Example: Peter's book (le livre de Pierre) A dog's leg (la patte du chien) but not a table's leg. We say a leg of table (le pied de la table)

Possessive case or genitive

In general, possessive case expresses the possession. It is used when the possessor is a person or an animal.

Example: Aoum's wife

Pipo's leg

I. Formation of possessive case

Possessor + 'S + object

Example: By Christ's death on the cross, the possibility of becoming God's children is open to everyone, in general and to and in particular.

Tom's computer isn't working (not the computer of Tom)

Note that we say a woman's hat (= A hat for a woman)

A boy's name (= A name for a boy)

A bird's egg (=an egg for bird= an egg laid by a bird)

II. Use of possessive case with a singular noun and plural noun

a) Possessive case with a singular noun

We use 'S

Example: My sister's room (= her room=one sister)

b) Possessive case with a plural noun

We put an apostrophe at the end of the word (')

Example: My sisters' room(=their room=two or more sisters)

If a plural noun does not end in S for example: men/women/children/people, we use 'S (irregular plural)

Children's book (= a book for children)

Note that you can use 'S after more than one noun(double possessive)

Example: Adoum and Aïssa's wedding(en commun)

Ali and Falmata's house(en commun)

Bien séparé: These are Peter's and John's bicycles (chacun a sa bicyclette)

c) With things, ideas etc...we normally use of(...of the book...of the restaurant etc)

Example: The door of the garage(not the garage's door)

The name of the book

The owner of the restaurant

- **Sometimes the structure noun + noun is possible**

Example: The garage door

The restaurant owner

- **We say the beginning/end/middle of..., the top/bottom of..., the front/back/side of.**

Example: The top of the hill(le sommet de la colline)

The beginning of the month

The back of the care

- **We can usually use ‘S or of...for an organization(= a group of people)**

So we can say:

The city’s street

The world’s population

Italy’s Prime Minister

d) With time expressions(Wednesday, next week)

We can also use ‘S with time expression

Example: Do you still have yesterday’s newspaper?

As-tu encore le journal d’hier ?

Next week’s meeting has been cancelled (la rencontre de la semaine prochaine a été annulée)

In the same way, we can say today’s/tomorrow’s/this evening’s/Monday’s

We also use ‘S or S’ with plural words with periods of time.

Example: I’ve got a week’s holiday starting on Monday(J’ai eu un congé d’une semaine qui commence le lundi)

I live near the station. It’s only about ten minutes’s walk (J’habite près de l’agence. C’est à dix minutes de marche)

III. A friend of mine/my own house/on my own/by myself

1. A friend of mine/my own house

a) A friend of mine(un ami à moi)

We say : a friend of mine/yours/his/her/ours/their

(possessive pronouns) to express also possessive case.

Example: I am going to a wedding on Saturday. A friend of mine is getting married(not a friend of me)

Je vais à la cérémonie de mariage le samedi. Un de mes amis va se marier.

We went on holiday with some friends of ours(not some friend of us). Nous sommes allés en congé avec certains de nos amis.

Michael had an argument with a neighbor of his. Michael a eu un argument avec un de ses voisins.

b) My own.../your own

We use my/your/his/her/its/our/their (possessive adjective before own)

Example: My own house= ma propre maison

Your own car= ta propre voiture

Her own room=sa propre chambre

(not an house own house, an own car, etc)

My own.../your own...etc means something that is only mine/yours, not shared or borrowed

Example: I don't want to share a room with anybody. I want my own room.

Je ne veux pas partager la chambre avec quelqu'un. Je veux ma propre chambre.

Why do you want to borrow my car ? Why don't you use your own?(=your own car)

Pourquoi veux-tu emprunter ma voiture? Pourquoi n'utilises-tu pas ta propre voiture ?

We can also use own to say that you do something yourself instead of somebody else doing it for you.

Example: James usually cuts his own hair(= he cuts it himself) Il se coiffe lui-même

He doesn't go to the hairdresser's.

I'd like to have a garden so that I could grow my own vegetables.

Je voudrais avoir un jardin afin que je puisse faire pousser mes propres légumes.

2. On my own/by myself

On my own and by myself both mean « alone »(seul)

We say: on my own	by	myself
On your own		yourself/yourselves
On his/her/its own		himself/herself/itself
On our own		ourselves
On their own		themselves

Example: I like living on my own.by myself= j'aime vivre (tout)seul.

Did you go on holiday on your own/by yourself? No, with a friend.

Es-tu allé en congé tout seul? Non, c'est avec un ami.

Learners drivers are not allowed to drive on their own(by themselves)

Les apprentis ne se sont pas autorisés à conduire tout seuls.

Consolidation exercise 2nd S

Answer these questions by using possessive case in the sense of « to ». Choose occupations which is suitable on the list proposed.

Dentist, greengrocer(marchand de fruit et légumes), baker, chemist, hairdresser, butcher, florist(fleuriste), doctor, newsagent.

Example: I had my teeth examined. Where did I go? You went to the dentist's.

1. Where do you go if you want to buy a magazine?

2. He gave her beautiful flowers. Where did he get them?
3. I need some medicine. Where shall I go?
4. Where do you go when you don't feel very well?
5. Where do you buy vegetables?
6. Where do you go if you want to buy bread?
7. Where do you go if you want to have your hair cut?
8. This meat is delicious. Where did you get it?

