

	<p><u>III-Prior knowledge concept checking / Prerequisites</u> Technique: observation and identification Modality: group-class Instructions: ask the learners to observe , identify and classify the following words into two groups</p>	<p>- Demographic and ecological problems observation , identification and classification</p>	<p>Among the following words, which ones might be connected to human and which ones are linked to the environment? Classify them in two groups Criminality, lack of education, poverty, climate change ,drought, pollution, food shortage, ozone layer destruction ,famine</p>	<p>-5mns</p>	
	<p><u>IV-Presentation</u> <u>A- The Lexis connected to demographic and ecological problems</u> -Technique : exposition and observation -Modality: individual work - Instructions: share the lexis linked to demographic and ecological issues and ask the learners to classify them into two groups : are they connected to human or the environment ?</p>	<p>-classification of the words in two groups</p>	<p>Oral and written Observe the words on the handouts and classify them in two groups depending on either they are liked to human or to the environment.</p>	<p>- 20 mns</p>	
	<p><u>B- Practice</u> Technique : matching up / Modality: group- class Instructions : ask the learners to match the words with their suitable meanings after listening to the teacher's exposition</p>	<p>-Execution of the task -matching up practice</p>	<p>Written Match the words given on your left with their suitable meanings on your right. Cf the learners' page</p>	<p>-15 mns</p>	

	<p>C-Production Technique : words wiping / erasing Modality : group work Instructions : Tell the learners to fill in the blanks with the words which have been erased/ wiped out</p>	-Blanks filling	<p>Writing Fill in the blanks with the words that have deliberately been erased to find out the true meaning of the lexis related to social issues. Cf learner's page.</p>	- 15mns	
	<p><u>D-Wrap up</u> Technique : instructing and monitoring Modality: group class <u>Instructions:</u> ask the students to take notes.</p> <p><u>E- Evaluation / Homework</u> Technique: instructing Modality: group-class Instructions: ask the students to fill in the blanks with the provided words</p>	- notes- taking	<p>Written - take notes</p> <p>Written Fill in the blanks with the provided words</p>	-10 mns	

Level : Terminale A

Subject: English

Theme 7: Demographic and ecological issues

Title: Presentation of the Lexis related to demographic and ecological problems

Date:

Duration :

take in:

Teacher's name:

SUMMARY

1- Understanding the terms demographic and ecological problems

a- Demographic problems

'Demographic' is an adjective from demography which is the scientific study of population ("Démographique "est un adjectif qui dérive de démographie qui n'est autre que l'étude scientifique de la population).

'**Demographic problems**' refer to the difficulties generated by an uncontrolled population growth or the lack of family planning (Les problèmes démographiques renvoient aux difficultés engendrées par une croissance incontrôlée de la population ou par manque du planning familial).

Those problems range from **poverty** to **famine** going through **the lack of education** ,**illiteracy** ,**inadequate supplies in electricity and water**, **criminality** , **prostitution** , **garbage** ,**dirt**---.and all the wrong caused to the environment.

b- Ecological problems

Ecological here is synonymous with '**environmental**' itself deriving from 'environment', which is **all that surrounds us**. For example: the air, the atmosphere, the fauna (animals), the flora (trees, flowers or all that is green) etc.

Ecological or environmental problems may be natural or artificial (manmade): **earthquake**, **volcano**, **deforestation**, **pollution**, **species extinction**, **nuclear catastrophe**---. (See vocabulary for the meanings).

3- Selected vocabulary on the environmental problems

Activity : Find the French meaning for the English words on your left

Words

- 1- An earthquake
- 2- An earth tremor
- 3- Drought
- 4- Noxious
- 5- Industrial wastes

Meanings

- destruction de la couche d'ozone
- disparition des espèces
- effet de serre
- réchauffement global
- fumées toxiques

6- Household wastes	- changements climatiques
7- Exhaust fumes	- glissement de terrain
8- Rubbish dump	- sécheresse
9- A landslide	- tremblement de terre
10- A nuclear power station explosion	- une secousse sismique
11- Toxic fumes	- ordures ménagères
12- Deforestation	- les déchets industriels
13- Global warming	- gaz d'échappement
14- Ozone layer wrecking	- nocif
15- Species disappearance	- décharge
16- Climate changes	- explosion d'une centrale nucléaire
17- Greenhouse effect	- déforestation
18- Plastic bags	- canicule
19- A flood	- tourbillon
20- The monsoon	- fonte de la glace
21- A tidal wave	- tempêtes
22- Bushfires	- typhon
23- A hurricane	- une inondation
24- A lava flow	- la mousson
25- A mudslide	- raz-de-marée
26- Whirlwind	- un ouragan
27- Dog days	- une coulée de lave
28- Typhoon	- une coulée de boue
29- Storms	- feux de brousse
30- Ice sleet	- sacs en plastique

