



ANGLAIS

TA₄, C, D

Anglais

TA4CD



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Theme 1: DEMOCRACY

TEXT: NO EASY WALK TO DEMOCRACY

ABIBA: What's in the news?

RAOUL: Well, didn't you hear it on the radio or read it in the newspapers? The president's called an election!

ABIBA: When do we go to the polls? I can't wait. I've been looking forward to vote for the first time.

RAOUL: That's great. But there are a few things to do. First, you must be of voting age. The law says you must be 21. Then your name must be on a voters' register. Once you have your voter's card then you can go to specific polling station on Election Day and cast your vote.

ABIBA: Is it true that voting is by secret ballot? Are you sure?

RAOUL: Yes! I am. Once in the polling station, you must present your identity card and your voter's card. You must be on voter's register of that polling station. The polling officials will have to verify your documents. You may have to queue at polling station.

ABIBA: what's secret about that?

RAOUL: Nothing, so far. These procedures are open for all to see to ensure free and fair elections. Once you have the ballot papers, you go to a voting booth and secretly put the ballot paper of your chosen candidate in an envelope and into a transparent ballot box. After that indelible ink is put on your thumb. This is supposed to prevent electoral fraud – so that people don't vote more than once!

ABIBA: Is that all?

RAOUL: No. You may notice the presence of some people in or round the polling station. These are election monitors; some may be from local associations or international observer teams. They watch the process but they don't interfere or disrupt it.

ABIBA: How do you choose whom to vote for?

RAOUL: It's up to you. Ideally, you should read the election manifestoes of all the parties, attend some campaign rallies, listen to politicians and make your choice.

ABIBA: What if you want to repay a party for some money, food or drink they gave you?

RAOUL: Strictly speaking, gifts and bribes shouldn't be given to potential voters to buy them over. That's electoral fraud. Parties should win you over because of the relevance of their manifestoes.

ABIBA: How are winners chosen?

RAOUL: The counting of votes is done in the presence of election monitors and representatives of all political parties. That's the theory. It should be the practice.

ABIBA: what if the chief polling officer turns blind eye to electoral fraud and misconduct?

RAOUL: That would compromise the outcome of the elections.

ABIBA: Thank you for explaining the procedure so perfectly. But tell me, why is there so much trouble about elections in Africa?

RAOUL: Disputes over elections is not an African monopoly. Even if the United States of America has had his own share of election crises. The first bone of contention is often over registration of voters. Opposition parties always accuse the parties in power of making it difficult for their members to register.

ABIBA: Is that all?

RAOUL: No, another bone of contention concerns the organization of the whole process. It is generally believed that an independent electoral committee should be responsible for the process from start to finish. It is often argued that a government cannot be judge and jury of the electoral

process. Finally, it is sometimes claimed that the process has even been manipulated after the counting of votes.

ABIBA: what does the future hold then for Africa?

RAOUL: It's difficult to say, but as the international community becomes interested in seeing to it that there is democracy in Africa, our leaders are bound to listen. Furthermore, organizations such as African Union, the Commonwealth, La Francophonie and many others, send election monitors to many African countries. Besides, national governments themselves are beginning to try and carry out voter education. These are good signs.

ABIBA: Now, as the saying goes, we must first put our own house in order. We should carry out transparent elections in our classes and schools. Don't you agree with me?

RAOUL: I certainly do!

I. Comprehension Questions

Study the following statements and indicate if they are true or false.

1. To vote, you must be an old Person.
2. You can vote if your name is not on a voter's register.
3. You can only vote at a polling station if your name is on its voters' register.
4. Polling officials must not influence your choice.
5. You must cast your ballot where nobody will see you.
6. It is not necessary to use indelible ink since people vote via the website anyway.
7. Election manifestoes are propaganda. They are not worth reading.
8. It is not wrong for political parties to win votes by buying voters.
9. The only people who can organize fair and free elections in Africa are foreigners.
10. One can be optimistic about the future of democracy in Africa.

II. Vocabulary

Now match the noun phrases and their meanings. Each of the word in box a can be used to describe two different words in box B. Use the words in the boxes to make noun phrases for Column A that match their meanings in Column B.

A: *ballot, election, party, campaign*

B: *paper, box, day, monitor, rally, manifesto, manager, politics*

Column A	Column B
e.g. campaign manager	The person who is responsible for the campaign of a party
a)	A document which states the policies of a party during elections.
b)	The box into which ballots will be put on election day.
c)	The piece of paper on which voters indicates their choice when voting.
d)	A person who observes an election to certify if it is free and fair.
e)	An open-air meeting held by a political party to woo (persuade) voters
f)	The day when people vote
g)	Politics that relate to the political party rather than the public good.

III. Essay

Do you think that Africans are responsible for all the conflicts in Africa?

ANSWERS

I. Warm Up

1. What does democracy mean?
2. Did you vote once? Was this election free fair and transparent?
 - Students try to define the word democracy or to say what it means for them.
 - The Students say if they did vote and when.

The teacher defines what democracy is:

The term democracy is formed from two Greek words: **dēmos**, that means people, and **kratēin**, that means "to govern." The democratic government rests on the principle that the people are sovereign: every citizen detains a parcel of power that means sovereignty. It is the people's government by the people (according to the rule of the majority).

Then he explains the words free, fair and transparent. Then Students say the election during which they voted was free, fair and transparent.

II. Vocabulary

a. Difficult words

Polls: *scrutin*

Forward: *en avant*

A voter's registre: *la liste électoral*

Polling station: *bureau de vote*

To cast: *voter*

By secret ballot: *à bulletin secret*

The polling officials: *les membres du bureau de vote*

To queue: *se mettre dans la queue (en rang)*

So far: *jusqu'ici*

To ensure free and fair election: *assurer les élections libres et transparentes (équitables)*

A voting booth: *un isoloir*

Indelible ink: *encre indélébile*

On your thumb: *sur ton pouce*

Election monitors: *observateurs électoraux*

International observers: *les observateurs internationaux*

They do not interfere or disrupt: *ne pas interferer ou interrompre*

It's up to you: *cela depend de toi*

Campaign rallies: *les manifestations, les meetings politiques*

Gifts and bribes: *les cadeaux et les pots – de- vin*

The relevance of their manifestos: *la pertinence de leur programme*

Turns blind eyes: *fermer les yeux, cautionner un fait, une situation*

The first bone of contention: *le premier sujet de dispute*

An independent electoral committee: *la commission électorale indépendante*

It is claimed: *il est demandé*

Be Judge and jury: *être juge et partie*

b. Vocabulary

Now match the noun phrases and their meanings. Each of the word in box a can be used to describe two different words in box B. Use the words in the boxes to make noun phrases for Column A that match their meanings in Column B.

A: *ballot, election, party, campaign*

B: *paper, box, day, monitor, rally, manifesto, manager, politics*

<i>Column A</i>	<i>Column B</i>
e.g. campaign manager	The person who is responsible for the campaign of a party
Manifesto	A document which states the policies of a party during elections.
Box	The box into which ballots will be put on election day.
Ballot	The piece of paper on which voters indicates their choice when voting.
Monitor	A person who observes an election to certify if it is free and fair.
Campaign	An open-air meeting held by a political party to woo (persuade) voters
Day	The day when people vote
Policies	Politics that relate to the political party rather than the public good.

c. Comprehension Reading

a) (True)

b) Once you have your voter's card then you can go to a specific polling station on Election day and cast your vote. (**False**)

c) (True)

d) (True)

e) (True)

f) Yes! I am once in the polling station, you must present your identity card and your voter's... (**False**)

g) (True)

h) They watch the process but they do not interfer or disrupt it. (**False**)

i) Ideally, you could read the election manifestoes of all the parties,... (**False**)

j) Strictly speaking, gifts and bribes shouldn't be given to potential voters to buy them over. That's electoral fraud, parties should win you over because of the relevance of their manifestoes. (**False**)

k) It is generally believed that an independent electoral committee should be responsible for the process from start to finish. Often argued that a government can not be judge and jury of the electoral process. (**True**)

l) African people helped by foreigners can organise fair and free elections in Africa. (**False**)

m)(True).

d. Essay

Do you think that Africans are responsible for all the conflicts in Africa?

Theme 2: DEVELOPMENT

TEXT: MORE AND MORE MISERY

The dilemmas of capitalism including its potential over productivity and the difficulties of providing markets for its, are not problems at all for the developing nations.

In contrast to the United States and other nations, the developing nations face the fundamental problem of achieving enough income and productivity to maintain a standard of living capable of sustaining life. For the developing world, one of the major and unexpected results of the scientific revolution has been a significant reduction in death rates, especially infant mortality. But birth rates have remained at their usual levels with the result that starvation and social dislocation have proved almost unsurmountable problems for the governments of developing countries.

Taking the world as a whole, there is probably more misery, more starvation, and a lower standard of living in the twentieth century than in any other historical age. It is only in the light of this situation that the United States, with its high consumption, its high standard of living, and its senseless glut of productivity, becomes an embarrassment to itself and a source of envy, resentment and admiration to all developing countries.

The new American Society, (Today's English, P.21)

I. Comprehension Questions

Read attentively the text above and answer the following questions

- 1º) what are the dilemmas of capitalism?
- 2º) what are the problems faced by developing countries?
- 3º) why has starvation increased in developing countries?
- 4º) why the united states become an embarrassment to itself?
- 5º) why do developing countries feel envy, resentment and admiration when considering the United States?

II. Grammar

Fill in the gaps with suitable prepositions at, on in, of

1. The developing nations face the fundamental problem ____ achieving enough income.
2. I run ____ school.
3. She wake up ____ seven o'clock.

III. Translation

- A. Turn into French the first paragraph of the text from:
"The dilemmas of capitalism ... to ... especially infant mortality."
- B. Turn into English the following sentences
 - a) Ce pays est capable de maintenir un haut niveau de vie.
 - b) Les taux de natalité sont plus élevés en Afrique qu'en Asie.
 - c) Dans n'importe quel pays il y a des problèmes insurmontables.
 - d) Ils n'ont pas assez de sources de revenus pour développer leur pays.

IV. Essay

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

ANSWERS

I. Warm Up

What are the two great ideologies that rule the world economic system?

Students give answer to this question: capitalism, socialism, and communism.

The teacher defines these ideologies and gives their principle.

- **Capitalism:** To each their own. Markets should be free of government intervention and the principles of supply and demand will produce the best economic outcome for society as a whole. Government should not be involved as the market will provide the most efficient responses needed.
- **Socialism:** Individuals should have access to what they need but are also rewarded based on their contribution to society. Large scale industry and public services should be communally or government owned and managed to ensure the benefits flow to society as a whole.

II. Vocabulary

Dilemmas: *situation in with one has to make a difficult choice between two courses of actions, both perhaps equally undesirable (dilemme, impasse).*

Over productivity: *(productivity): the rate of producing goods, crops.*

Income: *money that someone receives regularly, as payment of one's work from investment (revenue, rente)*

Developing nation: *poor country that is trying to build up its industry and improve the living conditions of its population (les pays en voie de développement)*

Death rate: *number of death composed to the size of the population (taux de mortalité)*

Infant mortality: *rate at which babies dies (mortalité infantile)*

Starvation: *suffering or death from lack of food (faim, misère)*

Consumption: *the act of consuming or an amount consumed (consummation)*

Senseless: *unconscious, foolish (non sens)*

Glut: *a longer supply than is necessary (surplus)*

Embarrassment: *the states of feeling anxious, uncomfortable (embarrass)*

Resentment: *feeling that one has been badly treated (ressentiment)*

III. Comprehension questions

Answers

1. The dilemmas of capitalism are is potential over productivity and the difficulties of providing markers for it.
2. The problems that faced by developing countries are the fundamental problem of achieving enough income and productivity to maintain a standard of living (capacity of sustaining life).
3. The starvation increased in developing countries because the birth rates have remained at their usual levels.
4. The United States become an embarrassment to itself because of more misery, more starvation of living in the 70th century compared to its high consumption, its high standard of living, and its senseless glut of productivity.
5. Developing countries fell envy resentment and admiration when considering United States b/se the high consumption, the high standard of living and the senseless glut of

productivity of United States compared to misery starvation, and lower standard of living of those countries.

IV. Translation

Translate into French from «taking.....down to countries»

Prenant le monde comme un tout, il y a plus de misère, de faim et de un niveau de vie bas au vingtième siècle qu'à une autre époque historique. C'est seulement à la lumière de cette situation que les Etats Unis avec leur consommation de masse, leur folle surplus de productivité deviennent un embarras et une source d'envie, de ressentiment et d'admiration à tous les pays.

V. Essay

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

In developing countries in general and especially in Africa, there seems to exist more misery. Death rates, especially infant death rates are high and starvation affected many people. But, is there more misery in my country than ever before?

In fact, Chad was a very poor country some years ago. Many people, especially children were dying of evitable diseases such as diarrhea, malaria and other infectious diseases. Thus [ΘΛΣ], the death rate was very high. Furthermore, people were living with less than a dollar a day. Transportation was very difficult because the roads were not paved. You could spend days to go from the capital N'Djamena to other cities.

However, since exploitation of oil in 2004, things started to change for better. Many new buildings were built in N'Djamena and the main cities including schools and hospitals. Then businesses flourished and people's standard of living increased. More and more Chadians built good houses and bought cars more than ever before.

It is true that there was a lot of misery in Chad years ago. However; today, there are many improvements and many people have benefited from the exploitation of oil. Nevertheless (nonetheless) things are going bad again since the economic crisis started in 2016.

Finally [fin'dʒli], I think that there is misery in my country now because of the economic crisis. But, it is not more than ever before.

Theme 3: EDUCATION

TEXT: THE IMPORTANCE OF SUCCESS

The economic miracle and the process of democratization, which between them have transformed South Korea from the backward nation it once was, are solidly founded on dedication of Koreans to education.

Success has not been achieved without cost, however to the nation's schoolchildren – and to their mothers. These tireless women rise at 5 a.m. to make breakfast for their hard-driven children and often continue to ply them with coffee until well after midnight.

Education is valued in Korea because now, as in the past, it is the prime means of social mobility. Men need a college education to secure a good job and women to win a good husband. The result

is that schooling usually becomes the main priority of the family. Parents will form their schedules around children's study routine and will move house in order to be near a better school. They may pay thousands of pounds for extra tuition.

Most pupils work so hard that they seem to enjoy little of their childhood. Even 14-year-olds are in school by 7.30 a.m., and after a full day's classes they will be doing private study at least until midnight.

The children's energy comes from the desire to please their parents. Most parents were too poor to have an education. For them, college is a kind of dream. Their children are fulfilling their dream for them.

For the child success or failure comes after 12 years of school, on a fateful day in December when with half a million rivals, he or she sweats over the university entrance examination, consisting of 320 questions on 11 subjects, mostly of the multiple-choice type. Those who pass with flying colors gain access to the top three universities, Seoul National, Korea and Yonsei, all in Seoul, and a guaranteed place in the exclusive club that makes up top Korean society. So great is the pressure that each year several students who fail commit suicide.

The "exam hell" experienced by the students is, of course, found to a greater or lesser extend around the world. But in South Korea it has now begun to draw fire because of criticism of the type of education that students are torturing themselves to receive.

The whole system is still geared towards rote memorization. Businessmen complain that even top graduates have to be trained to think creatively once they start work.

The system, they said, fails to meet the needs of Korea's increasingly sophisticated, industrialized society, in particular for the use of high technology. Because of this, many apply to study overseas.

Some changes are being introduced. The government has decreed that English teaching, for example, should stress practical ability in the language.

"In the past we focused on programme," says Chang Young-hee, professor of English at Sogang University. 'As a result, our students could read complex books in English, but could not tell you the way to the station.'

Michael Breen, *The Times* 25.2.93

I. MATCHING WORDS OR PHRASES

a) Choose the correct word or phrase from those in the column A and match one from the column B.

II. Comprehension and comparison

Column A	Column B
A place where a building is being put up or is to be put up.	discarded junk
A pole of old building materials	demolition
Taking down an unwanted building	a building site
Most of the building has disappeared	a delect building
A abandoned empty building	recycling
A building that is starting to fail to pieces	ruble
Things that have been thrown away	a dilapidated buildings
Reusing of materials.	a ruin

a. Read this text to discover the positive and negative aspects of South Korean education.
 b. Copy the following outline table. Then list in it some of the positive and negative aspects of South Korean education which you have discovered in the text.
 In the 3rd and 4th columns list any comparisons with the system of your country (that you have experienced during your school career).