Correction

1. I/We go to the news agent's.
2. He got them at the florist's.
3. You'll go to the chemist's.
4. I/We go to the doctor's.
5. I/We buy them at the green grocer's.
6. I/We go to the baker's.
7. I/We go to the hairdresser's.
8. I/We got it at the butcher's.

Exercise 2

Write new sentences with the same meaning. Change the underlined words and use the structure in section a (a friend of mine)

1. I am meeting one of my friends tonight. = I am meeting a friend of mine tonight.
2. We met one of your relatives = we met a relative of yours.
3. Henry borrowed one of my books = Henry borrowed a book of mine.
4. Liz invited some of her friends to her flat. = Liz invited some friends of her to her flat.
5. We had dinner with one of our neighbours. = We had dinner with a neighbour of ours.
6. I went on holiday with two of my friends. = I went on holiday with two friend of mine.
7. Is that man one of your friends? = Is that man a friend of yours?
8. I met one of Jane's friends at the party. = I met a friend of Jane's at the party.

Exercise 3

Complete the sentences by using on my own/by myself

1. Did you go on holiday on your own?
2. I'm glad I live with other people. I wouldn't like to live on y own.
3. The box was too heavy for me to lift by myself.
4. Who was Tom with when you saw him? Nobody. He was by himself.
5. Very young children should not go swimming by themselves.
6. I don't think she knows many people. When I see her she is always by himself.
7. I don't like strawberries (fraise) with cream. I like them on their own.
8. Do you like working with other people or do you prefer working by yourself.
9. We had no help decorating the flat. We did it completely on our own.
10. I went out with Sally because she didn't want to go out on her own.

Exercise 4 2nde S&L

Translate into English by using possessive case r another structure according to the case.

1. Les projets(plans) du gouvernement = Government's plan.
2. Le prix de la maison = The price of the house.
3. A cinq minutes à pied = five minutes' walk.
4. La fin du film. The end of the film.

5. Les problèmes économiques du Tchad=Chad's economic problems.
6. Le journal d'hier= Yesterday's newspaper.
7. Le parapluie de quelqu'un=Someone's umbrella.
8. Nous avons pris une semaine de vacances= we took a week's holiday.
9. Je ne suis pas d'accord avec la décision du gouvernement= I don't agree with the government's decision.
10. C'est un des amis de mon père. He is one of my father's friends.

Exercise 4

Link words below by using possessive case and translate them into French.

1. A walk; three kilometers= A three kilometers walk
Une promenade de trois kilomètres
2. A match; two hours= A two hours match
Un match de deux heures
3. A brother; his aunt= A brother of his aunt's
Un des frères de sa tante
4. Forty five minutes; a lesson= A forty five minutes's lesson
Une leçon de 45mn
5. A friend; his father= A friend of his father
Un des amis de son père
6. A hundred meters; a race= A hundred meters' race.
Une course de 100m
7. A friend; her sister= A friend of his sister.
Une des amies de sa soeur
8. One day; journey= A day's journey.
Un voyage d'un jour
9. A cousin; his= A cousin of his
Un de ses cousins
10. A friend; his uncle=A friend of his uncle
Un des amis de son oncle.

Lesson 4: THE PRESENT SIMPLE AND THE PRESENT CONTINUOUS GRAMMAR

I. The Present Simple

a) Use of the present simple

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

e.g. water boils at 100 degree Celsius.

Rises/studies/plays are the present simple.

I/we/you/they/ play

He/she/it plays

b) Beware

In the third person singular; verbs take S certain verbs ended by y can be changed by **ies** with the consonant before

e.g. She eats some bananas.

Peter tries to give answers.

Verbs ended y changed in **ies** are: to study, to cry, to carry, to copy, to marry, to worry, to try, to fly etc.

But if there is a vowel before y, we add s for the third person singular.

e.g. John plays football every day.

These verbs are: to enjoy, to play, to obey, to pay, to say, etc.

c) The present simple with adverbs of frequency

The present simple tense can be used with adverbs of frequency which are: usually, sometimes, often, always and never.

1. E.g. I always have breakfast at 7am
2. Gloria usually has a good mask
3. She sometimes eats meat
4. John often comes late to school
5. Jenny never goes out at night.

d) The present simple with the verb to read

Positive form	interrogative form	negative form
I read	Do I read?	I(do not) read
You read	Do you read?	You do not read
He/she reads	Does he/she read?	He/she does not read
We read	Do we read?	We do not read
You read	Do you read?	You do not read
They read	Do they read?	They do not read.

Contracted forms is don't, doesn't.

Use do, does for interrogative form and use does not, do not for negative.

II. Present continuous tense

a) Use of the Present continuous

The present continuous tense is used to express an action which takes place at the moment of speaking; it is used also for planning future.

E.g. They are speaking Arabic.

I am leaving for my Lord.

Are speaking / am leaving is the present continuous.

b) Formation of present continuous tense

S + am/is/are + ing form or s + to be + verb + present participle

e.g. he/she/it is running

We/you/they are learning English.

c) Verbs denoting a state have no continuous form.

They are: to love, to like, to know, to understand, to believe, to belong, to prefer, to consist, to want, to mean, to hear, to see, to remember, etc.

d) The present continuous tense with to work

Positive form	Interrogative form	Negative form
I am working	Am I working?	I am not working
You are working	Are you working?	You are not working
He/she/it working	Is he/she/it working?	He/she/it not working
We/you/they are working	Are we/you/they working?	We/you/they not working

Consolidation exercises

Exercise 1 2nd L

Put the verbs in brackets in the present simple or continuous.