Correction of the vocabulary related to ecological problems

1=tremblement de terre ; 2 = secousse sismique ; 3- sécheresse ; 4- déchets industriels ;6- ordures ménagères ; 7- gaz d'échappement ; 8- décharge ; 9- un glissement de terre ;10- explosion d'une centrale nucléaire ; 11- fumées toxiques ; 12- déforestation ;*13- réchauffement global ; 14- destruction de la couche d'ozone ; 15- disparition des espèces ; 16- changements climatiques ; 17- effet de serre ; 18- sacs en plastique ; 19- une inondation ; 20- la mousson ; 21- raz-de-marée ; 22- feux de brousse ; 23- un ouragan ; 24- une coulée de lave ; 25- une coulée de boue ; 26- tourbillon ; 27- canicule ; 28- typhon ; 29- tempêtes ; 30- fonte de la glace

Exercise: Fill in the blanks with a suitable word from the list below seen in the lesson: **species disappearance- floods- green effect- ozone layer- droughts- deforestation - earthquake - climate changes - landslide.**

Text: What future for the environment?

Our environment is terribly threatened. Most human activities are achieved in complete indifference of the damages they may cause to the nature. Nowadays, it is obvious that the wrecking of the ----1----- is greatly responsible for the heats we are experiencing worldwide. Those terrible heats often go along with -----2-----, which means the absence of rains. In certain other areas, the earth shakes. That phenomenon causes many disasters. Recently an -----3----- has been recorded in Croatia even if only material damages have been significant. Heavy rains are another source of calamities. They engender -----4----- and provoke -----5----- to the point that men are buried alive surprisingly. Ecological disasters are of twofold origins: natural and manmade. However, man is to blame the most. Indeed, industries emit ----6----- gases responsible for-----7----- . In addition, the savage cutting down of trees or -----8----- carries along with another dangerous and pitiful reality of -----9----- .As a result, just in a few years certain animals will run extinction.

Correction

- | | | |
|---------------|--------------|-------------------------|
| 1-ozone layer | 4-floods | 7-climate changes |
| 2-drought | 5-landslide | 8-deforestation |
| 3-earthquake | 6-greenhouse | 9-species disappearance |

Terminale A

Text Study on demographic problems

Text: Islam and a planet in Crisis

In Pakistan, in a period of 30 years, our population rose by 5 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 every pregnancy is planned and every child conceived is nurtured, loved, educated and supported. I dream of a Pakistan, of an Asia, of a world where we can commit our resources to the development of human life and not to its destruction. That dream is far the reality we endure. We are a planet in crisis, a planet moving towards a 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 to improve 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 should not be viewed by the teeming masses of the world as a universal charter, seeking to impose adultery, abortion, sex education and other such matters on individuals, societies and religions which have their own ethos.

Governments can do much to improve the quality of life in our society. But there is much they cannot do. Government do not educate our children. Parents educate children; more often mothers. Governments do not teach values to our children. Parents teach values to our children; more often mothers. Government do not socialize youngsters into responsible citizens. Parents are the primary socializing agents in society; in most society that job belongs to the mothers. How do we tackle population growth in a country like Pakistan? By tackling infant mortality, by providing villages 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 and employment.

Independent, September7, 1994.

A- True or False

- 1-In 1994, the population of Pakistan was 50 million
- 2-The author of this text is a Pakistani.
- 3-He is talking to an audience during a conference.
- 4-Pakistan is a country of Europe.

B-Answer the following questions

- 1-Is the author a Pakistani? Give two evidences from the text.
- 2-What is the author pleading for?
- 3-What are the problems faced by the population in Pakistan?
- 4-State the role of the government and that of the parents.

II-linguistic Competence

A- Vocabulary

Choose the best letter

- 1- squalor : a-joy; b-fairly well; c-dreadful conditions. 2-Nurtured: a-eaten; b-dressed; c-fed ;
3-abortion: a-birth; b-pregnancy; c-pregnancy elimination 4-teeming: a-empty; b-overcrowded; c-reduced
5-Growth: a-increase; b-decrease; c-stability

B- Grammar

1-Use the instructions given between brackets filling in with **can/could, may /might/ should or ought to**.

a-Governments-----provide villages with hospitals. (Moral obligation).

b-Governmentsgive the population free food if they are too poor. (Eventuality/ probability).

c-Governments-----build schools, create jobs if they like. (Ability)

d-Rich countries -----not exploit developing countries. (Moral obligation).

2- Use the future with ‘can, may and must’.

a-They cannot do it because they are busy now. Next week; they----- do it because they will be free.

b-You may not drink alcohol here, it is a sacred place. However, you ----- drink if you stay outside.

c-We must protect the planet no matter what. The future generations....----- to defend the planet at all cost.

d- You ----- to open your father’s room two weeks after his death by the family council tomorrow.