Education in South Korea		Education in Your country	
Positive aspects	Negative aspects	Positive aspects	Negative aspects

c. Answer the following questions

1. For what reason do you think South Korean valued education?
2. What does South Korean government decides to introduce in education? And for what reasons?
3. What are your reason for studying at school?
4. Has your education greatly changed you?

III. Analysis

The activities that a school arranges have various purposes. For examples, they make contribute to the moral, academic, physical or vocational development of children, or to several of these aspects. To prepare for the next project task, study the table below, copy it then place a tick in some of the box to show which aspects of education each activity contributes to.

Activities	Aspects of Education	Moral	Academic	Physical	Vocational
Physics					
Carpentry					
Mathematics					
Net ball					
Fund raising for charity					
English					
Mechanical engineering					
Helping local people in need					
Word processing					
Tennis					
Technical drawing					
Religions instruction					
Business administration					
History					

IV. Translation

- a) Translate into French the paragraph of this text from «The economic miracle and the process... to until well after midnights»
- b) Turn into English the following sentences.
 - L'éducation est la clé du succès individuel et collectif.
 - Le système éducatif Tchadien n'est pas efficace.
 - Les parents paient des milliers de CFA pour les soutien.

Answers

STEP I: Warm-up.

Discussion in groups.

- 1) What is the purpose of education?
- 2) Should boys and girls receive the same education? Justify your opinion.
- 3) What subjects should receive most time and emphasis
- 4) Rank the following four aspects of education in order of importance: academic, vocational, physical, and moral. Justify your ranking.
 - Students form groups.
 - Introduce the topic of unit.
 - Go through the guidance in the students' book.
 - Students hold their discussion.
 - A spokesperson for each group reports the group's conclusions to the class as a whole.
 - The teacher gives times again to students to react about is reported, then he arranges the students' answers.

STEP II: Vocabulary

Some difficult words *backward*: *en arrière, inexistant*

It once was: *une fois qu'il était*

dedication: *consécration, dévouement*

tireless women: *femmes infatigables, inlassables*

to ply: *donner abondamment à manger, à boire*

to ensure: *assurer, prendre des mesures*

to schedule: *programmer*

extra-tuition: *enseignement extra, cours de soutiens*

fulfilling: *(present participle of to fulfil) accomplir*

fateful day: *jour fatidique, fatal*

rivals: *concurrents*

he sweats: *(3rd pers. Singular of to sweat)*: *suer*

with flying colours: *de façon éclatante*

the exam hell: *l'enfer des examens*

to extend: *s'étendre*

overseas: *à l'étranger, dans les pays étrangers*

decreed: *(past. participle of to decree)*: *décréter*

STEP III: COMPREHENSION AND COMPARISON

Answer: The correct word or phrase from those in the column A matched with one from the column B.

Column A	Column B
<ul style="list-style-type: none"> A place where a building is being put up or is to be put up. A pile of old building materials Taking down an unwanted building Most of the building has disappeared A abandoned empty building A building that is starting to fall to pieces Things that have been thrown away Reusing of materials. 	<ul style="list-style-type: none"> discarded junk demolition a building site a defunct building recycling rubble a dilapidated building a ruin

a) Students read the text and prepare to copy and complete the table that follows it. aspects of South Korean education:

- *positive aspects*
 - People are dedicated to it.
 - It has led to economic success;
 - Parents give children every support and encouragement;
 - Pupils work very hard and changes are made.
- *Negative aspects:*
 - Very long hours of study for children; they don't get enough time to sleep.
 - Children seem to enjoy less their childhood.
 - Examinations are too important - pressure to succeed lead some to suicide.
 - The system is based on learning by heart; not enough creative thinking, therefore not meeting employers' needs.

Education in South Korea		Education in Your country	
Positive aspects	Negative aspects	Positive aspects	Negative aspects
<p><i>People are dedicated to it.</i></p> <p><i>Has led to economic success.</i></p> <p><i>Parents give to children every support and encouragement.</i></p> <p><i>Students work very hard.</i></p> <p><i>Changes are being made.</i></p>	<p><i>Very long hours of study for children.</i></p> <p><i>Children don't get enough time to sleep.</i></p> <p><i>Children seem to enjoy little of their childhood.</i></p> <p><i>Examinations are too important.</i></p> <p><i>Pressure to succeed leads to some suicides.</i></p> <p><i>System is based on learning by heart.</i></p> <p><i>Not enough creative thinking. Therefore, not meeting employers' needs.</i></p>		

1º) South Korea government valued education because now as in the past it is prime means of social ascension. Men need college education to secure a good job and women to win a good husband.

2º) South Korea government decides that English teaching should stress practical ability in the language.

3º) Student answers according their own experience.

4º) They give their over opinions.

STEP IV. ANALYSIS

The activities that a school arranges have various purposes. For examples, they make contribute to the moral, academic, physical or vocational development of children, or to several of these aspects. To prepare for the next project task, study the table below, copy it then place a stick in some of the box to show which aspects of education each activity contributes to.

Aspects of Education	Moral	Academic	Physical	Vocational
Activities				
Physics		☒		☒
Carpentry				☒
Mathematics		☒		
Net ball	☒		☒	
Fund raising for charity	☒			
English		☒		☒
Mechanical engineering		☒		☒
Helping local people in need	☒			
Word processing				☒
Tennis	☒		☒	
Technical drawing				☒
Religions instruction	☒			
Business administration		☒		☒
History		☒		

- Go through student's instructions with them.
- Explain the example that has been done in the table.
- Students complete the table.
- After students have completed the table, discuss their answers with them.

V. Translation

a) *Translate into French the paragraph of this text from «The economic miracle and the process... to until well after midnights»*

“Le miracle économique et le processus de démocratisation, qui entre autres ont transformé la Coré du Sud d'une nation arriérée qu'elle était sont solidement fondés sur le dévouement (la dédicacation) des Sud-Coréens à l'éducation.

Le succès n'a pas été réalisé sans coût, cependant pour les élèves et leurs mères. Ces infatigables femmes se lève à 5 heures du matin pour préparer le petit-déjeuner pour leurs enfants ‘durs à cuire’ et souvent continuent à les gaver de café jusqu'à tard après minuit. »

b) Turn into English the following sentences.

- L'éducation est la clé du succès individuel et collectif.
► *Education is the key of individual and collective success.*
- Le système éducatif Tchadien n'est pas efficace.
► *Chadian system of education is not efficient.*
- Les parents paient des milliers de CFA pour les cours de soutien.
► *Parents pay thousands of CFA for extra-tuition class.*

Theme 4: INFORMATION AND COMMUNICATION

TEXT: THE FREEDOM OF THE PRESS

It should never be forgotten that the newspaper is not only a news-giver. It is also a guardian of our liberties and must therefore have liberty itself.

Of course none of us are completely free to do what we like. Complete freedom of action would mean walking without permission into people's private houses or burning a church down when we felt like it. And so, to prevent this sort of chaos, we have restrictions placed upon us, with policemen to see they are enforced.

In exactly the same way, the freedom of the press doesn't mean that newspapers may print anything they like. The newspaper like the individual, has to observe certain rules of conduct. In war-time the newspapers would be heavily punished if it printed military secrets of value to the enemy. By law, it is threatened with severe penalties if it allows anything blasphemous (*sacrilegious, offensive*), seditious (*subversive, rebellious*) or libellous (*unfounded*) to appear in its columns. It is not allowed to print photographs of debates in the houses of parliament or proceedings in a court of laws, or the actual hanging of the murderer. In other words, the newspaper has precisely the same amount of freedom as the average citizen.

The importance of this can be ever emphasized. If the press were not at liberty to report the debate in parliament houses, the proceedings of law courts, the civil service, local authorities, and the decisions of foreign governments, dark deeds might be done in the name of the people which the people themselves would detest. And how much the nation would lose in inspiration if newspapers were prevented from recording the achievements of statesmen, seamen, explorers, scientists, artists, inventors, and the millions of workers in industry.

I. Comprehension Questions

- 1) What must the conduct of a newspaper be like?
- 2) What may be the temptation of monopoly
- 3) Why can't a newspaper be completely free?
- 4) Why is the freedom of the press so important for people?
- 5) Why would the nation lose in inspiration if newspapers were not free?

II. Translate

Translate the third paragraph of the text into French from: "In exactly the same way, the freedom of the press doesn't ... to ... the newspaper has precisely the same amount of freedom as the average citizen."

III. Essay

Talk about the importance of the freedom of the press in your country. Write about fifteen to twenty lines.

ANSWERS

I. Brainstorming

1. What are the different kinds of press do you know nowadays? Give some example of press in your country, and in the world.

Students give the different kinds of press they know then enumerate some examples.

- Possible answers: Print press (media), audiovisual (radio and television), online press (bog).
- Possible example of presses students can give in Chad:

Tchad et Culture, la Voix, N'Djaména-Bihebdo, Observateur, Le Progrès, Electron TV, Télé Tchad, etc.

- In other countries : Jeune Afrique, Le Point, Daily Nation, Washington Post, Wall Street Journal, Le Monde, Le Figaro, Cameroun tribune, L'Union, Africa n°1, RFI, etc.

II. Vocabulary

➤ *Some different words are explained in French*

A news-giver: *un donneur de nouvelles*

Liberty: *liberté*

Libelous: *diffamatoire*

Seditious: *séditieux*

Proceeding: *le procès*

Ever-emphasized: *être à jamais mis en relief.*

Deeds: *actes (actions)*

Achievement: *réalisation, exploit*

States men: *les hommes d'Etat*

Seamen: *les marins, les matelots*

Scientist: *l'homme de science ou le scientifique.*

ANSWERS

I. Comprehension questions

- 1) The newspaper must be conduct like an individual. As a guardian of our liberties, it must have liberty itself.
- 2) The temptation of monopoly of press may lead to the dictatorship situation.
- 3) A newspaper cannot be completely free because like individual; it has to observe certain rules of conduct.
- 4) The freedom of the press is so important because it's the press that reveals to people the achievements of statesmen, seamen, etc.
- 5) If the newspapers were not free the nation would lose in inspiration, because the nation will be led in a situation of single thought; in other words the situation of dictatorship.

II. Translation of the Third paragraph into French.

« Exactement de la même manière, la liberté de la presse ne signifie pas que les presses sont permises de faire tout ce qu'elles veulent. Les journaux, comme les individus doivent observer certaines règles de conduite. En temps de guerre, le journal pourrait être lourdement puni s'il imprime un secret militaire de valeur pour l'ennemi. Il est menacé de sévères pénalités s'il se permet de faire apparaître quelque chose de blasphématoire,

séditieux ou diffamatoire dans ses colonnes. Il ne lui est pas permis d'imprimer les photographies des débats au parlement ou des procès à la cours, ou la pendaison d'un meurtrier. En d'autres termes le journal a précisément la même quantité de libertés qu'un citoyen ordinaire. »

III. Essay

Talk about the importance of the freedom of the press in your country.

The press refers to the different mass media including newspapers, televisions, magazines, blogs, and media practitioners whose job is the dissemination of the information and education of people on the need for democracy and its values among the people. But, in the following lines, we will see a free press is important in a democratic country.

Lawyer and free press advocate Trevor Timm states that “an independent press is one of the essential pillars of a democracy.” He also goes on to say that the First Amendment of the US constitution and its protection of the press “has always been the rampart against secret government, against authoritarianism and against tyranny.

The press is often thought of as a “fourth branch of government” because it also helps balance power in the government. Without that fourth branch the concept of a democratic system of government starts to weaken and after a while the democracy would disintegrate.

However in all developing countries, the press is not free to do its job. Governants consider the press enemy and refuse to give it information. For example in a period of election or armed conflicts, the journalists are arrested and put in prison because they didn’t inform the people in the way the governants want. They think that the information from the press are unreliable sources of information.

To conclude, we think that the press is very important in all of our lives because it keeps us informed on what’s happening in the world around us.

Theme 5: DEVELOPMENT

TEXT: GOVERNANCE AND CAPACITY-BUILDING

Africa’s history over the last fifty years has been *blighted* by some areas of weakness. These have been, among others, the *lack of accountability* – how well a state answers to its people. Improving accountability is the job of African leaders. They can do that by *broadening* the participation of ordinary people in government *processes*, in part by *strengthening* institutions like parliaments, local authorities, trade unions, the justice system and the media. Donors can help with this. They can also help building *accountable budgetary* processes, so that the people of Africa can see how money is raised and where it is going. That kind of transparency can help combat corruption, which African governments must *root out*. Developed nations can help in this too. Money and states *assets* stolen from the people of Africa by corrupt leaders must be *repatriated*. Foreign banks must be obliged by law to inform on suspicious accounts. Those who give *bribes* should be dealt with too; and foreign companies *involved* in oil, minerals and other extractive industries must make their payments much more open to public *scrutiny*.

Tony BLAIR, prime minister of Britain, Stay Tuned, Classe de Tle, p.97

I. Comprehension Questions

Answer the following questions.

- a) How can African leaders improve accountability?
- b) Why is it important to improve accountability?
- c) What can transparency help to achieve?
- d) List three measures developed countries can carry out to eliminate corruption in Africa state
- e) Why do you think extractive industries must make their payment much more open to public scrutiny?

II. Write out the meaning of words in context.

- a) Africa's history over the last 50 years has been blighted by some areas of weakness.
i) improved - ii) damage iii) created.
- b) They can do that by broadening the participation of ordinary people in government processes.
i) opening - ii) providing iii) expending.
- c) The people of Africa can see how money is raised and where it is going.
i) perceive ii) look at iii) understand.
- d) Foreign banks must be obliged by law to inform on suspicious account.
i) to speak about - ii) warn - iii) provide information of wrongdoing.
- e) The public and the private sectors need to work together to create a climate which unleashes the entrepreneurship of the peoples of Africa.
i) promotes ii) frees iii) bribes.

ANSWERS

I. Brainstorming

Before you read the text, list five important areas which need major reform to make Africa a better continent.

Students give the list of areas which need reform.

II. Vocabulary

Blighted: *past participle of 'to blight': to damage something severely*

Weakness: *lack of strength or determination*

Accountability: *from accountable, responsible to somebody or something*

Broadening: *gerund of to broaden: to make something wide, or become wide*

Budgetary processes: *legal proceeding or plan for allocating resources*

Root out: *eradicate something*

Assets: *the property of person, organization or state that can be taken by law for the settlement of debts (actif)*

Repatriated: *past participle of to repatriate: to send back money*

Involved: *past of to involve: implicate someone*

Bribe: *to give somebody money or some other incentive to do something especially something illegal or dishonest (pot-de-vin)*

To bribe: *to corrupt*

Bribery: *corruption, kickback: dessous de table*

Scrutiny: *close, careful, inspection careful study or surveillance.*

ANSWERS

I. Comprehension Questions

Answers

- a) African leaders can improve accountability by broadening the participation of ordinary people in government processes, in part by strengthening institutions like parliaments local authorities trades unions, the justice system and the media.
- e) It can help combat corruption, which African got must root out.
- b) It is important to improve accountability because it strengthens the confidence of people in their government.
- d) They can help to: build accountable budgetary processes;
 - Repatriate money and state assets stolen from the people of Africa by corrupt leaders
 - Foreign banks must be obliged by laws to inform on suspicious accounts.
- e) They must make their payments much more open to public scrutiny to combat corruption.

II. Write out the meaning of words in context.

- b) ii - b) iii - e) iii - d) iii - e) ii

Theme 6: DEVELOPMENT

TEXT: CORRUPTION IN AFRICA

Corruption is a global phenomenon and a major obstacle to development. And that, it appears to thrive and goes unchecked more in non-democratic form of government than in democracies. Some of effects of corruption on African development include the squandering of resources on unsuitable projects, poor decision-making, and loss of confidence by the people in government of cynical attitudes towards leadership. In addition, corruption discourages investment and leads to political instability and high and largely unrepayable domestic and external debt which leads to increase poverty and which threatens peace, security and stability.

According to some economists and non-governmental organizations (NGOs), decentralization of government and mass-media was identified as crucial to the development of democracy and the fight against corruption. Also, the international community has a fundamental role to play in eradicating corruption, because corruption is as much a crime against humanity as genocide, terrorism and drugs trafficking. Ultimately, and to stop this phenomenon, opinion leader women, young people, the media and parliamentarians must organize strong campaigns against corruption. They must also inculcate an anti-corruption culture among African youth.

I. Questions

1. In your opinion, what is corruption?
2. What are the effects of corruption on African development?
3. Why is corruption compared to crime, genocide, terrorism or drug trafficking?
4. What role do non-governmental organizations play in a country?

II. Translation

A. *Translate into French the first paragraph of the text from*
“Corruption is a global phenomenon and a major obstacle to and which threatens peace, security and stability.”