1. I (to leave) for my Lord
2. It's time to go to school; we (wear) our school uniform.
3. You (to recognize) that man?
4. He never (to listen) to what you say.
5. Who (know) the answers?
6. He (to look) at me now
7. I (to save) up because I (to go) abroad in July
8. Not (disturb) your brother, he (to do) his homework
9. The sun (to set) in the west
10. You (understand) what the lecturer (to say)

Corrected exercise 1

1. Am leaving
2. We are wearing
3. Do you recognize that man?
4. He never listens to what you say
5. Who know the answers
6. He is looking at me now
7. I save up because I am going abroad
8. Don't disturb your brother he is doing his homework
9. The sun sets in the west
10. Do you understand what the lecturer is saying?

2nd S

Exercise 2

English Grammar in use

Are the underlined verbs: right or wrong? Correct them where necessary.

e.g. water boils at 100 degrees Celsius ok

1. The water boils, can you turn it off? Is boiling
 2. Look! That man tries to open the door of your car. Is trying
 2. Can you hear those people? What do they talk about? – are they talking?
 4. The moon goes round the earth in about 27 day ok
 5. I must go now. It gets late. It is getting
 6. I usually go to work by car. Ok
 7. I hurry up. It's time to leave ok, I come; I am coming
 8. I hear, you're got a new job. How do you get on? Are you getting?
 9. Paul is never late. He is always getting to work on time. He always gets.
 10. They don't have on well they're always arguing ok.
- We use the present continuous with always when we want to say that something happens often and (probably) unexpectedly (inopinément) (imprévu)

Lesson 5: The past simple and the past continuous

I. The 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 expression of time which is: yesterday, last week, last month, last year, two years ago etc.

e.g. my sister came yesterday.

Ma sœur est venue hier.

1- Very often, the past simple or preterit ends in ed, we talk about the regular verbs.
e.g. they decided to go back. Ils ont décidé de rentrer.

The police stopped my brother yesterday.

La police a arrêté mon frère hier.

2- Many verbs are irregular. The preterit does not end in ed.

e.g. she wrote a letter last week.

I went to Paris three years ago.

Je suis à Paris il y a trois ans.

3-The past simple with the auxiliary to be and to have

a) The auxiliary to be

Positive form (+)	Interrogative form (?)	negative form
I was	Was I?	I was not
You were	Were you?	You were not
He/she/it was	was he/she/it	he/she/it was not
We were	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 (+)	Interrogative form (?)	Negative form (n)
I had	Did I have? Or had i?	I did not have or I had not
You had	Did you have?	You did not have
He/she/I had	Did he/she/it have?	He/she/it did not have
We had	Did we have?	We did not have
They had	Did they have?	They did not have.

Interrogative – negative – Hadn't I? did I not have?

Beware: use did in question form and did not or didn't in negative form.

e.g. she went out last night .

Did she go out last night?

She did not go out last night.

Did and did not are not used in past continuous.

With the question form and negative.

e.g. he was doing homework

Was he doing homework?

He was not doing homework.

II. The Past Continuous

a) Use of the past continuous

We use the past continuous for unaccomplished action or an event still in progress in the past.

e.g. they were playing handball = they were in the middle at playing. They had not finished playing.

Was/were playing is the past continuous.

b) Formation of the past continuous.

S + was/were + ing form.

e.g. I was doing the exercises

They were playing football.

c) Use of the past simple with 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.)

e.g. when I prepared the lesson my wife was cooking – quand je préparai le cours ma femme faisait la cuisine.

Beware: some verbs for example know and want have no the continuous form.

e.g. we were good friends. We knew each other well (Not we were knowing) nous étions des bons amis.

Nous nous connaissons bien.

I wanted to go home. (Not I was wanting)

Je voulais rentrer.

Consolidations exercises

Exercise 1

Put the following sentences in the preterit in be + v + ing (past continuous)

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

1. What did you do?
2. She walk across the street
3. The children had dinner
4. John played football
5. They didn't look at me
6. The old man smoked his pipe
7. My father worked in the garden
8. Did she watch Television?

Corrigé

1. What were you doing?
2. She was walking across the street
3. The children were having dinner
4. John was playing football.
5. They were not looking at me
6. The old man was smoking his pipe
7. My father was working in the garden.
8. Was she watching Television?

Exercise 2

Put the verb in brackets by using preterit simple or in be +v + ing form.

e.g. I (write) a letter when the phone (ring)

I was writing a letter when the phone rang.

1. When I (see) him, John (walk) in the street
2. We (have) an accident while we (drive) to Manchester
3. What you (to do) when I (give) you a ring?
4. You (sleep) when we he (arrive)
5. When I (wake up), the sun (shine)
6. It (rain) when we (leave) Ndjamena.
7. The pupils (stand up) when teacher (come) into the classroom.
8. Bill (have) a bath when someone (knock) at the door.

Corrigé

1. When I saw him, John was walking in the street
2. We had an accident while we were driving to Manchester.

3. What were you doing when I gave you a ring?
4. We were sleeping when he arrived.
5. When I woke up, the sun was shining.
6. It was raining when we left Ndjamena
7. The pupils stood-up when the teacher came into the classroom (consecutive action) we the past simple to say one thing happened after another
8. Bill was having a bath when someone knocked at the door.

Exercise 3

Answers the following questions by using some expression
e.g. when did he arrive? (This morning) – He arrived this morning.