B. *Translate into English*

- a) La corruption est un fléau à combattre au même titre que le trafic de stupéfiants.

- b) Hommes, femmes, jeunes et vieux devraient mettre leurs efforts en commun pour développer un Tchad paisible.
- c) Pour y parvenir, on exige la mobilisation de la population toute entière.
- d) Les clivages politiques qui existent depuis l'indépendance à nos jours doivent cesser immédiatement.

III. Essay

In a few lines try to tell what do the non-governmental organizations do for refugees from the Center Africa Republic?

The key words in this question are non-governmental organizations and refugee. In fact, non-governmental organizations means organizations which are not run by staff appointed by the government (UN agencies) and civil society organizations. The word refugee indicates a person who has fled his/her country and live in exile, it is an immigrant person.

By fleeing their countries, refugees abandoned all their commodities behind them. Form this reason live many privations. In order relieve the refugees 'suffering and enable them to suffer less, many NGOs bring them reliefs. These helps can in term of food, commodities, etc.

For these reasons some non-governmental organizations the rescue for them, it is the case for refugees from Republic of Central Africa. Because the war in their country millions of people from Republic of Central Africa flee their country and came in neighbors countries.

ANSWERS

I. Brainstorming

A) Reading

1^o) Teacher reads the text and the students listen.

2^o) students read silently the text and then some of them are asked to read loudly the text and the teacher checks their pronunciation.

II. Vocabulary

To thrive: *to develop well and be healthy, strong, or successful (préparer) to grow well.*

Unchecked: *not prevented from moving, developing (sans que rien ne soit fait)*

Unsuitable: *inappropriate, incompatible (non approprié, inapproprié)*

Cynical attitudes: *attitudes cynique (mocking manner)*

Leadership: *the qualities necessary in a leader (qualité d'un chef)*

Unrepayable: *non-remboursable*

Debt: *something owed to someone else (dette)*

To increase: a rise in amount, number, or degree (augmenter)

Threatens: to express a threat against someone (menacer)

Eradicating: to put a end to (éradiquer)

Genocide: the killing of a whole group of people, a whole race (genocide)

Terrorism: the use of violence or the threat of the violence to obtain political demands (terrorisme)

Ultimately: in the end, after everything, everyone else has been taken into account (finalement, en fin de compte)

Inculcate: to fix ideas, principles in the mind of someone (inculquer)

Youth: the period between being a child and being fully, grown, early life (jeunesse)

III. Comprehension Questions

- 1) What is corruption according to you?
- 2) What are the effects of corruption on African development?
- 3) Why it is said that «corruption is as much a crime against humanity as genocide, terrorism or drug trafficking»?
- 4) Can democratization reduce corruption in Africa?

Answers

Comprehension

- 1) Students try to give what the means by corruption (but according the dictionary, corruption is the act or process of corrupting, to cause to become morally bad, to change from good to bad.)
- 2) The effects of corruption on African development are squandering of resources on unsuitable projects, poor decision-making, and loss of confidence by people in government of cynical attitudes toward leadership.
- 3) As crime, genocide, terrorism and drug trafficking, corruption is said to have the same effects on economic development of a country: the squandering of financial resources
- 4) Students try to give varieties of answers possible. Answers will be yes because in a democratized society, the press and citizens have the right to denounce the case of squandering, embezzlement (détournement de funds) and impunity. There will be a separation of powers executive, legislative and judicial.

Translation

Translate to the French from «according to some... to an anti-corruption culture among African youth»

« Selon certains économistes et organisations non gouvernementales (ONG) la décentralisation du gouvernement et de mass media avait été identifié comme cruciale au développement de la démocratie et la lutte contre la corruption. Ainsi la communauté internationale a un rôle fondamental à jouer dans l'éradication de la corruption parce que la corruption est aussi comme le crime contre l'humanité, le génocide, le terrorisme et le trafic de drogues.

En fin de compte et pour stopper ce phénomène, les femmes leaders d'opinion, les jeunes gens, les médias et les parlementaires doivent organiser de fortes campagnes contre la corruption. Ils doivent aussi inculquer une culture d'anti-corruption parmi la jeunesse Africaines.

Essay

What do you think should be done in developing countries to stop corruption and bribery?

- Students give the definitions of corruption and bribery
- They give some examples to illustrate their definitions
- They list some effects of corruption and bribery on the state of development of their country.
- They try to state some solution to prevent corruption and bribery in their country.

Corruption: dishonest exploitation of power for personal gain extreme immorality or depravity.

Bribe: to persuade somebody with enticement

To give somebody money, or some other incentive to do something, especially something illegal or dishonest.

Squander: extravagant spending.

Theme 7: LITERATURE

TEXT: LETTER FROM A CONTRACT WORKER

I wanted to write you a letter
my love
a letter to tell you
of this longing
to see you
and this fear
of losing you
of this thing which deeper than I want, I feel
a nameless pain which pursues me
a sorrow wrapped about my life
I wanted to write you a letter
my love
a letter of intimate secrets
a letter of memories of you
of you
your lips as red as the tacula fruit
your hair black as the dark dilao fish
your eyes gentle as the macongue
your breasts firm as youg moboque fruit
your light walk
your caresses
better than any I find down here.
I wanted to write you a letter
my love
to bring back our days together in our secret
haunts
nights lost in the long grass
to bring back the shadow of your legs
and the moonlight filtering through the
endless
palms,
to bring back the madness of our passion
and the bitterness of separation
I wanted to write you a letter
my love
which you could not read without crying
which you would hide from your father
Bombo
and conceal from your mother Kieza
which you would read without the
indifference
of forgetfulness,

a letter which would make any other
in all Kilombo worthless.

I wanted to write you a letter
my love
a letter which the passing wind would take
a letter which the cashew and the coffee
trees,
the hyenas and the buffalo,
the caymens and the rivers fish
could hear
the plants and the animals
pitying our sharp sorrow
from song to song
lament to lament
breath to caught breath
would leave to you, pure and hot,
the burning
the sorrowful words of the letter
I wanted to write to you

I wanted to write you a letter
But my love, I don't know why it is,
Why, why, why it is, my love,
but you can't read
and I – oh the hopelessness – I can't write.

Antonio Jacinto,

I. how to appreciate a poem

a) What is a poem?

A poem is a piece of writing arranged in patterns of lines and sounds expressing some thought, feeling, or human experience in imaginative language.

A poem is subjective and personal. A poem can have several meanings and is open to various interpretations.

Like any work of art, a poem can give pleasure. The pleasure it offers the readers may come from one or all of these different sources:

❖ The music of the poem

- Rhythm
- Rhyme
- Alliteration: repetition of the same consonant sound
- Assonance: repetition of the same vowel sound
- Onomatopoeia: a word imitating a sound so that the sound reflects the sense
- Homophony: word or syllables having the same sound. (eg : see and sea)

❖ The form of the poem

Pattern of the stanzas (strophes)

Arrangement of the lives (vers)
Rhyming, scheme,
Image, etc.

❖ **The meaning of the poem**

Several levels of interpretation are usually possible:

- At surface level, the meaning of the poem is what the poet says (theme , subject) ;
- At other deeper levels, other meanings may reveal themselves to the reader by means of symbol, evocation, suggestion, implication, etc.

❖ **The feelings the poem arouses.**

II. Listening to the poem

1º) Discuss the irony in the poem

2º) Is the poem about:

a) Love? b) Illiteracy?

3º) Is it a sad poem or a happy one?

III. Comprehension of the poem

Read the poem and answer these questions

- 1) Why does the speaker use "this" three times in the first lines of the poem?
- 2) What would normally be med the place of "this" in line 4 and line 6?
- 3) What images of the pains and sorrow are aroused in your mind by the description in the first stanza?
- 4) In the 2nd stanza, we have a mental picture of the speaker's love. What images does the use?
- 5) In the 4th stanza, the speaker uses the words "any other" and, in the 2nd stanza, and what do these expressions tell us about his feeling for his lover?
- 6) Explain the mixed metaphor in the 5th stanza. This is evidence of the use of poetic license in the poem. Does the speaker use it elsewhere?

IV. Discussion

Does the last stanza come to you as a shock? How you do the language and images in it contrast with the rest of the poem? Is this effective?

ANSWERS

I. Vocabulary

Longing: *la nostalgie, le desir*

Wrapped: *emballé, enveloppé*

Haunt: *point de rencontre, rendez-vous.*

Madness: *la folie, la démence, l'aberration.*

Bitterness: *l'amertume, l'aigreur*

To conceal: *cacher, dissimuler*

Forgetfulness: *manqué de mémoire*

Worthless: *nul, sans valeur*

Cashew: *l'anacardier, le cajou*

Sorrow: *la peine, le regret, le chagrin, la tristesse*

The breath: *la respiration, l'haleine*

Sorrowful: *douloureux, triste*

The shadow: *l'ombre*

The moon light: *le clair de lune*

Hopelessness: *le désespoir, la désespérance.*

II. Listening to the poem

- 1) The irony is that the speaker talks of writing a letter in great detail, but he is, in fact, unable to write and his lover can't read. (Students give their reactions to this).
- 2) The poem is about love. Consider the number of lines devoted to expressing love and the number that refer to illiteracy.
- 3) On the positive side, the poem is an elaborate expression of the writers love. However, it is full of negative points which outweigh the joy of love. On the negative side there is above all the bitterness of separation (stanza 3), (last line). Other negative expressions include fear of losing you, a nameless pain and a sorrow wrapped about my life (stanza 1), phrases like memories of you (stanza 2) and bring back our days together (stanza 3) which hint at the possibility that these past joys are now over and done with, the indifference of forgetfulness (stanza 4)- has he forget ten him?, pitying our sharp sorrow, lament to lament and the sorrowful words of the letter...(stanza 5) finally, of course, there is the frustration of thin inability to communicate by writing letters.

III. Comprehension of the poem

1.

- a) People use "this" when they are together. It makes the poem sound like as if she is present with him. It makes his feeling (this longing, this fear, this thing...) immediate, apparent, very real, and very urgent. It is as if she can see these feelings as he points them out.
- b) Normally "my" would be used to replace of «this».
2. His fear of losing her is like a physical pain which he can't describe, can't name (nameless). It is like something which pursues him (perhaps an evil spirit, a dangerous animal, a human enemy). The sorrow is compared to the blanket (wrapped) or garment which affects every aspect of his life.
3. Aspect that he used image to describe

Aspect that he is describing	Image used
Her lips	red as the tacula fruit
Her hair	black...
Her eyes	gentle as...
Her breasts	firm as...

4. Their sorrow is first sharp like a thorn or knife. Then it is pure, hot and burning. Both image convey the intensity of his feeling of sorrow. In the first stanza he also uses the number of images to describe his fear of losing her.
5. The use of "any" implies her caresses a best (stanza 2) and that his letter (stanza 4) would be the better.

IV. Discussion

ANSWERS

The last stanza has no image. In this, it is in contrast to the rest of the poem. It has the effect of making its message very direct, straight, forward and even hard-hitting. It seems quite effective. It is blunt and uncompromising like a boxer punch.

Theme 8: HEALTH, WELFARE, ENVIRONMENT AND DEMOGRAPHY

TEXT: ISLAM AND PLANET IN CRISIS

In Pakistan, in a period of 30 years from 1951 to 1981, our population rose by 50 million. At present it is 126 million. By the year 2020 our population may be 243 million. Pakistan cannot progress if it cannot check its rapid population growth. Check it we must, for it is not the destiny of the people of Pakistan to live in squalor and poverty.

I dream of a Pakistan, of an Asia, of a world, where pregnancy is planned and every child conceived is nurtured, loved, educated and supported. I dream of Pakistan, of an Asia, of a world, where we can commit our social resources to the development of human life and not to its destruction. That dream is far from the reality we endure.

We are a planet in crisis, a planet, a planet moving towards catastrophe. The question is whether we have the will to do something about it. I say we do. We must.

What we need is a global partnership for improving the human condition; the document which this conference on world population produces should seek to promote the objective of Planned Parenthood, of population control. This conference must not be viewed by the teeming masses of the world as a universal social charter, seeking to impose adultery, abortion, sex education and other such matters on individuals, societies and religions which have their own social ethos.

Governments can do much to improve the quality of life in our society; but there is much they cannot do. Governments do not educate our children, parents educate children; more often mothers educate children. Governments do not teach values to our children.

Parents teach values to our children. Governments do not socialise youngsters into responsible citizens. Parents are the primary socialising agents in society; in most societies that job belongs to the mothers. How do we tackle population growth in a country like Pakistan? By tackling infant mortality, by providing with electrification, by raising an army of women, 33,000 strong, to educate our mothers, sisters, daughters, in child welfare and population control. By setting up a bank run by women for women, to help women achieve economic independence, and to have the wherewithal to make independent choices.

As chief executive of one of the nine largest populated countries in the world, I and the government face the awesome task of providing homes, schools, hospitals, sewerage, drainage, food, gas, electricity, employment and infrastructure.

The followers of Islam have no conceptual difficulty in addressing questions of regulating population in the light of available resources. The only constraint is that the process must be consistent with abiding normal principles.

Islam lays a great deal for stress on the sanctity of life. The Holy Book tells us: "Kill not your children on a plea of want. We provide sustenance for them and for you." Islam therefore, except in exceptional circumstances, rejects abortion as a method of population control.

There is little compromise on Islam's emphasis on the family unit. The traditional family is the basic unit on which any society rests. It is the anchor on which the individual relies. Islam aims at harmonious lives built upon bedrock of conjugal fidelity and parental responsibility.

Muslims, with their overriding commitment to knowledge, would have no difficulty with dissemination of information about reproductive health, so long as its modalities remain compatible with their religious and spiritual heritage. Lack of an adequate infrastructure of services, not ideology, is our basic problem.

GFE, TLE, P.15, Independent 7, 9th. 1994

I. Interpretation

Year	1932	1948	1989
Population	238,910	357,802	1,393,000

The information above represents an actual situation in an arid area of Africa. What do they tell us about the increase in population and its effects on the productivity of the land?
What changes in the landscape and population have occurred in your area?

II. Vocabulary

Family planning:

Complete the paragraphs below by choosing one of these words for each gap:

Contraception, contraceptive, control, condom, natural, permanent, pregnancy, pregnant, sterilized, vasectomy.

Family planning and birth (1 _____) mean almost the same thing. They mean trying to make sure that woman only become (2 _____) when she and her husband want her to and reducing the chance of unplanned (3 _____). Preventing pregnancy is called (4 _____) and there are many ways of doing this. Some of them are not accepted by some religion and in some societies.

One method for women is the oral (5 _____) pill, which is taken daily. Another is the cap, which a woman places inside herself. For men there is the (6 _____). For both there are (7 _____) methods which involve calculating the days on which pregnancy will not occur.

Sterilization is a (8 _____) of contraception: it is not possible for a woman to become pregnant after either she or her husband has been (9 _____). In each case, a small operation is carried out. For men this is called (10 _____).

III. Summary and comprehension

Sum up each text (Text A & Text B) in one sentence or a few effective phrases. These texts can be found on page 8 of student's book.

IV. Reading comprehension

Read text and say whether each of these statements is true or false according to the speaker.

1. Islam is against abortion.
2. Islam rejects all methods of regulating population.
3. It is mainly the government that educates children and teaches them values.
4. The speaker is Prime Minister.
5. The increasing population of Pakistan is a serious problem.
6. The speaker is only concerned about the situation in Pakistan.

ANSWERS

I. Vocabulary

a) Difficult words

cheek: *the soft side area of the face between the nose and ear*

squalor: *shabbiness and dirtiness resulting from poverty or neglect or a state of moral degradation*

pregnancy: *the physical condition of a woman or female animal carrying unborn offspring inside her body, from fertilization to birth*

endure: *(verb) to experience exertion, pain, or hardship without giving up*

seek: *(verb) to try to find a person, thing, or place*

parenthood: *la paternité, la maternité*

social charter: *a formal document incorporating an organization, company, or educational institution*

social ethos: *culture (croyances morales)*

youngsters: *a child or young person (adolescent)*

by tackling: *by facing (en traitant)*

wherewithal: *avoir le moyen nécessaire pour faire quelque chose*

awesome: *impressionnant, imposant, effrayant*

sewerage: *système d'égout, drainage*

with abiding: *with endurance*

a plea: *un appel*

anchor: *a heavy, traditionally double-hooked, device for keeping a ship or floating object in place*

bedrock of conjugal fidelity: *fondation de la fidélité conjugale.*

II. Interpretation

Explanation

Students explain how it is possible for productivity to increase when the population was increasing.

In a period of 16 years the population almost doubled.