1. When did they leave? (Last Tuesday)
2. Where did they go? (To London)
3. When did Bob buy his car? (Two years ago)
4. How did you find the bed? (Quite comfortable)
5. When did the accident happen? (About half an hour ago)
6. How many cars did you see? (Four)
7. When did she start studying Spanish? (in January)
8. What did you hear? (a big noise)

Corrigé

1. They left last Tuesday
2. They went to London
3. He (Bob) bought it or his car two years ago.
4. I found it (the bed) quite comfortable.
5. It (the accident) happened about half an hour ago
6. I/we saw four cars.
7. She started studying Spanish in January
8. I/we heard a big noise.

Lesson6: The present perfect simple and the present perfect continuous

GRAMMAR

I. The present perfect simple

a) Use of the present perfect simple

Use of the present perfect simple for an action started in the past and continues up to the present tense.

e.g. they have played football for an hour.

Have/has played is the present perfect simple.

b) Formation of the present perfect simple

S + have/has + past participle of the verb

e.g. he has written a letter.

The past participle often ends in ed, we talk about the regular verbs.

e.g. finished, decided etc. but many important verbs are irregular

ex: lost/done/written/eaten.

c) Use of the present perfect with for and since

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

e.g. Grace has studied Spanish for four years

Grace apprend l'Espagnol depuis quatre ans.

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

e.g. I have taught English since 2000.

3) For can be used with the past simple to express the duration of the action. In this case, it can be translated into French by "pendant"

e.g. Gloria studied in the university of Pala for three years.

Gloria a étudié à l'université de Pala pendant trois ans.

4 the present perfect is used also to describe what has finished but doesn't give a specific time (sans précision)

e.g. I have seen her before. Je l'ai vu avant.

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)

Ex: Aristide has just bought his car

→ Aristide vient d'acheter sa voiture.

2. Already

We use already to say that something happened sooner than expected.

e.g. I have already eaten.

3 Yet, until now

Yet shows that the speaker is expecting something to happen, Use yet only in question and negative sentence.

e.g. I've written the letter, but I haven't sent it yet

j'ai écrit la lettre, mais je ne l'ai pas encore envoyé.

e) The difference between gone to and been to.

Ex: Kofi is on holiday. He has gone to Italy (= he is there now or on his way there)

e.g. 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 the present perfect continuous

1. We use the present perfect continuous for an action that has just stopped. There is a connection with now.

2. We use the present perfect continuous for an action which is going on.

e.g. she has been reading for an hour.

b) Formation of the present perfect continuous

s + have/has + been + ing form.

e.g. Baby has been crying for half an hour.

I have been teaching in Chad for ten years.

c) Comparison of the present continuous and the present perfect continuous.

We used an umbrella, it is raining (present continuous the ground is wet, it's been raining (present perfect continuous))

Consolidation exercise

Put the verb into the more suitable form, present perfect simple or continuous.

1. Where have you been? (you/play) tennis

2. Look! (somebody/break) that windows.

3. You look tired... (You/work hard)

4. (you/ever/work/ in a factory "no, Never"

5. Liz is away on holiday/ is she? Where.....she (go)?

6. My brother is an actor. (He appear/in several films)

7. "sorry I'm late". That's all right. (I/not/wait/long)

8. Is it still raining? No, (it/stop)

9. ... (I read the book you lent me, but it's very interesting.

10. I (read) the book you lent me, so you can have it back now.

Corrigé

1. Have been playing

2. Has broken
3. Have been working hard?
4. Have you ever worked
5. Has she gone
6. He has appeared
7. I haven't been waiting
8. It has stopped
9. I have been reading, I have not finished it yet.
10. I have read.

Exercise 2

For each situation, ask a question using the words in brackets.

1. You have a friend, who is learning Arabic, you ask: (how long/learn/Arabic?)
2. You have just arrived to meet a friend.
She is waiting for you. You ask: (wait/long?) have
3. You see somebody fishing by the river. You ask: (catch/any finish?)
4. Some friends of yours are having a party next week. You ask: (how many people/invite?)
5. A friend of yours is a teacher. You ask: how long/teach?
6. You meet somebody who is a writer. You ask: (how many books/write?)
7. A friend of yours is saving money to go on holiday.
8. How much money/you/save?

Corrigé

1. How long have you been learning Arabic?
2. Have you been waiting long?
3. Have you caught any fish?
4. How many people have you invited?
5. How long have you been teaching?
6. How many books have you written? Or how many books have you been writing
7. How long have you been saving?
8. How much money have you saved?

Exercise 3

1. Les chrétiens viennent de partir à l'église
2. Je l'ai déjà rencontré
3. Les villageois travaillent depuis une heure
4. Cette fille vient d'acheter sa jupe.
5. Koumba et Bob jouent aux cartes depuis deux heures.
6. Ils viennent de l'accompagner
7. Aïssa pile le mil depuis une demi-heure
8. Il apprend l'anglais depuis 5 ans
9. Il enseigne le français depuis dix ans.
10. Elle est ici depuis 1999.

Corrigé

1. The Christians have just gone to church.
2. I have already met him
3. The villagers have been working for an hour.
4. This girl has just bought her skirt.
5. Koumba and Bob have played cards for two hour
6. They have just accompanied him
7. Aïssa has pounded millet for half an hour.

8. He has studied English for five years.
9. He has been teaching for ten years.
10. She has been here since 1999.

Lesson 7: The Future tense

GRAMMAR

I. The Future tense with to be

a) Use of the future

The future is used for a decision about the future.

e.g. what will happen to the football match?

It is going to rain. Qu'est-ce qui se passera au match de football? Il va pleuvoir.

Will, we will put it off next Sunday.

Bien, nous le reporterons le dimanche prochain.

The future is used also to predict the future.

e.g. in 2024 the Sahara desert will be bigger.

- En 2024 le Sahara sera grand.

b) The future tense with to be.

Affirmative	Interrogative	Negative
I will be	Will I be?	I will not be
You will be	Will you be?	You will not be
He/she/it will be	Will He/she/it be?	He/she/it will not be
We/you/they will be	Will We/you/they be?	We/you/they will not be.

Contraction

I'll

You'll

He/she/it'll

We/you/they'll.

Beware: we also say I shall be or I shan't be, shall I be?, we shall be, we shan't be, shall we be?

Shall is used little in modern English.

I shall be here tomorrow = I will be here tomorrow.

c) The future with a regular verb (to work)

Affirmative: my brother will work

Negative: he will not or he won't work

Interrogative: will he work?

Short answer: yes he will, no he won't.

II. The future continuous/progressive

a) Use of the future continuous

We use the future continuous when we image what will be happening in the future.

Ce temps s'emploie pour parler d'une action qui sera en train de se dérouler à un moment de l'avenir.

e.g. this time next week I'll be lying on the beach.

→ la semaine prochaine, à cette heure-ci, je serai allongé sur la plage.

e.g. I will be working in pala next year.

Je travaillerai à pala l'année prochaine.

b) Formation of the future continuous

S + will be + the ing form of the verb

e.g. Paul will be planting yams

I won't be working in pala next year.

III. The going to form (near future, present continuous)

1. Use of the near future (present tense for the future)

The near future is used to talk us what is going to happen in the future.

e.g. my father is going to spend two weeks in leré

→mon père va passer deux semaines à leré.

It is going to rain = il va pleuvoir.

- The form can be used in past.

e.g. I was going to tell you = j'allais vous le dire.

- To be going can be applied or used about the project or plan to which the term is long (projet à long terme) in this case, to be going can't be translated into French by to go.

e.g. what are you going to be when you grow up?

Qu'est-ce que tu veux faire quand tu seras grand?

- When + present = future

e.g. when I grow up I am going to be a teacher.

Quand je serai grand je veux être un enseignant

2. Futur antérieur

a) Formation:

S+will have + past participle = future perfect

e.g. I hope the world will have made a lot of progress by the year 3000 = j'espère que le monde aura beaucoup progressé d'ici l'an 3000.

e.g. I'll be freer after Christmas. I'll have finished my project = je serai plus libre après Noël j'aurai fini mon mémoire.

- ##### b) Usage:
- it is a future that an action will be considered as past when compared to another future action.

3. Future perfect continuous/usage/future anterior progressive

a) Usage:

- ##### b)
- It is used for continuous action or situation that will last up to a moment in the future. It is often used with for.

c) Formation

S + will have + been + ing form of the verb

e.g. I will have been living here for three years next Monday.

Lundi prochain, cela fera trois ans que j'habite ici.

- Verbs which have not continuous form can be put into future perfect simple.

e.g. next July, we'll have known each other for ten years

En juillet, cela fera dix ans qu'on se connaît.

Exercise 1 Essential Grammar in use page 65.

Which is right?

1. We'll go/we're going to the theater tonight. We've got tickets.
2. What will you do/are you doing tomorrow evening? Nothing. I'm free
3. They'll go/they're going away tomorrow morning. Their train is at 8.40.
4. I'm sure she'll lend/she's lending us some money. She's very rich.
5. Why are you putting on your coat? I'll go/I'm going out.
6. Do you think Claire will phone/is phoning us tonight?
7. Steve can't meet us on Saturday. He'll work/he's working.
8. Will/shall you be at home tomorrow evening

Corrigé

1. We're going
2. Are you doing
3. They're going
4. She'll lend

5. I'm going
6. Will phone
7. He's working
8. Will.

Exercise 2

Complete with 'll/will/will not/ won't + verb.

1. If it rains, we.....to the cinema. (go)
2. What...you....yourself with the money you're going to earn? (buy)
3. How...i....who he is? I'm afraid I... him (know, recognize)
4.you....of me when you're away? (think)
5. Of course i...you. (forget)
6. I promise I ...late (be)

Corrigé

1. We'll go (will) go.
2. What will you buy to yourself with the money
3. Will I know who he is? I'm afraid I won't recognize him
4. Will you think of me when you're away
5. Of course I won't forget
6. I promise I won't be late.

Exercise3

Put into future perfect continuous

1. In two weeks i....in the sun (sit)
2. I wonder what we....this time tomorrow (do)
3. Where do you think we....ten years from now? (live)
4. At ten o'clock tomorrow morning I....to Japan (fly)
5. When you arrive, Iat the station. (wait)
6.you....this weekend? (Work)

Corrigé

1. In two weeks I will ('ll) be sitting in the sun
2. I wonder what we will ('ill) be doing this time tomorrow.
3. Where do you think we will (ill) be living ten years from now?
4. At ten o'clock tomorrow morning I will ('ill) be flying to Japan
5. When you arrive , I will ('ill) be waiting at the station
6. Will you be working this weekend?