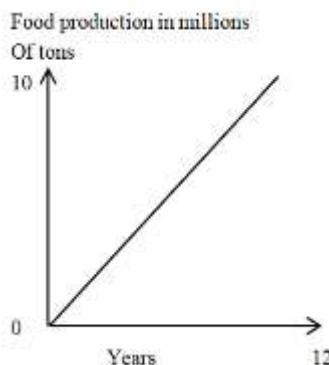
In a period of 41 years the population has been multiplied by 5

III. Summary and comprehension

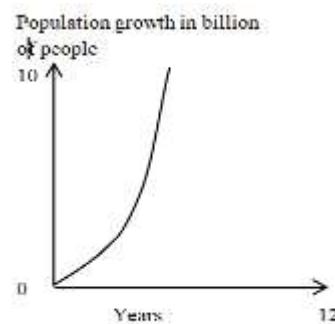
The purpose is to inform students about two important theories about population increase

Text A: *The disaster which T. Malthus predicted would result from an uncontrolled increase in population and lack of food has not happened, but this theory may be a warning to us.*

Text B: *Boserup believed that an increase in population would stimulate new farming ideas which increase food production.*



Arithmetic growth



Geometric growth

b) Complete the paragraphs below by choosing one of these words for each gap:
contraception, contraceptive, control, condom, natural, permanent, pregnancy, pregnant, sterilized, vasectomy.

Answers: 1- control, 2- pregnant, 3- pregnancy, 4- contraception, 5- contraceptive, 6- condom, 7- natural, 8- permanent, 9- sterilized, 10- vasectomy.

IV. Reading comprehension

Answers

1- True ; 2- False ; 3- False ; 4- True ; 5- True ; 6- False.

Theme 9: CHANGES & EVENTS

TEXT: THE CIVIL RIGHTS MOVEMENT

Montgomery is a town in Alabama, one of the southern states of the USA, where racial segregation existed as recently as the 1960s. This meant, for example, that a black child could not go to the same school as his white friends. There were separate cafés, cinemas, libraries, supermarkets and separate parts of buses for black people. There even separate churches for black people. Black people were paid less than white ones for the same work. Many white people looked down on black people, and insulting them, calling adult males 'boy' and 'nigger'. People in authority often treated blacks very unjustly. The division between blacks and whites was very clear in Montgomery.

On ^{1st} December 1955, a black woman called Rosa Parks got on a crowded bus at the end of a tiring working day. The bus driver ordered her to give up her seat to a white woman. When she refused she was arrested.

This so angered the black community that a boycott of buses was started, led by Martin Luther King. It was this boycott which developed into the Civil Rights Movement.

During the campaign, both black and white people joined forces to defy segregation laws, sitting together in restaurant and buses. Once, in Montgomery, a mob of 300 angry whites formed a threatening circle around a bus as it stopped. The first 'freedom rider' to get off was a white man. He was beaten until he became unconscious. He lay in the street for an hour before an ambulance could reach him.

Gradually civil rights were won. In April 1965 the Voting Rights Act gave black people the same right to vote as white people.

The improvements that were made were achieved by non-violent mass protests, like 'sit-ins'. They were patterned on the peaceful methods of Mahatma Gandhi and drew their momentum and strength from the Negro church in America.

(Go For English; class de Terminal, p.25)

I. Comprehension Questions

1. a) How would you have felt if you were Rosa Parks or her husband?
- b) What would you have done?
2. Do you think Martin Luther King was right to adopt a non-violent approach in his campaigning?

3. Are there many similarities between the Civil Rights Movement and the struggle for independence in African countries?
4. What did the Civil Rights Movement win for black Americans? As well as specific rights, mention more fundamental benefits in the way other people regarded them and the way they regarded themselves.

II. Grammar

Put to be, have and do in the right form.

- a) I (to have) a new phone.
- b) They (to be) hungry.
- c) They (to be) dizzy.
- d) She (to have) a very beautiful dress.
- e) We (to do) our homework.
- f) He (to do) his homework.

III. Translation

Translate into French the second paragraph of the text from: “On 1 December 1955, a black woman called Rosa Parks..... she was arrested.”

IV. Essay:

According what happened to Rosa Parks, do you agree with the assertion that “black people are inferior to white ones?”

ANSWERS

I. Comprehension Questions

5. a) If I were Rosa Parks or her husband, I would have felt angry and humiliated.
- b) I would have refused to give up my seat.
6. Yes, I think Martin Luther was right to adopt a non-violent approach in his campaign because violence would have created more violence and more suffering.
7. Yes, there are similarities between the Civil Rights Movement and the struggle for independence in some African countries such as South Africa.
8. The Civil Rights Movement won for black Americans the rights to vote and other civil rights such as the right for black children to go to the same schools with children. Other fundamental rights include the right to share the same cinemas, supermarkets, cafés, and to regard themselves and be regarded as free citizens.

II. Grammar

Put to be, have and do in the right form.

- b) I have a new phone.
- c) They are hungry.
- d) She has a very beautiful dress.
- e) We do our homework.
- He doesn't do his homework.

III. Translation

Translate into French the second paragraph of the text from: “On 1 December 1955, a black woman called Rosa Parks..... she was arrested.”

« Le 1er Décembre 1955, une femme noire appelée Mme Rosa Parks monta à bord d'un bus plein à la fin d'une journée de travail très épuisante. Le conducteur du bus lui a ordonné de laisser sa place à une femme blanche. Lorsqu'elle refusa, elle fut arrêtée. »

IV. Essay

According what happened to Rosa Parks, do you agree with the assertion that “black people are inferior to white ones?”

According to the text, white people are considered as superior to black people. For this reason the bus driver asked Rosa Parks, who was a black woman, to give up her place to a white woman. As black she didn't have the right to sit down whereas a white person had no place.

We do agree with this assertion because white people have taken advance in many fields (Technology for example).

But we may know that God create white and black people, and we have red blood. However the color of their skin is different, black people are able to perform the same activity like the white one.

During the World War II, it was black people who gave victory to France to win the war. That have shown black is an animal.

So, we can conclude that white and black people are equal despite their color.

GRAMMAR

Lesson 1: AUXILIARY VERBS TO BE, TO HAVE AND TO DO

I. Definition: Auxiliary verbs “help” other verbs form different tenses and moods; they are used to define when actions take place, or to emphasize other actions or objects in a sentence. For this reason, auxiliary verbs are also called **helping verbs**. The word that the auxiliary verb is “helping” is called the **main verb** or **full verb**.

The most common auxiliary verbs are forms of *be, have and do*.

All three of these verbs can also be used as main verbs that stand alone. When they are used as auxiliary verbs, they team up with other verbs to form a complete idea.

be, do, and have, are verbs **Auxiliary Verbs** when they are followed by another verb (the *ordinary verb*) in order to form a question, a negative sentence, a compound tense or the passive.

II. The verb "be" as auxiliary

The verb *be* can be used as an auxiliary and an ordinary verb. As an auxiliary we use this verb for compound tenses and the passive voice. Note that *be* is an irregular verb:

Simple Present: I *am*, he/she/it *is*, we/you/they *are*

Simple Past: I/he/she/it *was*, we/you/they *were*

Past Participle: *been*

You can tell that in the following sentences *be* is an auxiliary because it is followed by another verb (the *main verb*). (For progressive forms use the “-ing” form of the full verb; for passive voice, use the past participle of the ordinary verb.)

A. Progressive Form

Present Progressive: He *is playing* football.

Past Progressive: He *was playing* football.

Present Perfect Progressive: He has *been playing* football.

Past Perfect Progressive: He had *been playing* football.

B. Passive Form

Simple Present/Past: The house *is/was built*.

Present/Past Perfect: The house has/had *been built*.

Future I: The house will *be built*.

"Be" as an ordinary verb

The verb *be* can also be an ordinary *verb*. In this case, it's not followed by another verb. If *be* is used as an ordinary verb, we do not need an auxiliary in negative sentences or questions.

Positive sentence:

They *are* fifteen years old.

Negative sentence: They *are not* fifteen years old.

Question: *Are* they fifteen years old?

III. The verb "have"

The verb *have*, too, can be used both as an auxiliary and as an ordinary verb. As an auxiliary we use this verb to form compound tenses in active and passive voice. (Use the past participle of the ordinary verb.)

A. Compound Tenses - Active Voice

Present Perfect Simple: He *has played* football.

Past Perfect Simple: He *had played* football.

Present Perfect Progressive: He *has been playing* football.

Past Perfect Progressive: He *had been playing* football.

B. Compound Tenses - Passive Voice

Present/Past Perfect: The house *has/had been built*.

Note that *have* is an irregular verb, too:

Simple Present: I/we/you/they *have*, he/she/it *has*

Simple Past: I/he/she/it/we/you/they *had*

Past Participle: *had*

C. "Have" in positive sentences

As an ordinary *verb* *have* indicates possession. In British English, however, we usually use *have got* (*have* being the auxiliary, *got* the main verb).

Ordinary verb: I *have* a car.

Auxiliary verb: I *have got* a car.

D. "Have" in negative sentences and questions

When we use *have* as an ordinary *verb*, we must use the auxiliary *do* in negative sentences and questions. If we use *have got*, however, we do not need another auxiliary.

Have as a main verb: I *do not have* a car. - *Do I have* a car?

Have as an auxiliary verb: I *have not got* a car. - *Have I got* a car?

IV. The verb "do"

The verb *do* can be both an auxiliary and an ordinary verb. As an auxiliary we use *do* in negative sentences and questions for most verbs (except not for *be*, *have got* and modal verbs) in Simple Present and Simple Past. (Use the infinitive of the main verb.)

A. The auxiliary "do" in negative sentences

Simple Present: He *does not play* football.

Simple Past: He *did not play* football.

B. The auxiliary "do" in questions

Simple Present: *Does he play* football?

Simple Past: *Did he play* football?

The verb *do* is irregular:

Simple Present: I/we/you/they *do*, he/she/it *does*

Simple Past: I/he/she/it/we/you/they *did*

C. The ordinary verb "do"

As an *ordinary verb* we use *do* in certain expressions. If we want to form negative sentences or questions using *do* as a main verb, we need another *do* as an auxiliary.

Positive sentence: She *does* her homework every day.

Negative sentence: She *doesn't do* her homework every day.

Question: *Does she do* her homework every day?

Sentences without the auxiliary "do"

In the following cases, the auxiliary *do* is not used in negative sentences/questions:

The main verb is "be"

Example: *I am* not angry. / *Are* you okay?

The sentence already contains another auxiliary (e.g. have, be, will).

Lesson 2: PRESENT TENSES

I. THE SIMPLE PRESENT

A. Formation

a) Affirmative

In affirmative simple present tense has one form for all persons. It is formed with the infinitive without 'to' of the main verb, except the third (3rd) person of singular where -s is added to the infinitive without 'to' of the main verb.

eg: To read a book.

I read a book	we read a book
You read a book	You read a book
He, she reads a book	They read a book.

b) Negative

The negative is formed by putting do not / does not before the infinitive without to of the main verb.

eg: to cry

I do not cry	we do not cry
You do not cry	You do not cry
He, she does not cry	They do not cry.

c) Interrogative

To form the interrogative of simple present, we invert the subject and the auxiliary do/does.

eg: to call

Do I call?	Do we call?
Do you call?	Do you call?
Does he, she call?	Do they call?

d) Negative interrogative

The negative interrogative is formed by putting not after subject of the interrogative.

eg: to study

Do I not study?	Do we not study?
Do you not study	Do you not study
Does he, she not study?	Do they not study?

NB: 'do not' and 'does not' can be contracted in don't and doesn't.

eg: I don't speak Arabic - she doesn't work.

B. Spelling of the third (3rd) person singular

As a general rule, the 3rd person singular of the simple present takes -s.

eg: she runs - He sleeps - It works.

But: 1°) When a verb ends in - o, -s; se, z, ch, sh, -es, is added.

eg: He goes - She dresses - It mixes - It buzzes - She teaches - He washes.

2°) when a verb ends in -y preceded by:

a) A vowel, simple - s is added.

eg: He plays - She buys.

b) A consonant, change -y into -I and add -es.

eg: She tries - He carries - The baby cries.

NB: all auxiliaries have only one form for all persons, except to be, to have and to do.

eg: I, you, he, she, it, we, they can, may, must, could, etc.

But: I am, you are, he is, we are, you are, they are.

I have, you have, he, she, it has, we, you, they have.

I do, you do, he, she, it does, we, you, they do.

C. Use of the Simple Present.

The simple present is used:

1°) To express a habitual action (an action that is often repeated or happens regularly) a habit or custom such sentences have often:

a) Time expressions such as every day, every morning, every week, every month, and every year, etc.

eg: she plays the piano every morning.

He goes to the pictures every week.

b) Frequency adverbs such as: always, usually, generally, often, sometimes, never, occasionally, etc. came immediately before the main verb.

eg: I always have tea for breakfast.

She often goes to the pictures.

2°) To express a general truth (a statement or a fact that is true at all the times)

eg: The earth moves round the sun.

Water freezes at 0°C

The sun rises in the east.

3°) To express short action

eg: He jumps over the fence

We fall into the water.

4°) With non action verbs

a) Verbs expressing states of feeling such as to love, to hate, to care, to like, etc.

eg: How do you like your new job?

She loves books - we hate music.

b) Verbs expressing mental states such as to think, to believe, to realize, to recognize, to understand, to remember, to know, etc.

eg: Does she understand English?

Do you know that girl's name?

c) Verbs expressing the functions of senses such as to see, to hear, to taste, to feel, etc.

eg: I see a man in the garden.

Do you hear something?

5°) To tell a story that sounds more dramatic in the present than in the usual past form (historic present).

eg: He walks slowly to the checkout and puts his bag on the counter

As the cashier opens the till he draws a gun...

6°) To express a planned future action which can be regarded as certain to take place. The future is shown by an adverb of time.

eg: I go to London tomorrow

We leave for Abéché Wednesday.

NB: The main non – progressive verbs are those expressing state of feeling and mental state: to be, to hear, to believe, to own, to need, to like, to forget, to see, to think, to exist, to have, to want, to love, to remember, to understand; to possess, to prefer, to hate, to know, to belong, etc.

II. THE PRESENT CONTINUOUS OR PROGRESSIVE

A. Formation

1°) In affirmative, the present continuous or progressive is formed with the appropriate form of the auxiliary to be in the simple present and the participle (-ing form) of the main verb.

eg: I'm eating lunch at the restaurant.

She is crying.

2°) The negative is formed by putting not after the auxiliary of the affirmative statement.

eg: they are not calling it is not working.

3°) the interrogative is formed by inverting subject and auxiliary of the affirmative statement.

eg: Are they dreaming?

Is crying?

4°) the negative Interrogative is formed by putting not after the subject of Interrogative form.

eg: Are we not calling? Isn't she working?

B. Spelling of the ing form

General Rule: infinitive without to + -ing.

eg: to work - work + ing = working

To go - go + ing = going

To ski – ski + ing = skiing.

To hurry – hurry + ing = hurrying

But

1. When a verb ends in a silent e, this silent e is dropped and -ing is added.

eg: to love – lov + ing = loving

To hate – hat + ing = hating

To have – hav + ing = having

1. When a verb ends in ie, ie changes in to y and -ing is added.

To die – d + y + ing = dying (mourir)

To lie – l+ y + ing = lying

But to dye – dye + ing = dyeing(teindre)

2. When a verb consists only of one syllable and ends in a single consonant preceded by a short vowel,

The final consonant is doubled and –ing is added.

To stop – top + p +ing = stopping

To run – run + n + ing = running.

3. when a verb of 2 or more syllables ends in a single consonant preceded by a short vowel and the last syllable is streaked the final consonant is doubled and –ing is added.

eg: to refer – refer + r + ing = referring

to admit – admit + t + ing = admitting

But: to cover – cover +ing = covering

to enter – enter + ing = entering

to develop – develop + ing = developing

Exception: to handicap – handicap + p + ing = handicapping

to kidnap – kidnap + p + ing = kidnapping

to worship – worship + p + ing = worshipping

4. A final l preceded by a simple vowel is always doubled

eg: to travel - travel - + ing = travelling

To fulfil - fulfil + l +ing = fulfilling.

Except: to parallel - parallel + ing = paralleling

5. A verb ending in c preceded by a single vowel takes –k before –ing is added.

eg: to picnic – picnic + k + ing = picnicking.

To panic - panic + k + ing = panicking.

To mimic – mimic + k + ing =mimicking.

C. Use of the Present Continuous or Progressive

The present continuous is used:

1. for an action happening now, for an action of limited duration (real present)

eg: I am going to theater -

He's reading an English novel

It's raining.