Exercise4

Translate into English

1. Je l'aurai demain
2. Il saura bientôt
3. Il ne dira rien
4. Nous serons fatigués
5. Qu'est-ce que vous faites ce soir ?
6. Nous allons à la campagne vendredi
7. William vient demain
8. Je vois Patricia ce weekend
9. Je travaille samedi
10. L'avion arrive à quelle heure
11. Elle ne va pas m'aider
12. Il va faire froid demain

13. J'allais faire du thé
14. Dans un mois, j'aurai quitté l'école
15. Je n'aurai pas fait mes courses d'ici (by) jeudi
16. Est-ce que vous aurez bientôt fin la vaisselle ? (the washing up)
17. Elle ne sera pas arrivée avant dix heures
18. A quelle heure joues-tu au tennis aujourd'hui ?
19. Le film commence à sept heures et demie.
20. J'ai un cours de littérature demain.

Corrigé

1. I will (I'll) have it tomorrow
2. He will (he'll) know soon
3. He will not (won't) say anything
4. We will (we shall) /we'll be tired.
5. What are you doing this evening? (tonight)
6. We are going to the country on Friday.
7. William is coming tomorrow
8. I'm seeing Patricia this weekend
9. I'm working on Saturday
10. What time does the plane arrive?
11. She isn't (she's not) going to help me
12. It's going to be cold tomorrow.
13. I was going to make (some) tea
14. In a month I will (I'll) have left school.
15. I will not (won't) have done my shopping by Tuesday.
16. Will you have finished the washing up soon? Or will you have finished washing up?
17. She will not (won't) have arrived before ten (o'clock)
18. What time are you playing tennis today?
19. The film starts (begins) at half past ten
20. I have a literature class tomorrow.

Lesson 8: Modals and their similar expressions

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 tense.
3. They have not ing form and the past participle
4. They do not take do, does, did in negative and interrogative form.

e.g. Peter can lift this table. (+)

Peter cannot lift this table (-)

Can Peter lift this table?

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

e.g. you must go out.

These verbs are: can, may, must

I. Use and meaning of Modals

1. Can expresses possibility or ability.

It means "pouvoir or savoir" the preterit is could

e.g. I can lift this table. (Physical capacity)

e.g. My brother can speak several languages (intellectual mental capacity).

2. May expresses a permission or eventuality. It means (avoir la permission de pouvoir)

e.g. May I go out please? Yes you may (permission)

My father may go tonight (uncertain)

The preterit of May is might.

e.g. It might rains soon = il se pourrait qu'il pleuve

3. Must expresses an obligation, a necessity or a strong probability. It means "devoir" the preterit is should or ought to

e.g. the students must be one time.

You should work more or you ought to work more.

Vous devriez travailler davantage (conditional).

II. Similar expressions

If we want to put Modals in other tenses, we must replace them by their similar expressions.

1. Can is replaced by to be able to, to be capable of.

e.g. Adam will be able to buy a car on Monday.

Adam pourra acheter la voiture le lundi.

2. May is replaced by to be allowed to, to be permitted to

e.g. My brother will be allowed to leave tomorrow.

Mon frère pourra quitter demain.

3. Must is replaced by to have to, to be obliged to.

e.g. I shall/will have to leave after 9 am

I will be obliged to stay at home

Je devrais rester à la maison.

III. Compound forms of Modals

a) Compound form of can/ could

1. Formation of can

S + can + have + past participle of the verb

e.g. I can have jumped the wall

J'ai pu sauter le mur.

2. Formation of could

S + could + have + past participle of the verb.

He could have taken a letter.

→ Il aurait pu prendre la lettre.

b) Compound form of May/might

1. Formation may

S + May + have + past participle of the verb.

She may have gone = il aurait pu partir.

2. Formation of might

S + might + have + past participle of the verb

Adam might have come. = Adam aurait pu venir.

c) Compound form of must/should/ought to.

1. Formation of must

S + must + have + past participle of the verb

e.g. Yvette must have written to her parents

Yvette a dû écrire à ses parents.

2. Formation of should/ought to.

S + should + have + past participle of the verb.

or S + ought to + have + past participle of the verb

e.g. she should have/she ought to have written to her husband.

→ elle aurait dû écrire à son mari.

Consolidation exercises

Exercise 1

Turn into interrogative and negative form.

Use the contracted form.

e.g. Bill can swim. Can Bill swim? Bill can't swim.

1. We must go now

2. He could run very fast
3. She would listen to you
4. John and Patricia will be there
5. We should wait for the next bus
6. They can use a computer.
7. We shall be leaving tomorrow
8. The new may be true.

Corrigé

1. Must we go now? We mustn't go now.
2. Could he run very fast? He couldn't run very fast.
3. Would she listen to you? She wouldn't listen to you.
4. Will John and Patricia be there? John and Patricia won't be there.
5. Should we wait for the next bus? We shouldn't wait for the next bus.
6. Can they use a computer? They can't use a computer.
7. Shall we be leaving tomorrow? We shan't be leaving tomorrow.
8. May the new be true? The new may not be true.

Exercise 2

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

e.g. can he lift that heavy box?) = will he be able to lift that heavy box?

1. All right, children. You may go to the football match.
2. We must get up at six.
1. Richard can't go to school.
2. Can you answer this question?
3. They may not stay here after four o'clock in the afternoon
4. Can you repair my bicycle?
5. Must I be back before midnight?
6. May I park my car in front of this door?

Corrigé

1. All right, children. You'll be allowed to go to the football match.
2. We'll have to get up at six
3. Richard won't be able to go to school.
4. Will you be able to answer this question?
5. They aren't allowed to stay here after four o'clock in the afternoon.
6. Will you be able to repair my bicycle?
7. Shall I have to be back before midnight?
8. Shall I be allowed to park my car in front of this door?

Exercise 3

Translate into English. By using Modals

- 1) Pouvez-vous ouvrir cette boîte?
- 2) Ta sœur sait-elle faire la cuisine ?
- 3) Il faut que j'écrive à mes parents.
- 4) Il se peut que nos voisins soient à l'hôpital.
- 5) Ils doivent avoir faim
- 6) Il faut qu'elle vienne.
- 7) Puis-je ouvrir la fenêtre ?
- 8) Elle doit travailler
- 9) Savez-vous nager ?
- 10) Il se peut qu'ils viennent ce soir.

Corrigé

1. Can you open this box?
2. Can your sister cook?
3. I must write to my parents.
4. Our neighbors may be at the hospital.
5. They must be hungry.
6. She must not come.
7. May I open the window? Or can I open the window?
8. She has to work.
9. Can you swim?
10. They may come tonight.

Exercise 4

Translate into English by using past infinitive.

1. J'aurai dû écrire à Steve la semaine dernière
2. Elle n'aurait pas dû dire ça.
3. Elle n'aurait jamais dû l'épouser
4. Ils auraient dû penser.
5. Tu n'aurais pas dû prendre mes clés. (keys)

Corrigé

1. I should have written to Steve last week.
2. She should not (shouldn't) have said that.
3. She should never have married him.
4. They should have thought of (about) it.
5. You should not (shouldn't) have taken my keys.

Lesson 9: The Passive Voice

GRAMMAR

I. Formation of passive Voice

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

e.g. A car was bought by my neighbor (P.V).

II. Use of the passive Voice

We use an active verb, when the subject does an action. In this case the transformation of passive voice is possible.

e.g. my grandfather built this house in 1990

We use a passive verb, when we talk what happens to the subject.

e.g. this house was built by my grandfather in 1990

This hundred people are employed by company if we want to talk about the agent of the action, we use by.

e.g. this house is being by a local company.

Cette maison est construite par la société locale.

III. Use of the passive voice with the simple tense

a) Present simple

E.g. my sister does homework each week. (A(active)V (voice))

Homework is done each week (P.V).

b) Past simple (preterit)

E.g. they saw a dog (A.C)

Ils ont vu un chien.

A dog was seen (P.V) le chien a été vu.

IV. Use of the passive voice with the compound tenses

a) Present perfect.

E.g they have discovered a new product (A.V)

Ils ont découvert un nouveau produit.

A new Product has been discovered (P.V) un nouveau produit a été découvert.

b) Past perfect

E.g. someone had stolen my car (AV)

On avait volé ma voiture or quelqu'un avait volé ma voiture.

My car had been stolen = ma voiture avait été volée.

V. Use of the passive voice with progressive form

a) Present continuous

E.g. they are inventing a new system (A.V) ils inventent un nouveau système.

A new system is being invented(P.V) un nouveau système est inventé ou un nouveau système est en train d'être inventé.

b) Past continuous (preterit + be + ing form)

E.g. Koumba was decorating the rooms (A.V) / /

Koumba décorait les salles.

→The rooms were being decorated (P.V)

→Les salles étaient décorées or les salles en train d'être décorées.

VI. Use of the passive voice with Modals

E.g. Anyone can do it = n'importe qui peut le faire. (A.V)

It can be done. = cela peut être fait.

E.g. you should make a decision (P.V)

Tu devrais prendre une décision.

A decision should be made (P.V)

Une décision devrait être prise.

VII. Use of the passive voice with future

Kofi will bring a chair = Kofi apportera une chaise (A.V)

A chair will be brought = une chaise sera apportée (P.V)

VIII. Use of passive voice with Direct object and indirect object

(double passive = double passif)

When active voice has two objects, each often can be subject in passive voice. It means that there are two possibilities to make passive voice.

E.g. they gave Peter a bicycle for his birthday.

Ils ont donné une bicyclette à Pierre pour son anniversaire. (A.V)

→Peter was given a bicycle for his birthday.

→A bicycle was given to Peter for his birthday.

→Une bicyclette a été donnée à Pierre pour son anniversaire ou bien on a donné une bicyclette à Pierre pour son anniversaire.

Beware: by is used when the agent is mentioned.

E.g. this book was bought by my uncle.

Consolidation exercises

Exercise1

Put into passive voice. Don't use by.

E.g. they found him in the garden = he was found in the garden.

1. Somebody will tell her
1. They are questioning him
2. They interviewed me yesterday.
3. They often invite him to give a lecture (une conférence)
4. Somebody has damaged my motor bike.
5. They never leave the child alone.
6. People speak English in a lot of countries.
7. They have put up the ticket prices.

Corrigé

1. She will be told.
2. He is being questioned
3. I was interviewed yesterday
4. He is often invited to give lecture
5. My motor has been damaged
6. The child is never left alone.
7. English is spoken in a lot of countries
8. The ticket prices have been put up.

Exercise 2

Give two possibilities to turn these sentences into passive voice.

E.g. we gave peter a watch.

- a) Peter was given a watch.
 - b) A watch was given to Peter.
1. They sent us a letter.
 2. They sent me the program last week
 3. They taught him Latin.
 4. Someone offered them money.
 5. They told me to come again.