They are reading an English book.

2. for an arranged action in the near future

eg: we are flying to Glasgow tomorrow

She is sending you money on yesterday.

- a. A temporary activity even if it is not happening at the time when we are talking

eg: I'm studying German at college.

- b. A changing state or situation

eg: My headache is getting better.

NB: a) modal auxiliaries are not used in progressive form

eg: I must go to the dentist.

b) Non action verbs are not usually conjugated in progressive form

eg: I see a man in the garden.

But: I'm seeing John tomorrow = meeting/visiting.

I'm seeing her off at the airport = saying good bye to.

Verbs not normally used in continuous tenses.

The continuous tenses are chiefly used for deliberate actions. Some verbs are, therefore, not normally used in the continuous and have only one present tense, the present tense. These verbs are grouped as follows:

D. verbs of the senses (involuntary actions): feel, hear, smell; also notice, and observe (=notice), and feel, look, taste used as link verbs.

Verbs such as gaze, listen, look (at), observe (=watch), stare and watch imply deliberate use of the senses, and can be, of course, be used in the continuous tenses.

eg: I'm watching but I don't see anything unusual. He is listening to a tape, but he's wearing earphone son nobody else hears it.

E. Verbs expressing feeling and emotions: admire (=respect), adore, appreciate (=value), care for (=like), desire, detest, fear, hate, like, loathe, love, mind (=care), respect, value, want, wish

Lesson 3: PAST TENSES

English has many ways of indicating past time:

- The simple past
- The present Perfect Progressive
- The past Progressive
- The Past Perfect
- The Present Perfect
- The Past Perfect Progressive.

But what interests us are the simple past and the past Progressive/continuous.

I - THE SIMPLE PAST.

The simple past tense in regular verbs is formed by adding-ed to the infinitive without to of the main verbs.

eg: To work - we worked

Verbs ending in-e add. d only

eg: To love - She loved

The same form is used for all persons:

eg: I, you, he, she, we, they worked.

The negative of regular and irregular verbs is formed

Med with did not (didn't) and the infinitive without to of the main verb.

eg: I did not (didn't) travel

You did not (didn't) like

The interrogative of regular and irregular verbs is formed with did +subject + infinitive.

eg: Did I work? Did you work?

NB: Irregular verbs vary considerably in their simple past form and Past participle.

To eat - ate - eaten

To leave - left - left

To write - wrote - writ given

The simple past form of each irregular verb must therefore be learnt.

B – Spelling of ING form

1°) the rules about doubling the final consonant when verbs adding – ing. Apply also when adding –ed.

To admit – admitted.

To travel – travelled.

2°) verbs ending in y following a consonant change the – y into – i before adding –ed.

To carry – she carried to try - they tried.

But –y following a vowel does not change

To obey – we obeyed. To play – I played.

C- Use of the Simple Past

1. It is used for actions completed in the past at a definite time. It is therefore used:

a. For an action when the time is given

eg: I met him yesterday. –Pasteur died in 1895

b. Or when the time is asked about.

eg: when did you meet him?

c. Or when the action clearly took place at a definite time even though this time is not mentioned.

eg: the train was ten minutes late

How did you get your present job?

I brought this car in Seattle.

2. The simple past tense is used for an action whose time is not given but which occupied a period of time now terminated, or occurred at a moment in period of time now terminated.

eg: He worked in that bank for four years (but he does not work here now)

- She lived in Rome for a long time (but he is not living there now)

- My grandfather once General DE Gaulle.

3. The simple past is used for a past habit

eg: They never drank wine.

Applied Exercises

II - PAST CONTINUOUS OR PROGRESSIVE.

A. Formation

1°) The Past Continuous or Progressive is formed from the past auxiliary to be (was/were) and the present participle (or the ing form) of the main verb.

eg: I was calling.

2°) Not is put after the auxiliary (was /were) of the affirmative statement to form the negative.

eg: They were not working.

3°) the interrogative is formed by inverting subject and auxiliary of the affirmative statement.

4°) To point where the main action is broken. The verb of the sentence uses the past continuous tense to describe the past activity or action

eg: - I was clearing out the garage when a car came down the drive

- We were leaving the house when the phone rang.

eg: Were you working?

NB: For -ING spelling see the present continuous/progressive.

B. Use of the Past Continuous or Progressive.

• We use the past continuous with a time expression such as at 6 pm yesterday, to talk about an action that began before that time and finish after it.

eg: what were you doing at eight o'clock last night?

I was standing at the bus stop.

• To express an action continuing in the past

eg: The baby was crying all night.

• To express two actions taking place at the same time in the past.

eg: while he was cooking his wife was watching TV.

He was washing up while she was drying.

• To express an action that was still going on when something new happened.

eg: While I was having a breakfast the bus left.

Children came in while we were quarrelling.

• Without a time expression to express a gradual development

eg: The water was rising

It was getting cooler. It was getting darker

• This tense can be used as a past equivalent of the present continuous in indirect or reported speech.

eg: Direct speech: He said, I'm living in London.

Indirect speech: He said he was living in London.

• To describe a scene in the past, especially in a story.

eg: A wood fire was burning on the earth, and a cat was sleeping in the front of it. A girl was playing the piano and was singing softly to herself. Suddenly there was a knock on the door. The girl.... stooped blessing. The cat woke up.

Lesson 4: PERFECT TENSES

I. THE PRESENT PERFECT TENSE

Formation and use of Present Perfect Tense

A. Formation

The present perfect gives the idea that one thing happens before another time her event.

The present perfect is formed from the present simple of the verb to have (have/has) and the past participle of the main verb.

eg: I have already eaten - she has studied her lesson.

The negative is formed by putting not immediately after the auxiliary have of the affirmative statement.

eg; They have not called

The interrogative is formed by inverting the subject and the auxiliary (to have) of the affirmative statement.

eg; Have we finished our homework?

The Negative Interrogative is formed by putting not after the subject of the interrogative auxiliary.

eg: Haven't you called me?

B. Use of the Present Perfect

The present perfect tense is used:

1°) For action begin and finished in the same period as the time of speaking. The following adverbs are used: this week, this month, this year, and today, etc.

eg: I've read an interesting book today.

2°) for an action with a result in the present

eg: He has lost his pen. (He can't write)

3°) For an action in an indefinite time in the past.

We can use just if we want to show that the action has very recently completed.

eg: They have just bought their tickets.

eg: We have seen this play before.

Have you ever tried to catch fish?

4°) For an action was repeated several times in the past

eg: He has studied this lesson over and over.

NB: The present perfect sentences usually don't mention exact times of actions. The simple past is most often used to mention or imply an exact time of an action. In interrogative and negative, the Present perfect can be used with yet to mean at the time of speaking.

eg: he went to Boston yesterday (Simple past)

I have been here before (Present perfect)

eg: Have you paid the bill yet?

Haven't you finished yet?

C. Uses of For - Since and Ago

It is often difficult for learners of English to know when to use 'for', 'since' and 'ago'.

Here is a short explanation with examples.

FOR	<ul style="list-style-type: none"> • For is used to indicate a period of time. <ul style="list-style-type: none"> ○ How long are you staying in London? I'm staying for a week. • For is often used with the Present Perfect. <ul style="list-style-type: none"> ○ I have been waiting at the bus stop for 10 minutes. ○ I have lived in this country for 5 years. • For can be used with other verb tenses : <ul style="list-style-type: none"> ○ Present: I go on holidays for two weeks every summer. ○ Past: When I was sixteen, I stayed in London for two months. ○ Future: While I am in the USA, I will be in New York for two days.
SINCE	<ul style="list-style-type: none"> • Since is used to refer to the starting point of actions or situations. It is generally used with the Present Perfect. <ul style="list-style-type: none"> ○ I have been waiting for the bus since 8 o'clock. ○ I live in Tokyo. I have lived in Tokyo since January 2010. ○ I have been learning English since the beginning of the year.
AGO	<ul style="list-style-type: none"> • Ago is used to say when past events happened, going back from today towards the past. The verb is in the Past Tense. <ul style="list-style-type: none"> ○ I came to Tokyo two years ago. ○ I arrived at the bus stop 10 minutes ago. ○ The company was founded 30 years ago.

Applied exercises

Present perfect tense is often used to answer the question how long...? Together with for talk about period of time, or since to talk about duration from a point of time

eg: I have lived in Edinburg for 15 years.

We have had this car since 2008.

- I have read an interesting book today.
- We have seen two good films this month.
- He has read an English detective novel this week.
- I've read that book (I can tell about it)
- She has lost her pen (she can't write)
- He has bought a new car.

II. THE PRESENT PERFECT CONTINUOUS

A. Formation

1) The present perfect continuous is formed from the present perfect of to be (have been/has been) and the present participle (-ing form) of the main verb.

eg: I have been calling. She has been working.

2) The negative is formed by putting not immediately after the auxiliary have/has of the affirmative statement.

eg: You have not been calling. He has not been reading.

3) The interrogative is formed by inverting the subject and the auxiliary (have/has) of the affirmative statement.

eg: Have we been working? Has it been working?

4) The negative interrogative is formed by putting not immediately after the subject of the interrogative sentence.

eg: have you not been sleeping?

Has it not been chatting?

NB: *Spelling of -ING form (present participle), see spelling of -ing form in the present continuous.*

B. Use of the Present Perfect Continuous

The Present Perfect continuous is used to talk about:

1°) An action and state that began in the past and are still continuing at the time of speaking

eg: we have been studying English for two years.

2°) An action or a state that began in the past and have only just finished.

eg: I've been waiting for hours.

3°) A repeated action

eg: I've been getting this magazine every week for a year.

NB:

1°) We cannot use this tense with verbs such as to know, to like, to hate, to love, to understand, etc which are not used in continuous forms.

2°) We can use for and since with the continuous forms in the same way as with the present perfect form.

eg: I have been studying English for three years

We have been living in Gassi since January 2010.

III. THE PAST PERFECT TENSE

A. Form

a. Affirmative

The past perfect is formed from the past of the auxiliary have (had) and the past participle of the main verb.

eg: she had found them – I had finished

b. Negative

The negative is formed by putting not after the auxiliary (had) of the affirmative statement.

eg: I had not realized how serious the problem was.

c. Interrogative

The interrogative is formed by inverting subject and auxiliary (had) of the affirmative statement.

eg: had they called you?

NB: had is contracted in ['d] and had not in hadn't.

eg: I'd called you

We'd not finished our test.

B. Use

The past perfect tense goes one step further back into the past than the present perfect.

eg: Had you ever seen her before then?

No, I hadn't.

The past perfect is to talk about:

a) An action that took place in the past before something else took place.

eg: she had just made some coffee when I arrived.

I was not hungry at 1:00 PM. I had already eaten.

b) An action or state that began before another action in the past and continued up to the time of the second action and perhaps even beyond that time.

eg: Ashraf had already known my brother for two years when I met him.

I had eaten when Bob came.

IV. THE PAST PERFECT CONTINUOUS TENSE

A- Formation

a) Affirmative: the past perfect continuous is formed from the past perfect of the verb to be (had been) with the present participle of the main verb.

eg: we had been waiting.

b) Negative: the negative is formed by putting not after the auxiliary of the affirmative statement.

eg: they hadn't been looking very carefully.

c) Interrogative: the interrogative is formed by inverting subject and auxiliary of the affirmative statement.

eg: had I been talking nonsense?

Had they been calling?

B. Use

The past perfect continuous tense is used to talk about an action which began before another action in the past and either:

a) Continued up to the time of the second action

eg: I hadn't been waiting long when a lorry drew up beside me.

When I arrived at the station, she had been waiting for me for half an hour

At 8 o'clock last night I had been working for 12 hours.

b) Or was completed before the second action happened

eg: we had been cleaning the car for hours, so we stopped and had a drink.

c) The past perfect continuous is often used to talk about a repeated action

eg: she had been trying to telephone her mother all day.

Lesson 5: FUTURE TENSE & Conditional

I. SIMPLE FUTURE TENSE

A- FORM

a) Affirmative

In affirmative, the Simple Future tense is formed with auxiliary shall/will and the infinitive without 'to' of the main verb.

eg. I shall do my homework tomorrow. She will stop smoking.

NB: shall is used with the 1st person (singular, plural: I, We), whereas, will is used with other persons (you, he, she, they). But many speakers use will for all persons.

b) Negative

The negative is formed by putting ‘not’ between the auxiliary shall/will and the infinitive without ‘to’ of the main verb.

eg. We shall not call him. She will not speak in the class.

NB: Shall not and will not are usually contracted in ‘shan’t and won’t.

eg. They won’t be late again. We shan’t danse in the class.

c) Interrogative

The interrogative is formed by inverting the subject and the auxiliary of the affirmative statement, and the question mark is added. In interrogative, ‘will’ is not usually used with the first person (I and We).

eg. Shall I call at 12 o’clock? Will they come before we leave?

d) Negative-Interrogative

The negative-interrogative is the combination of the interrogative and the negative.

eg. Will you not go on vacation? Shall we not travel to China next month?

B- USE

a) The Simple future tense is used to predicate or state a fact about the future. In this case, the auxiliary verb **will** is used.

e.g. The sun **will** rise at 6.30 tomorrow.

Lunch break today **will** be 10 minutes longer than usual.

In the year 2050 all students **will** have their own computers in school.

b) To make offers and promises:

I'll see you tomorrow.

We'll send you an email.

c) To talk about offers and promises:

Tim will be at the meeting.

Mary will help with the cooking.

d) To express colored future action that required the action of will:

- Determination: I won’t see you again.
- Intention/willingness: I will work much harder next term.
- Threat: I will never speak you again.
- Promise: Lend me your book, please, I will return it tomorrow.

e) In interrogative, it is used it is used to:

- Make a request: Will you open the door, please? Shall we go to the pictures, please?
- Make invitation: Will they come at 1p.m for lunch, please?

C. Expressions used to express future actions

a) Intentions with ‘going to’

The auxiliary verb **going to** is used in talking about intentions. (An intention is a plan for the future that you have already thought about.)

- We’re **going to** buy a new car next month.
- I’m **going to** work in a bank when I leave school.
- In the New Year I’m **going to** stop eating so much junk.
- He’s not **going to** go to the dance. He’s got too much work.

Note: **going to** is often used in the past tense to talk about an unfulfilled intention. Examples: *I was going to study for my grammar test, but I had no time. / He was going to call you, but he couldn't find his mobile phone. / My grandmother was going to visit us, but she fell and broke her arm.*

b) Arrangements with the Present continuous

The *present continuous* tense is used in talking about arrangements. (An arrangement is a plan for the future that you have already thought about *and discussed with someone else*.)

- I'm meeting my mother at the airport tomorrow.
- Our grandparents are visiting us this Christmas.
- Sorry, I can't stay after school today; I'm playing tennis with Jun-Sik.
- My sister's going to the dentist tomorrow.
- I'm not returning home for the holidays, so I can come to your party after all!
- Are you doing anything on Sunday morning?
- Do you know if he is going to the dance with Maiko next week?

c) Planned events with the simple present

The *present simple* tense is usually used to refer to future events that are scheduled (and outside of our control).

- Hurry up! The train **departs** in 10 minutes.
- I **leave** Frankfurt at 5 o'clock in the morning and **arrive** in New York at midnight the next day.
- She **has** an appointment with the headmaster after school today.
- There's no need to hurry. The train **doesn't leave** for another 30 minutes.
- When **does** the meeting **begin**?

II. CONDITIONAL

Steps

There two conditional tenses in English:

1. The Present Conditional
2. The perfect conditional

I- The present conditional

A. Formation

1°) The present conditional has should/would + infinitive for the 1st persons and would + infinitive for the other persons.

2°) In negative, not is put between the auxiliary should

Would and the infinitive without to the affirmative statement

Ex: They would not leave the boat.

3º) The Interrogative is formed by inverting subject and auxiliary should/would of the affirmative statement.

Ex: should I call you at 4 o'clock? Would she come this week?

4°) The negative Interrogative is formed by putting not immediately after the subject.

Ex: would they not be late? Should we not discuss altogether?

NB: The contracted forms, shouldn't, wouldn't are usually used.

Ex: I'd come later to meet you. You wouldn't remain here.

B. Use.

In present conditional, strictly speaking should/would, are the past forms of shall/will. This is clear in reported speech.

Ex: I said, "I shall do it". I said that I should do it. He said, "I shall do my homework".

- He said that he would do homework.

One of the main functions if should/would is express supposition or unrealities in the present (cf. Condition clauses)

Ex: If you saw him, you would recognize him. Suppose you met him, would you speak to him?

II- The Perfect Conditional

A. Formation

1°) The perfect conditional has should/would followed by have + the past participle of the main verb.

Ex: I should have called my parent.

2°) The negative is formed by putting not immediately after the auxiliary should/would.

Ex: they would not come in this place (They wouldn't have come in this place)

3°) In interrogative, we invert subject and auxiliary should/would of the affirmative statement.

Ex: would she have called?

4°) The negative interrogative is formed by putting not immediately after the subject of the interrogative.

Ex: Should we not have called? (Shouldn't we have called?)

B. Use

The Perfect Conditional is used:

1°) As a past form of the future perfect (shall/will have + past participle of the main verb) tense in reported speech.

Ex: I hope I shall have read a lot of books by the end of the year

I hope that I should have read a lot of books by the end of the year.

2°) To express supposition or unrealities in the past

Ex: If you had seen him, you would have recognized him.

Suppose you'd met him, would have spoken to him?

III- Conditional clause

A conditional sentence is generally composed of 2 clauses:

1°) The one that express the conditional (the 'if. Clause' or subordinate clause)

2°) The other that express the consequence (the main clause) the subordinate clause is introduced by one of the following conjunction: if, unless (= if no), if only, supposing that, providing etc.

Three (3) important ideas may be express by means of conditional sentences:

1°) Reality in the present

Ex: if the weather is fine, we shall go for a walk

2°) Supposition or unreality in the present

Ex: I should speak French quite well if I were French

3°) Supposition or unreality in the past

Ex: If you had been him, you would have recognized it

There are three main types of conditional clauses:

1°) if ...the simple present... will/can, might, etc.

eg: If we win today, will go to the top of the league (we may win, or we may not).

2°) If...simple past...would/could/might

eg: If Johnson was in the team, I'd feel more confident (Johnson inset in the team)

3°) If...past perfect...would have/could have/might have

eg: If Johnson had played, we'd have won (Johnson didn't play)

There are some more examples with different verb forms.

1°) - If I'm going shopping, I'll need some money.

- If the disco has finished, we might be able to get some sleep.

- You should stay in bed if you feel unwell.

2°) -If I didn't like this pudding, I wouldn't eat it

- If the video recorder was working, we could watch a film

- The alarm might go off if we tried to get in through a window.

3°) - If we'd dropped the panic, it would have been a disaster

- If Vicky had come to the theme park with us last week, she might have enjoyed it

- We could have given you a lift if we'd known you were coming this way.

❖ Other conditional sentences

As well as the three main types, there are other types of conditional sentences. For example, we can use two present-tense verbs

eg: If you ring this number no one answers.

We can also use a present tense verb and an imperative.

eg: If you need any help, just ask. If you drink, don't drive.

We can use be going to

eg: If it's going to rain, I'd better take an umbrella

If they try to cut down three, there's going to be a big protest.

We can mix the second and third conditionals

eg: If Mathew had looked a table, we wouldn't be standing here in a queue.

If you needed help, you should have asked.

Lesson 6: DISCOURSE MARKERS

Discourse markers (words like however, although, and nevertheless) are referred to more commonly as linked words, and linked phrases, or sentence connectors. They may be described as the “glue” that binds together a piece of writing, making the different parts of the text stick together.

Without sufficient discourse markers in a piece of writing, a text would not seem logically constructed and the connections between the different sentences and paragraphs would not be obvious.

I. What are the different discourse markers that can be used?

There are many Discourse Markers that explain different relationships between ideas. The discourse markers in the table below are generally used at the start of a phrase or clause.

Type of relationship	Sentence connectors	Position within noun / sentences
Adding something	Moreover, in addition, additionally, further, further to this, also, besides, what is more	Initial position
Making a contrast between 2 separate things, people, ideas etc.	However, on the other hand, in contrast, yet	Initial position
Making an unexpected contrast (concession)	Although, even though, despite the fact that, in spite of the fact that, regardless of the fact that	Initial position start a second subordinate clause
Saying why something is the case	Because, Since, As, As so far as	Initial position start a second subordinate clause
Saying what's the result of something is	Therefore, consequently, in consequence, as a result, accordingly, hence, thus, for this reason, because of this	Initial position
Expressing a condition	If, in the event of, as long as, so long as, provided that, assuming that, given that	Initial position start a second subordinate clause
Making what you stay stronger	On the contrary, as a matter of fact, in fact, indeed	Initial position.

NB: Avoid over use of discourse markers, using too many of them unnecessarily, can make a piece of writing sound too heavy and “artificial”.

Lesson 7: PASSIVE VOICE & THE TRANSLATION OF “ON”

I. The Passive Voice

A. Formation

The passive voice is formed with the appropriate form of to be (am, are, is, was, were) and the past participle of the main verb.

Examples:

- They hid money under the bed (active sentence)
- The money was hidden under the bed (passive sentence)
- **DHL** is ending the books (active sentence)
- The books are being sent by **DHL** (passive sentence)

Rule 1

The object of an active sentence becomes the subject of the passive sentence.

Examples:

- I see him – He is seen.
- Someone will take it – it will be taken.
- People speak English everywhere – English is spoken everywhere.

- But: Shakespeare wrote Hamlet – Hamlet was written by Shakespeare.

Rule 2

Where there are two objects in the active sentence, there are two possible passive forms. But usually the indirect object which is generally a person becomes the new subject.

Examples:

- I gave him a book – He was given a book or A book was given to him.
- We will tell her the truth – she would be told the truth or the truth would be told (to) her.

But after to bring, to pass, to write, to do, etc. only the direct object can become the new object.

Examples:

- She bought me a record – A record was bought to me.

NB:

1. Each active form has a passive form equivalent.

Tenses	Active Sentence	Passive Sentence.
Simple present	I call him	He is called
Present continuous	I'm calling	I'm being called
Preterit	I called	I was called
Present perfect	I have called	I have been called
Future	I shall call	I shall be called
Modal	I can see it now	It can be seen now.

2. The passive continuous is formed from the auxiliary to be + being + the past participle of the main verb. **Examples**
 - While our house was being built, my wife gave birth to our son.
 - The match is being watched by many people.
3. Only transitive verbs (verbs that are followed by an object) are used in the passive. It is not possible to use verbs such as to happen, to sleep, to come, to seem (intransitive) in passive voice.

B. USE

The passive voice is used:

1. When the main verb is in the verb activity itself, rather than in the active subject.

Examples:

- The postman delivers hundreds of letters every day. (active voice)
- Hundreds of letters are delivered every day (passive voice)

In this sentence we do not need to know who delivers the letter.

The subject of the active sentence is nearly omitted in the passive voice, except when it is necessary to understand and the sentence: then the agent with by is needed.

Examples: The whole village was destroyed by the rebels.

C. The impersonal passive

This form of passive sentence is useful when you want to report what is or was generally understood or accepted by a group of people.

Ex: The rumour is believed to be true.

The suitcase was found to be empty.

II. The translation of “ON” in French

“ON” which is frequently used in French has no equivalent in English. But it can be translated in different ways.

1. With a passive sentence

Ex: I have been granted a scholarship. →On m'a accordé une bourse.

He is said to be very wise. →On dit qu'il est très sage.

2. By 'one' in proverbs or when expressing generality.

Ex: One never knows. →On ne sait jamais

One must obey the laws. →On doit obéir les lois.

3. By We, You, and They

Ex: We came back about noon. →On est revenue vers midi.

We shall have our meals in this room. →On prendra nos repas dans cette pièce.

You can't remain calm in such a situation. →On ne peut pas rester calme dans une telle situation.

The speaker is not the part of group he/she is talking about.

Ex: In England they drink a lot of tea. →En Angleterre, on boit beaucoup de thé.

4. To talk about rumors, use « people »

Ex: people think she is going to get married. →On dit qu'elle va se marier.

People come here on pilgrimage. →On vient ici en pèlerinage.

5. If the speaker is not identified or unidentified, someone or somebody is used.

Ex: Someone knocked at the door. →On frappe à la porte

6. To express an advice or command in general, to be+ the passive voice is used.

Examples: White wine is to be served with beef. → On sert du vin blanc avec la viande de bœuf.

Exercise

Change the active sentence to passive if possible. Some verbs are intransitive and cannot be changed.

1. A strange thing happened yesterday.
2. Jacky score the winning goal.
3. My cat died.
4. I agree with Dr Ikeda's theory.
5. Dr Ikeda developed that theory.
6. Timmy dropped the cap.
7. The cup fell to the floor.
8. The assistant manager interviewed me.
9. It rained hard yesterday.
10. A hurricane destroyed the small fishing village.
11. Dinosaurs existed millions of years ago.
12. A large vase stands in the Conner of our front valley.
13. The children seemed happy when they went to the zoo.
14. After class, one of the students always erases the chalkboard.
15. The solution to my problem appeared to me in a dream.

→Hundreds of letters are delivered everyday (passive voice).

In this sentence we do not need to know who delivers the letter

The subject of the active sentence is nearly omitted in the passive voice, except when it is necessary to understand the sentence: then the agent with by is needed.

Ex: The whole village was destroyed by the rebels.

Exercise

Change the active sentence to passive if possible. Some verbs are intransitive and cannot be changed.

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13. The children seemed happy when they went to the zoo.
14. After class, one of the students always erases the chalkboard.
15. The solution to my problem appeared to me in a dream.

Applied Exercise

Translate these sentences into French. – Traduit ces phrases en Français

1. We arrived early yesterday morning and went to our hotel.
2. Someone has sent me a cheque, but I don't know that person.
3. They drink beer in Ireland.
4. How do they say this in Spanish?
5. She is believed to have succeeded in her exams.
6. Tom! You are asked for on the phone!
7. People think you are on holiday, because they haven't seen you for 3 days.
8. We have rebuilt the little church of our village.
9. One needs money to have a decent life.
10. I am going to London with friends next month; we are to meet at the airport.
11. You can't teach an old dog new tricks. Grandmother used to say that proverb.
12. In France they drive on the right, and in England they drive on the left.

Correction – corrigé

1. On est arrivé tôt hier matin et on est allés à notre hôtel.
2. On m'a envoyé un chèque mais je ne connais pas cette personne.
3. On boit de la bière en Irlande.
4. Comment dit-on cela en Espagnol ?
5. On pense qu'elle a réussi son examen.
6. Tom ! on te demande au téléphone.
7. On pense que tu es en vacances parce qu'on t'a pas vu depuis 3 jours.
8. On a reconstruit la petite église de notre village.
9. On a besoin d'argent pour vivre décemment.
10. Je vais à Londres avec des amis le mois prochain, on doit se retrouver à l'aéroport.
11. On n'apprend pas à un vieux singe à faire des grimaces. Grand Mère avait l'habitude de dire ce proverbe.
12. En France on conduit à droite, et en Angleterre on conduit à gauche.

Lesson 8 : REPORTED SPEECH

Step I. General Introduction

There are two ways of writing down or reporting what we said on any occasion. We can repeat the actual words used (direct speech) or we can build the words into our own sentences (indirect speech or reported speech).

Examples:

- Monica said, “there nothing we can do about it” (Direct speech)
- Monica said that there was nothing we could do about it (indirect speech)

The words reported are normally occupied by a reporting verb: say, declare, reply, agree, answer, ask, inquire, explain, tell, and wonder. Examples:

- Monica said / declared that there was nothing we could about it.
- There is nothing we can do about it, “Monica replied”.

Step II. Direct Speech

Direct speech gives the actual words that the speaker used. It is common in works and other writing where the actual words of a speaker are quoted. Example:

- Tommy said, I am learning tomorrow.

NB:

The reporting verb may come before the words that were actually spoken on after them, or at a natural pause inside the reported sentence.

- Monica said, “I have to finish this report by tonight”
- “I have to finish this report by tonight” Monica said.
- “It’s not good,” Monica said, “we’ll just have to ask for help”

The actual words spoken always begin with a capital letter, unless the reporting verb comes within a sentence. They are reported from the reporting verb by a comma, unless they are followed by a question mark or an exclamation. Examples:

- “Why did you do it?” She asked.

Step III. Indirect or reported speech

reported speech or indirect speech reports something that was said, but does not use the actual words that the speaker produced. Example:

- Bill said that he didn’t like the party, and he wanted to go home (indirect speech)
- “I don’t like this party” “I want to go home”

1. Past reporting verbs

When we report what somebody said or thought, it is usually natural to use different tense from the original speaker (b/se we are talking at a different time) examples:

- I don’t like this party I want to go home now (indirect speech)
- Bill said that he didn’t like the party, and he wanted to go home (indirect speech)

2. Typical tense change after past reporting verbs.

- Well – would – the exam will be difficult (direct)
- They said that the exam would be difficult (indirect speech).
- Simple Present – simple past – I need help, (direct)
- She thought she needed help (indirect speech)

a) Present continuous – past continuous –

- My English is getting better.
- I know my English was getting better.

b) Present perfect – past perfect:

- This has been a wonderful holiday.
- She told me that it had been a wonderful holiday.

c) Past – past perfect:

- Ann grew up on Kenya.
- I found out that Ann had grown up in Kenya.

a) Modal auxiliaries

Can – could:

- I can fly
- He thought he could fly.

May – might:

- We may come back early.
- Thug said they might come back early.

NB: past perfect tense do not change. Examples:

- I arrived late, because I lost my address.
- He said he had arrived late because he had lost the address.

3. Word order in interrogative:

In reported question the subject normally comes before the verb in Standard English and auxiliary do is not used. Examples:

- Where is Alice? I asked where Alice was (not where was Alice)
- What do I need? He asked what she needed (what did she need)

4. Modal auxiliaries in reported speech:

The modals would, should, could, might, sought to, and must are normally unchanged after reporting verbs in indirect speech. Examples:

- It would be nice if he could see me again.
- It might be too late – I was afraid that it might be too late.
- It must be late. I really must go – she said it must be late and she really must go.

NB: shall and should may be reported as would in indirect speech (because of the change person)

e.g.

- We shall/should be delighted to come.
- They said they would be delighted to come.

When an indirect object is used in a sentence being changed from direct to indirect speech, say to is often changed to tell. Examples:

- Barbara said to Phyllis, “I have a cold.” (direct)
- Barbara told Phyllis that she had a cold. (indirect)

- Direct speech	Indirect speech
Simple present I never eat meat, he explained!	Simple past He explained that he never ate meat.
Present continuous I'm waiting for Ann," he said.	Past continuous He said that he was waiting for Ann.
Present perfect "I have found a flat," he said.	Past perfect He said that he had found a flat.
Present perfect continuous He said, "I've been waiting for ages.	Past perfect continuous He said he had been waiting for ages.
Simple past "I took it home" she said.	Past perfect She said she has taken it home with her.
Simple future "I will/shall be using the car myself on the 24 th ," she said.	Conditional continuous She said she'd be using the car herself on the 24 th .
Conditional I said, "I would/should like to see it!"	Conditional I said I would/should like to see it (no change)

To say vs. to tell (Oxford practice Grammar p.318, reported speech).

I. EXERCISE

Change the following sentence to the passive if possible. Write the symbol Ø if a sentence cannot be changed to the passive.

1. Jack walked to school yesterday. →Jack walked to school yesterday. Ø
2. Susie broke the window.→The window is broken by Susie.
3. The leaves fell to the ground. →The leaves fell to the ground. Ø
4. I slept at my friend house last night. →I slept at my friend house last night. Ø
5. The second baseman caught the ball. →The ball was caught by the second baseman.
6. We stayed in a hotel. →We stayed in a hotel. Ø
7. Ann's cat died last week. →Ann's cat died last week. Ø
8. That book belongs to me. →That book belongs to me. Ø
The teacher announced a quiz. →A quiz was announced by the teacher.
9. Many people saw the accident. →The accident was seen by many people.

II. EXERCISE

Change the reported speech to quotations. Use quotation marks.

1. Erick asked me if I ever done sky diving.

"Had you ever gone sky diving" Erick asked me.

2. Chris asked, "Will you be at the meeting?"
3. Kate asked, "Are you going to quit your job?" (pure question)
4. Ann asked, "Where his car has been?"
5. "What you had done after class yesterday?" Brain asked me.
6. Lungis asked, "Had you known Italian?"
7. "Can you guess what she had in her pocket?" teddy asked Debora.

8. My boss asked, “why you’re not working at your desk and why you’re wasting the company time”
9. “I am sleeping,” said Jimmy.
10. Janie said, “I’m hungry”.

Lesson 9 : IMPERATIVE

I. FORMATION

Most of us have noticed that when we are pupils or even student, our teachers used a certain number of phrases or sentences in order to give orders, waving or fore ad vice: Stop talking, open your books, be quiet, reside your lesson, etc.