Corrigé

1. We were sent a letter.
A letter was sent to us.
2. I was sent the program last week.
The program was sent to me last week.
3. He was taught Latin
Latin was taught to him.
4. They were offered money.
Money was offered to them.
5. I was told to come again.
To come again was told to me.

Exercise

Translate into English by using passive voice.

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 anglais dans ce nouveau magasin
5. On dit qu'il est intelligent
6. On m'offre 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.

Corrigé

1. One cannot always do 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 offered a free ticket.
7. I was invited.

8. I was told to come at 10 am.
9. He was offered the new job.
10. He was lent a large amount of money.

Lesson 10: Conditional Tense

GRAMMAR

A conditional tense is a tense which depends on a condition. The statement can be true or false.

In English, there are three forms of conditional.

I. Present + future (conditional)

The first form of conditional can be combining with if plus present plus future.

a) Formation

If + present + future.

E.g. If you work hard, you will succeed.

→ Si vous travaillez dur, vous réussirez.

Present conditional = I would go = j'irai

Future = I (will) go = j'irai.

II. Preterit + present conditional (2nd form of conditional)

The second form of conditional can be combining with

If + preterit + present conditional.

a) Formation

If + preterit + present conditional

If you worked hard, you would succeed.

→ Si vous travailliez dur, vous réussiriez

III. Past Perfect + past conditional (3rd form of conditional)

The 3rd form of conditional can be combining with if, past perfect and past conditional

a) Formation of the 3rd form of conditional.

If + past perfect + past conditional

E.g. If you had worked hard, you would have succeeded.

→ Si vous aviez travaillé dur, vous auriez réussi.

Beware: if can be found in the middle of the sentence.

E.g. You will succeed if you work hard.

IV. Present Conditional

The present conditional can be found like this

S + would/should + infinitive without to.

E.g. He would go = il irait, I would go = j'irai

E.g. they would not understand = ils ne comprendraient pas.

Should is used for the first person singular.

E.g. I should stop = j'arrêterai.

But can use a little.

I would have gone = j'y serai allé.

V. Modals with present conditional

I could, I might can be translated into French by "je pourrai", and I should can be translated by je devais

E.g. you could go and see your aunt.

Tu pourrais aller voir ta tante

I know I should work harder

Je sais bien que je devais travailler davantage.

VI. Compound form or past conditional.

Formation

S + would have + past participle

e.g. I would have understood.

J'aurai compris.

We wouldn't have spoken = il n'aurait pas parlé.

e.g. she would have left = elle serait partie.

Consolidation exercises

Exercise 1

Put each of the following sentences into the three forms of conditional English Grammar essential

1. If you (to fail) your exam, father (punish) you.
2. If I (to get) a good mark, the teacher (to congratulate) me.
3. They (to miss) us if they (to come) late.
4. If she (to win) the race, they (to reward = recompense) her.
5. We (not to travel) if we (not to buy) ticket.
6. I (to tell) you my name if you (to ask) me.
7. We (to slaughter = abattre, tuer) a goat if we (to receive) guests.
8. If the baby (to be sick), the doctor (to cure) it.
9. You (to reach) London earlier if you (to travel) by jet plane.

Corrigé

1. a) If you fail your exam, father will punish you.
b) If you failed your exam, father would punish you.
c) If you had failed your exam, father would have punished you.
2. a) If I get a good mark, teacher will congratulate me.
b) If I got a good mark, teacher would congratulate me
c) If I had got a good mark, teacher would have congratulated me.
3. a) they will miss us if they come late.
b) They would miss us if they came late.
c) They would have missed us if they had come late.
4. a) If she win the race, they will reward her.
b) If she won the race, they would reward her.
c) If she had won the race, they would have rewarded her
5. a) we will not travel if we do not buy a ticket.
b) We would not travel if we did not buy a ticket.
c) We would not have travelled if we had not bought a ticket.
6. a) I will tell you my name if you ask me.
b) I would tell you my name if you asked me.
c) Would have told you my name if you had asked me.
7. a) We will slaughter a goat if we receive guests.
b) We would slaughter a goat if we received guests.
c) We would have slaughtered a goat if we had received guests
8. a) If the baby is sick, the doctor will cure it.
b) If the baby would be sick, the doctor would cure it.
c) If the baby would have been sick, the doctor would have cured it.
9. a) you will reach London earlier If you travel by jet plane.
b) You would reach London earlier if you travelled by jet plane.
c) You would have reached London earlier if you had travelled by jet plane.

Exercise 2

Turn the following sentences so that clauses introduced by if can be used.

E.g. I didn't know your address, so I didn't send you a postcard (carte postale)

- If I had known your address, I would have sent you a post card.

1. They didn't visit the town because they hadn't time.
2. I didn't see Peter, so I didn't remind him about the meeting.
3. They don't speak German, so they don't understand Hans.
4. You didn't ask me, so I didn't help you.
5. I'll stay because you can stay too.
6. They're here now because they started early.
7. I wanted you to come, so I called you.
8. We got seats in the front, so we enjoyed the concert.

Corrigé

1. If they'd (had) time, they would have visited the town.
2. If I'd seen Peter, I'd have reminded him about the meeting.
3. If they spoke German, they'd understand Hans.
4. If you had asked me, I would have helped you.
5. I won't stay if you can't stay too.
6. They wouldn't be here now if they hadn't started early.
7. If I hadn't wanted you to come, I wouldn't have called you.
8. If we hadn't got seats in the front, we wouldn't have enjoyed the concert.

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