The form which has been used by our teachers is called the imperative. To form the imperative, we usually use the base form of the verb with to.

eg. Go – open – close, etc.

Also, it’s very important to notice that the recommend is given to you (either singular or plural) the base form of the verb is proceeded by (let’ in the 1st and 3rd person recommend, and followed be, me, it, time, her, us, them. Examples:

- Close that window please (order to one person: indicative)
- Get out of here! (order to 2nd or more people)
- Let’s go and have some fun! (Let/me/it/him/her/us/them.

1. 2nd person

- a. Has the same form as the infinitive without to: e.g. open the door.
- b. The negative is formed by pulling do not (don’t) before the imperative. E.g. don’t smoke in public place like hospitals.

2. 1st and 3rd person

- a. Let has + noun or pronoun + infinitive without to. E.g. let’s run. – let him speak. – let them go.
- b. The negative has not before the infinitive without to. E.g. let us not make noise!

NB: we can also use don’t (do not) + let + me/ him / it / her / them / us + has form of the verb. E.g. don’t let him go out tonight!

3. Emphatic imperative

The imperative is more emphatic (gets more emphases) by putting do. In front of the ordinary form. E.g. do be quiet! – do come and see me.

II. Use

The imperative can be used to express:

1. Command in order:

- Come and see me at 2 o'clock this afternoon.
- Shut that door.
- Do it immediately.

NB: a command or order is made more polite:

- a. By adding please: please shut that door.
- b. By adding the say question "will you?" it has always a rising intonation: stop talking, will you? Shut that door will you.
- c. By introducing the command by. "Would you?" would you do it immediately? Would you come and see me at 5 o'clock?

2. **Invitation or offer:** Have more cake. – Have another slice of bread and butter.
3. **In its negative form:** a prohibition: Don't shut that door. – Don't be late next time.
4. **Instruction:** to get to the station, take the first on the left and keep straight on. – don't use this spray near naked flame.
5. **Advice or warning:** be careful. – don't forget to take your transport.
6. **Irritation:** do stop talking. – I'm trying to work.
7. **Polite emphases:** do take your coat off.
8. **Suggestion or proposal:** let's go to the restaurant. – let me do it.

Lesson 10: MODAL AUXILIARIES

I. MODAL AUXILIARIES

A. Form

Modal auxiliaries have only one form, the base form; and one tense, the present tense.

eg: I may be late home tomorrow evening.

Modal auxiliaries do not have to infinitive. They have no inflection in 3rd person singular of simple present.

eg: she may come early tomorrow morning.

As some modal auxiliaries do not have past forms, other equivalent verbs are used to provide some of modal meanings in the past. For example the past necessity is expressed by had to instead of must.

eg: she must visit her aunt Mary today.

She had to visit her aunt Mary yesterday.

B. Position

Modal auxiliaries come before any other auxiliary verbs or main verbs in the verb phrase.

Modal auxiliaries are followed by the base form of the verb if there is no other auxiliary verb in simple present.

eg: you must come on time.

If one of the auxiliaries (to have or to be) follows the modal auxiliaries, the main verb will take the appropriate present or past participle form.

eg: I may have upset him

He may have finished his work.

C. Use

1. **Can/could:** both indicate ability or inability

- a. They are used to indicate that you know how to do or do not something.

eg: how many instruments can you play, Natasha? (Ability)

I could not understand what happened.

- b. They are used to make polite request or to ask polite permission.

eg: can you pass me the salt, please? (Polite request)

Can I borrow your English book, please? (Permission)

- c. They are used to express probability.

eg: It can be a joke – She could be in the library.

- 2. **May/might:** Both can be used to express:

- a. A request. Might I ask your name?

May we go to the cinema tonight?

- b. A Permission: May I have a drink, please?

Might I suggest you a different solution?

NB: May is used to ask permission in a more formal way than can.

- c. Possibility and probability. She may be in library.

They might be satisfied

- d. Suggestion: you might as well come with us.

- 3. **Must is used to express:**

- Obligation:

e.g.: we must hurry.

- Prohibition:

e.g.: you must not say thing like that.

NB: the contracted negative from of must not is mustn't

eg: you mustn't worry so much.

- 4. **Shall/will:** both are used to express:

- a. Future action: what shall I do tomorrow?

He will be back on Tuesday.

- b. Request and invitation: will you help me, please?

Will you come to my birthday party?

- c. Suggestion: shall we go by feet, please?

Offering: will you have a soft drink?

- 5. **Should/would:**

- a. Should is used to talk about moral obligation, advice.

eg: they should call your mother.

- b. To express probability: I think they should be come six

- c. Would express a polite request: would you please pass me your pen?

- d. Offering: would you like some fruit juice?

- e. To show conditional: I would invite them if I knew their address

- 6. **Ought to:**

Ought to be similar to should, but it is less frequent. Like should, ought to do not have past form.

Ought to be used to express:

- a. Advice or moral obligation: you ought to tell me the truth.

- b. Probability: I think we ought to be in the class at seven.

NB: ought to used with have + past participle of the main verb

She ought to h... tell me that truth (Elle aurait due me dire...)

- 7. **Need:** it is either ordinary verb or auxiliary verb.

a. As ordinary verb, it has all the parts of a normal verb. It means enquire be in need of, want, to be necessary.

eg: she doesn't need to cook tonight.

You didn't need to write such letter.

b. As an auxiliary verb, need is used only in the simple present chiefly in negative and interrogative sentences.

eg: you need not go yet, but I must.

Need you do it now? Yes, I must.

NB: needn't expresses absence of obligation. It's the opposite of must; whereas must not is the obligation not to do something.

- In affirmative sentence, need is often replaced by such verbs like must, have to, ought to, or should.

eg: you have to go to school

II. 8. **Dare**: it can be either ordinary or auxiliary verbs.

a. As an ordinary verb, it has all the part of a normal verb.

It means to challenge, to have the impertinence or to have the courage.

eg: Do you dare to ask her for some money?

She doesn't dare to ring me up.

b. As an auxiliary verb, dare is used in the simple present and the simple past.

eg: I dare not go. She dare not go (simple present)

We dared not go. He dared not go (simple past.)

Dare is used to express indignation

eg: How dare you tell such lies?

III. MODALS AND THEIR EQUIVALENTS

1. **Can-could** = 'be able to' – 'was/were able to'

a) **In the present tense**: 'be able to' is little more formal and less than can.

Ex: Emma is good with computers. She can write/is able to write programmed.

But in some structure we always use be able to not can.

b) **With infinitive**: It's nice to be able to go to the opera (not can go)

After modal verb: Melanie might be able to help us.

Present perfect: It's been quiet today. I've been able to get some work done.

For the future we use can or will be able to but not (will can)

Ex: I'm afraid i can't come/I won't be able to come to the disco on Friday.

But to suggest a possible future action, we normally use can.

Ex: Let's have lunch together. We can go to that new restaurant.

c) **For ability or opportunity in the past, we could or was/were able to.**

Ex: Natasha could play (was able to play) the piano when she was four.

To say that the ability opportunity resulted in a particular action, something that really happened, we use was/were able to but not could.

Ex: The plane was able to take off at eleven o'clock, after the fog had lifted.

Compare these two sentences.

1. The children could swim when they were quite young (past ability)

2. The children were able to swim across the river (past action)

In negative sentences and interrogative, we can use either form.

Ex: It was foggy, so the plane couldn't/wasn't able to take off.

Could you/were you able to describe the man to the police?

2. Must = have to

Both must and have to express necessity, but we use them differently

Ex: you must exercise - I have to exercise.

We use have to when the situation makes something necessary

Ex: I have to buy a newspaper. The boss asked me to get one.

I have to invite Trevor and Laura. They invited us last time.

3. May - Might = be allowed to

Allowed to is used to ask about permission

Ex: Are you allowed to take photos?

Exercise

1. Put in the correct forms

Rita: I hear you've moved into a new flat with a couple of friends.

Emma: yes, it's a nice flat, but the landlady is really strict _____ (we/not/allow/do) anything.

It was my birthday last month, and _____ (I/not/allow/have) a party.

Rita: Oh, _____ we/allow/have) parties at our place, luckily. _____ (we/allow/do) anything, more or less. We're hoping to have an all-night party soon but I'm not absolutely sure if _____ (we/allow/hold) it.

2. Use May I, am I allowed to.....?

Are you asking for permission, or are you asking what the rule is? Put in May I.....? Or Am I allowed to.....?

- 1°) _____ Use your computer?
- 2°) _____ smoke in this cinema?
- 3°) _____ cross the road here?
- 4°) _____ ask you a personal question?
- 5°) _____ rollerblade in this park?
- 6°) _____ drive a car without insurance?
- 7°) _____ read your magazine?

Lesson 11: Adjective: Comparative & superlative

There are many kinds of adjectives. The main are:

- Demonstrative: this, that, these, those.
- Possessive: my, your, his, her, its, your, their.
- Interrogative: which, what, whose.

NB: Both present (-ing form) and past (-ed) participle can be used as adjective: amusing, boring, tiring, amused, horrified, tired.

Adjectives are used with nouns to make the meaning more specific. They have two main features. Most can before a noun: this is known as their attribute use.

e.g.: tall girl – green grass.

Others can also go after a link verb such as to be or to seem: this is known as their predictive use.

e.g.: the roses are beautiful – girls are getting tall.

Adjectives normally describe:

- Feeling or quality: pleasant child hood memories.
- Size, age, temperature, or measurement:

e.g.: some hot bread – a lovely big smile – rectangular dish.

- Color: smart brown shoes
- Nationality or origin: Spanish girl – Irish horse.
- Substance or material that something is made from: large wooden door.

I- COMPARISON

Adjectives can be used to make comparison. They are used to show what is different or similar about two or more persons, animals or things. There are three (3) kinds of possible comparisons: equal, comparative and superlative.

A. COMPARATIVE

1°) Adjectives of one syllable (short adjective) form their comparative by adding -er to the positive form.

eg: tall – tall + er = taller

Bright – bright + er = brighter

Those ending in -e take only -r when forming comparative

eg: brave – brave + r = braver

Large – large + r = larger

2°) Adjectives of three (3) or more syllables (long adjective) form their comparatives by putting more before the positive form.

eg: interested = more interested

Frightening = more frightening.

B. SUPERLATIVES

1°) Adjectives of one syllable form their superlative by adding -est to the positive form.

eg: tall – tall + est = tallest

Short – short + est = shortest

Old – old + est = oldest.

2°) Adjectives of three or more syllables form their superlative by most before the positive form.

eg: most interested – most frightening

NB: sometimes the last letter of the positive form is doubled before adding -er or -est.

eg: hot – hot + t + er = hotter = hottest

fat – fat + t + er = fatter = fattest

big – big + g + er = bigger = biggest

thin – thin + n + er = thinner = thinnest

Adjectives ending in -ful or -re usually take more to form comparative and most to form superlative.

eg: doubtful = more doubtful = most doubtful

obscure = more obscure = most obscure.

Those ending in -er – y or -ly usually add er and -est to form comparative and superlative.

eg: clever = cleverer = cleverest

pretty = prettier = prettiest

silly = sillier = silliest.

3°) After the superlative we often use of.

eg: This is the sharpest of the three knives.

That is the prettiest of her dresses.

C. Gradual parallel increase or decrease.

1°) Parallel increase is expressed by the + comparative....the + comparative.

eg: House agent: Do you want a big house?

Ann: yes, the bigger the better

Tom: but the smeller it is, the less it costs us to heat.

2°) Gradual increase or decrease is expressed by two comparatives joined by and.

eg.: the weather is getting colder and colder

He becomes less and less interested.

D. Construction with comparison

1°) With the positive form of the adjective we use as.....as in the affirmative and not as/not so – as in the negative.

eg: a boy of 16 is often as tall as his father

Your coffee is not as/so good as coffee as my mother makes

2°) With than to form the comparative

eg: he is slower than I expected.

It was more expensive than I thought.

3°) Comparison of three (3) or more people/things is expressed by the superlative with: the.....in/of.

eg: this is the oldest theater in London.

The youngest of them was the most successful

eg: pretty = prettier = prettiest

Weary = wearier = weariest

E. Comparative and superlative of long adjectives

Some adjectives that are considered as long (of more than two syllables) form

1°) Their comparative by using “more”

eg: this is a more exciting book

Lion is a dangerous animal.

2°) Their superlative by using “most”

eg: this book is the most exciting of all.

F. Irregular comparison

In English Grammar, to some rules, there are some exceptions. Some words won't obey the rules.

This group of adjectives is called irregular adjectives. They have quite different forms for the comparative and superlative forms.

eg: good → better → the best

Bad → worse → the worst

For → further → the furthest

Much → more → the most.

There are just 3 other important things for you to notice.

1°) With the positive degree we use as before the adjective and as after it.

eg: this stick is as long as this one.

With the negative some people use as.....as

Ex: this stick is not so long as this one. But in ordinary speech as.....as is more usual

2°) With the comparative we use than after the adjective.

eg: he has more money than I have

This horse is better than that one.

Lesson 12: Prepositions

I. DEFINITION

A preposition is a word or group of words placed before a noun or pronoun to indicate place, direction, source, time, method, etc.

There are two kind of preposition:

- Simple preposition (consisting of one word: in, on, at)
- Complex preposition (consisting of more than one word: due to, together, in aspect, etc.)

Prepositions enable us to:

- Express movement to or from a place.
- Express location, time and date.

The most common prepositions are the following: at, by, for, in, from, into, of, an, to, after, up, down, out, till / until, inside, outside, under, over, below, along, above, across, through, towards, next, beside, near, afterward, during, against, between, among, in front of, behind, with, without, since, for. Etc.

II. USE

1. **AT:** Is used to indicate or express place, time, or age.
 - a. Time: she arrived at 6 o'clock yesterday evening.
 - b. Place: I was at the airport this morning.
 - c. Age: at six (6) we begin primary school.
2. **BY:** Is used to indicate an adjacent preposition, transportation, a date, or period (at that time or before)
 - a. Adjacent position: she is sitting at the door.
 - b. Transportation: we went by boat from Brazzaville to Kinshasa.
 - c. Time: I want to meet you by the end of June.
 - d. Date: you will do good in English next Christmas
 - e. Period: be here by noon, if you want to eat.
3. **FOR:** is used to express a period of time, to show a recipient.
 - a. Period of time: he's lived in Sarh for two weeks.
 - b. Recipient: the disks are for student not for teachers. I left you a book on the table.
4. **IN:** it is used for interior position, to indicate, place, time, and to express intent or action at the end of a period of time.
 - a. Interior position: Books are in the bag.
 - b. Place: He was born in Canada.
 - c. Intent: you'll finish your course in June.
5. **FROM:** Is used to express the beginning of time, period. It is usually used with "to" or "until". It is also used to indicate a place (source)
 - a. Beginning of time period: we were at school from seven o'clock to ten thirteen

➤ **Preposition of location:** it indicate:

- The direct in which something is moving in relation to another person or thing: towards, from, to, off.
e.g. He ran toward the station.

- Someone or something being in close: within, in, inside, outside.
e.g. did you put the cheese back in the fridge?
- Being at a certain point: on, at, by, near.
e.g. I'll meet you at the library.
- Movement over or onto a place: over, across, on, onto.
e.g. Graham jumped onto the back of the lorry.
- Location as a time: along, over, on.
e.g. we walked along the bank of the river.

➤ **Prepositions of time**

- Point in time or a date: at, on, in. e.g. they got married in June.
- The duration of some event: for. E.g. Helen stayed there for the whole of July.
- Place: He comes from China.
- INTO:** Is used to express movement or entrance. E.g. we go to into the classroom.
- OF:** Is used to express possession of objects, quality and possessive pronoun.
 - Possession of object: I hate the taste of beer.
 - Quality: our executive Director is a man of honor and integrity.
 - Possessive pronoun: Hey! That's a book of mine you're stealing.
- ON:** Is used to (express) indicate time (date, day)
Examples: they'll go to Farya on Saturday. She left New York on the 6th of June.
- TO:** Is used to indicate movement, Direction.
Example: I'll go to London next year.
- AFTER:** Most of the time, after is used followed by a noun, pronoun or ground.
Examples:
 - After we ate lunch we went shopping.
 - After lunch we went shopping.
 - After eating lunch, we went shopping.

III. Position of prepositions

In everyday conversation, avoid beginning a question with a preposition put the preposition at the end of the sentence.

Example:

1. What are looking at?
2. What country dose he come from?

When a statement contains a relative clause that the object of a preposition usually appears at the end of the sentence.

Example: this textbook which I was talking about.

Lesson 13: ARTICLES

In English, there are two kinds of articles: indefinite article 'a'/'an' and definite article 'the'.

I. INDEFINITE ARTICLE 'A'/'AN'

A. Pronunciation

a) Indefinite article 'a/an' is pronounced [ə] before a consonant sound, and [eɪ] when emphasized. It's only used with singular noun.

eg: a cat [ə kæt] a history [ə histri] a horse [ə hɔ: s]

a one-eyed boy [ə wʌn'aid bɔi] a book [ə buk] a university [ə ju: və: rsəti].

b) [ən] before a vowel sound and [æn] when emphasized.

Eg: an hour [ən auər] an heir [ə eər] an honorable man [ən 'ɔnərəbl mæn]

an honor [ən 'ɔnər] an apple [ən æpl].

NB: 'h' is silent in honor, heir, honor and the words derived from them.

B. Use

The indefinite article is used:

a) Before a noun used in an indefinite way i.e. (it's to say) before countable nouns in singular.

eg: There is a dog in the garden. A dog is a true companion.

b) Before a singular predictive noun denoting a nationality, trade, profession, political Conviction, title, religion, etc.

eg: He's an Englishman She is a chemist She is a Roman catholic.

But, if the profession or title can only be held by one person at time, no article is used.

eg: Mister David CAMERON is Prime Minister of England.

c) With some expressions of price, speed, time weight, etc., instead of 'one', 'two' or 'three'.

eg: Twice a week I paid a pound a yard I drove at 70 km an hour.

d) Before few and little meaning 'some'.

eg: I have a little money I have a few books.

e) In exclamation with singular countable introduced by what and such.

eg: What a pretty girl! What's a beautiful day! Such a book!

f) In many idiomatic expressions.

eg: it's a good thing. To have a cold/fever/rest. To be in a hurry/passion.

To go for a swim/walk/ride. To take an interest in. As a rule. For a change.

C. Omission of indefinite article

The indefinite article is not used:

a) Before plural nouns: Horses are animals. Books are good friends.

b) Before uncountable: She gave me some good advice. You may have milk.

But: Have a glass of milk.

D. Position

The indefinite article comes:

a) Before an adjective: A tall man. An honest boy. An old lady.

b) After half, many, such, what, quiet and rather when followed by a singular noun which is Neither a material noun nor an abstract noun.

C. Omission

The definite article is not used:

a) Before names of meals, materials, seasons, language, plural abstract nouns taken in a general sense.

eg: Breakfast is ready - copper is a metal, spring is in the air-

French is difficult, Boys are naughty, Beauty is truth.

b) Before names of countries, streets, parks stations, squares, bridges, building

eg: Japan, Avenue kondol, Zakouma park, Douguia Stations, double bridge

c) Before the nouns lake, cape, mount immediately followed by a prename. Lake Chad, Cape of Good Hope, mount Emi-Koussi

d) Before the words church, school, college, court, exchange, town, hospital, etc. when the use of them is referred to

eg: She went to market with her chickens

e) Before a proper nouns preceded by an adjective

eg: Little David, Poor old Joe.

f) Before title and names of relatives

eg: Dr Brown, Queen Elizabeth, Aunt Zara

But The Lord (God) - The Queen of England

h) Before next and last referring to time and most meaning not all, the majority of.

eg: She leave for New York next Friday. It snowed last Monday

Most boys like it

i) Before super relative wed as predicative or adverbs.

eg: She is happiest when she is home

Who laughs last, laughs best.

C. Position

a) As a general rule, the definite article 'the' comes before the noun it defines.

eg: the girl in the white hat

b) comes after all, both, half and double.

eg: All girls passed the exam. He gave me double the own

Half the town was on fire. Both (the) brothers were killed.

Lesson 14: NOUNS

A noun is a word that names a person, place, thing, or idea.

I- DIFFERENT TYPES OF NOUN

Nouns can be classified according to what they refer to.

- Nouns that are really names are called proper nouns. Proper nouns usually refer to a particular named person or thing

They include:

- The names of specific person

eg: Ahmat Boukar

Chantal Taiba.

- Geographical items

eg: Chad – Mount Everest – England – Paris.

- Days of the weeks, months, and annual church festivals.

eg: Tuesday – June – Christmas – Easter.

- Patented goods and trade names

eg: Jaguar – Samsung – Persil.

- Newspaper and magazine titles.

eg: The Observateur – The Times, The Guardian, 100% Jeune.

- Shop, cinema, Theater names, buildings

eg: The Grand Marché, Theater National, Palais du 15, Alimentation Générale.

- Title (the polite or professional labels that we give to people).

eg: Doctor Johnson – Professor Facho – President Obama – Sir Tao Anatole.

All the other nouns that refer to thing or species are called common nouns.

eg: the tennis balls - anger

Brother - mother

Common nouns can be divided into the following groups, according to their meaning.

- ❖ Abstract nouns. There refer to intangible items.

eg: honesty, idea, anger, time, behavior

- ❖ Concrete nouns. There refer to tangible items

eg: a pig, a table, brother, the butcher, sugar.

A concrete noun may refer to a living thing (animate noun) or physical object (inanimate noun).

- ❖ Collective nouns. There refer to collection of people or animals.

eg: a bird of crux – a swarm of bees.

Nouns may also be classified according to the words with which they are used, that is:

- Whether or not the noun gives us information about singular and plural number.

The other words that can be used in the same noun phrase

This gives us a useful distinction between countable nouns and uncountable nouns.

Countable nouns refer to things that we can count one cat, two cats, and seventeen cats etc. that have singular and plural forms, which are shown by the spelling. They must be used with a determiner if they are singular.

eg: dogs – the dog – a chair – six new chairs

Uncountable nouns refer to:

- Things that are not normally thought of as countable

eg: advice – information- work – home work.

- Qualities or abstract ideas

eg: knowledge – space – evidence – anger – happiness

NB: uncountable nouns do not usually have a plural form. They are followed by a singular verb.

They are not normally used with the indefinite article: an advice or money.

Some examples of commonest uncountable nouns are: advice, anger, beauty, behavior, conduct, furniture, despair, evidence, happiness, homework, information, safety, knowledge, leisure, money, news, progress, research, etc.

NB: note that nouns that are uncountable in English.

May be countable in other languages.

II- COMPOUND NOUNS

A Compound noun is a noun that is formed from two or more words. The meaning of the whole compound is often different from the meaning of the two words on their own. Compound nouns are very common. The main noun is normally the last one.

eg: teapot – headache – washing machine – self-control – driving license.

Compound nouns are commonly formed from the following word combinations.

- Noun + noun
- Verb + noun
- Adjective + noun
- Phrasal verb used as noun
- Particle + noun.

Noun + noun	Boy friend	skinhead
Verb + noun	breakfast	grin store
Adjective + noun	Software	Hardware
Phrasal verb	A break in	A take over
Particle + noun	On looker	aftershave

NB: the term particle is used for a word which could be either an adverb or a preposition.

Compound nouns can be written:

- As one word: birdcage – bookcase
- As two words: post office – eye shadow
- With a hyphen: air-conditioning – tee-shirt – window – cleaner.

III- Number in Nouns.

Singular number is used when the noun refers to one item.

Plural number is used when the noun refers to more than one item.

Countable nouns have both singular and plural forms.

Example: A Dog – Dogs – A chair – Chairs.

Uncountable nouns and mass noun do not normally have a plural form.

Example: Meat – Sugar – Bread – Cheese – work – Advice.

The regular plural ending of an English noun is – S.

Example: A cat – cats.

These are exception to the normal pattern.

Singular noun ending	Plural noun ending
-s, -ss, -ch, -x, -zz	-es
Focus Princess Church Box Buzz	Focuses Princesses Churches Boxes Buzzes
-o Hero Piano Potato	-s or -es Heroes Pianos Potatoes
Consonant + y Baby Hobby	-ies Babies Hobbies
Vowel + y Key Ray	-s Keys Rays
-f Hoof Dwarf Thief Roof	-s or -ves Hoofs or hooves Dwarfs or dwarves Thieves Roofs
-fe Knife Life	-ves Knives Lives.

V. Irregular plural

Some nouns have two plurals.

Fish – fish or fishes.

Lesson 15: RELATIVE CLAUSES

STEP I – RELATIVE PRONOUNS.

The relative pronouns are the words who, whom, which, and that.

	Person	Thing	Place
Subject	Who or that	Which or that	Where
Object	Whom or that	Which or that	Where
Possessive	Whose	whose	

The function of a relative pronoun is to link a subordinate clause to the main clause.

Examples:

- This is the boy who has the right answer.
- Dogs that are mad must be killed.
- The man, who son met with an accident, is a friend of mine.
- I don't like the town where I live.

Relative pronouns refer back to a noun phrase or pronoun that has just been mentioned. All relative pronouns must come as near as possible to the start of the clause that they are in. the only words that normally come before them in the clause are preposition or conjunctions.

The choice of relative pronouns is influence as follow.

- That as a relative pronoun never has preposition before it.

Example:

- That is a king! Thought, for which I'm most grateful.
- This is the person that Anne was talking about.
- This is the person about whom Anne was talking.

Which is not used for human subjects or objects?

Examples:

- That is the car which she has just bought.
- I have a ring which you will love.

Who and whom are restricted to human subjects or objects.

Examples:

- He introduced me to his friend, who had just returned from China.
- I liked the actor who was playing Oedipus.

STEP II – RELATIVE CLAUSES.

A subordinate clause introduced by a relative pronoun is called a relative clause.

There are two kinds of relative clauses:

- Defining relative clauses.
- Non- defining relative clauses.

1. Defining relative clauses:

A defining relative clause is one that is essential to the meaning of the sentence.

Examples: The bridge that is in the picture is Tower Bridge.

NB: A defining relative clause is never separated from the noun by a comma.

Examples:

- I don't like the music that they're playing.

2. Non – defining relative clauses:

A non – defining relative clause is one that is not essential to the meaning of the sentence.

e.g.

- My father, who is a Doctor, broke his leg yesterday.
- I first met Mary, who is John sister, at a party.

NB: a non – defining relative clause is placed between two commas. A defining relative clause is not marked off by commas.

Examples:

- My sister who lives in London is ill. (several sisters)
- My sister, who lives in London, is ill. (Only one sister).

A non – defining relative clause adds extra information to the whole of the main clause.

e.g.

- The man next door, who works from home, kept an eye on the house for us.
- They visited La Place de la nation, which is a wonderful place.

I. Using prepositions in relative clause.

Whom, which, and that can be used as object of a preposition in a relative clause.

Examples;

- The man I talked to was helpful.
- The chair which I am sitting in his hand.
- The chair in which I am sitting is hard.

Lesson 16: IDIOMS

Commonly used Idioms and their Meaning

Idiom: a manner of speaking that is natural to native speakers of a language

Every language has its own collection of wise sayings. They offer advice about how to live and also transmit some underlying ideas, principles and values of a given culture / society. These sayings are called "idioms" - or proverbs if they are longer. These combinations of words have (rarely complete sentences) a "figurative" meaning - they basically work with "pictures".

This list of commonly used idioms and sayings (in everyday conversational English) can help you to speak English by learning English idiomatic expressions. This is a list, which contains exactly 65 of the most commonly used idioms and their meaning.

Smart Idioms

1. A hot potato

Meaning: Speak of an issue (mostly current) which many people are talking about and which is usually disputed

2. A penny for your thoughts

Meaning: A way of asking what someone is thinking

3. Actions speak louder than words

Meaning: People's intentions can be judged better by what they do than what they say.

4. Add insult to injury

Meaning: To further a loss with mockery or indignity; to worsen an unfavorable situation.

5. At the drop of a hat

Meaning: without any hesitation; instantly.

6. Back to the drawing board

Meaning: When an attempt fails and it's time to start all over.

7. Ball is in your court

Meaning: It is up to you to make the next decision or step

8. Barking up the wrong tree

Meaning: Looking in the wrong place. Accusing the wrong person

9. Be glad to see the back of

Meaning: Be happy when a person leaves.

10. Beat around the bush

Meaning: Avoiding the main topic. Not speaking directly about the issue.

11. Best of both worlds

Meaning: All the advantages.

12. Best thing since sliced bread

Meaning: A good invention or innovation. A good idea or plan.

13. Bite off more than you can chew

Meaning: To take on a task that is way to big.

14. Blessing in disguise

Meaning: Something good that isn't recognized at first.

15. Burn the midnight oil

Meaning: To work late into the night, alluding to the time before electric lighting.

16. Can't judge a book by its cover

Meaning: Cannot judge something primarily on appearance.

17. Caught between two stools

When someone finds it difficult to choose between two alternatives.

18. Costs an arm and a leg

Meaning: This idiom is used when something is very expensive.

19. Cross that bridge when you come to it

Meaning: Deal with a problem if and when it becomes necessary, not before.

20. Cry over spilt milk

Meaning: When you complain about a loss from the past.

21. Curiosity killed the cat

Meaning: Being Inquisitive can lead you into an unpleasant situation.

22. Cut corners

Meaning: When something is done badly to save money.

23. Cut the mustard [possibly derived from “cut the muster”]

Meaning: To succeed; to come up to expectations; adequate enough to compete or participate

24. Devil's Advocate

Meaning: To present a counter argument

25. Don't count your chickens before the eggs have hatched

Meaning: This idiom is used to express “Don't make plans for something that might not happen”.

26. Don't give up the day job

Meaning: You are not very good at something. You could definitely not do it professionally.

27. Don't put all your eggs in one basket

Meaning: Do not put all your resources in one possibility.

28. Drastic times call for drastic measures

Meaning: When you are extremely desperate you need to take drastic actions.

29. Elvis has left the building

Meaning: The show has come to an end. It's all over.

30. Every cloud has a silver lining

Meaning: Be optimistic, even difficult times will lead to better days.

31. Far cry from

Meaning: Very different from.

32. Feel a bit under the weather

Meaning: Feeling slightly ill.

33. Give the benefit of the doubt

Meaning: Believe someone's statement, without proof.

34. Hear it on the grapevine

Meaning: This idiom means 'to hear rumors' about something or someone.

35. Hit the nail on the head

Meaning: Do or say something exactly right

36. Hit the sack / sheets / hay

Meaning: To go to bed.

37. In the heat of the moment

Meaning: Overwhelmed by what is happening in the moment.

38. It takes two to tango

Meaning: Actions or communications need more than one person

39. Jump on the bandwagon

Meaning: Join a popular trend or activity.

40. Keep something at bay

Meaning: Keep something away.

41. Kill two birds with one stone

Meaning: This idiom means, to accomplish two different things at the same time.

42. Last straw

Meaning: The final problem in a series of problems.

43. Let sleeping dogs lie

Meaning: Do not disturb a situation as it is – since it would result in trouble or complications.

44. Let the cat out of the bag

Meaning: To share information that was previously concealed

45. Make a long story short

Meaning: Come to the point – leave out details

46. Method to my madness

Meaning: An assertion that, despite one's approach seeming random, there actually is structure to it.

47. Miss the boat

Meaning: This idiom is used to say that someone missed his or her chance

48. Not a spark of decency

Meaning: No manners

49. Not playing with a full deck

Meaning: Someone who lacks intelligence.

50. Off one's rocker

Meaning: Crazy, demented, out of one's mind, in a confused or befuddled state of mind, senile.

51. On the ball

Meaning: When someone understands the situation well.

52. Once in a blue moon

Meaning: Happens very rarely.

53. Picture paints a thousand words

Meaning: A visual presentation is far more descriptive than words.

54. Piece of cake

Meaning: A job, task or other activity that is easy or simple.

55. Put wool over other people's eyes

Meaning: This means to deceive someone into thinking well of them.

56. See eye to eye

Meaning: This idiom is used to say that two (or more people) agree on something.

57. Sit on the fence

Meaning: This is used when someone does not want to choose or make a decision.

58. Speak of the devil!

Meaning: This expression is used when the person you have just been talking about arrives.

59. Steal someone's thunder

Meaning: To take the credit for something someone else did.

60. Take with a grain of salt

Meaning: This means not to take what someone says too seriously.

61. Taste of your own medicine

Meaning: Means that something happens to you, or is done to you, that you have done to someone else

62. To hear something straight from the horse's mouth

Meaning: To hear something from the authoritative source.

63. Whole nine yards

Meaning: Everything. All of it.

64. Wouldn't be caught dead

Meaning: Would never like to do something

Your guess is as good as mine

Meaning: To have no idea, do not know the answer to a question

Although it is difficult to draw a clear line, "an 'idiom' cannot be defined as a synonym for aphorism. It is more than that. To be an idiom, a word or phrase must be distinctive to a specific language and have a meaning that is not obvious from the common meaning of the words employed.

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