III- Communicative competence

Complete the following conversation with the missing parts.

A: What a sad and fascinating story at the same time!

B: Yes, I recount it over and over in memory of---

A: _____ 1 _____ ?

B: I tell it twice or three times a week.

A: _____ 2 _____ -?

B: I got it from my auntie.

A: _____ 3 _____ ?

B: No, you cannot. She died.

A: _____ 4 _____ ?

B: She died in childbirth.

IV- Writing expression

Family planning: an advantage or a danger for a country?

Terminale A

B- Demographic problems

Correction of the text Islam and a planet in crisis

A- True or False

1- False 2-True. 3- True. 4-false

II-linguistic Competence

A- Vocabulary

Choose the best letter

1- c 2- c 3-c 4-b 5- a

B- Grammar

1- Let's use the instructions

a-Governments **should or ought to** provide villages with hospitals.

b-Governments **may /might/** give the population free food if they are too poor.

c-Governments **can** build schools, create jobs if they like.

d-Rich countries **should** not exploit developing countries.

2- Use the future with 'can, may and must'.

a-They cannot do it because they are busy now.

Next week, they will be able to do it because they will be free.

b-You may not drink alcohol here, it is a sacred place.

However, you will be allowed to drink if you stay outside.

c-We must protect the planet no matter what. The future generations will have to defend the planet at all cost.

d- You will be authorized to open your father's room two weeks after his death by the family council tomorrow.

B-Answer the following questions

1- Yes, he is. The evidences are "our population, as chief executive of one of the nine largest populated countries".

2-The author is pleading for a Pakistan where every pregnancy is planned and every child conceived is nurtured, loved, educated and supported.

3- The problems faced by the population in Pakistan are rapid population growth, squalor, poverty

4-The role of the government and that of the parents is: parents educate and teach values to children while the governments build schools and supply electricity to villages or cities.

III- Communicative competence

A1: How often do you tell it?

A2: From whom did you get it?

A3: Can I see/ met her?

A4: How did she die?

IV- Writing

Introduction

Everyone agrees that the rapid demographic growth is one among the many problems that affect developing countries. To control it, programs such as family planning have been conceived. Yet, it remains controversial in certain areas where it is not welcome. To tackle with the matter, I will first explain the term ‘family planning’, and then I will say if it is a danger or not before giving suggestions.

Body

Family planning or fertility control is a contraceptive approach to avoid unwanted pregnancies. It is a planning of births to guarantee safe and healthy conditions to kids.

Defined so, it presents no apparent dangers since all is done to satisfy the offspring.

However, for me, it is a danger.

First, it goes counter divine principles, which stipulates, “Multiply yourselves and fill the earth». In fact, it is unnatural to limit fertility at the risk of causing the population to get old, as it is the case in most developed countries where more than half a population is old.

On top of that, restraining the natural flow of fertility has a serious impact on development since industries need hand labor and an efficient youth to boost up production. In Hamburg, Germany, they have recently been obliged to encourage “chosen immigration” as the city ran short of workers and the inhabitants old in majority.

To have many children is not necessarily an expression of poverty. In Africa, it is a symbol of power, virility, wealth and dynamism, as they will produce in the fields for the family. China, India and Nigeria have dynamic economies because consumption is important.

Conclusion

Briefly, I have given the reasons why family planning should not be encouraged everywhere. In my mind, it is unnatural to reduce the flow of fertility, as there are those who long for having children. I suggest having as many children as possible if we can take care of them.

Homework: writing

**After enumerating some of the problems due to an overpopulation, you will say why it is important to resort to family planning.
(150- 200 words**

Text Exploitation on ecological issues or problems**Text: Ensure environmental sustainability**

Environmental sustainability means using natural resources wisely and protecting the ecosystems on which our survival depends. But sustainability will not be achieved with current patterns of resource consumption and use. Land is becoming degraded at an alarming rate. Plants and animal species are being lost in record numbers. The climate is changing bringing with it the threats of rising sea levels and worsening droughts and floods. Fisheries and other marine species are being overexploited.

The rural poor are most immediately affected because their day-to-day subsistence and livelihoods more often depend on the natural resources around them. Though the exodus to urban areas has reduced pressure on rural lands, it has increased the number of people living in unsafe and overcrowded urban slums. In both urban and rural areas, billions of people lack safe drinking water and basic sanitation. Overcoming these and other environmental problems will require greater attention to the plight of the poor and an unprecedented level of global cooperation. Action to halt further destruction of the ozone layer shows that progress is possible when the political will is there.

Forests cover one third of the earth's surface and constitute one of the richest ecosystems. They provide for many people's everyday needs, including food, fuel, building materials and clean water. Yet, in the last decades alone, 940,000 square kilometers- an area the size of Venezuela- were converted into farmland, logged or lost to other uses. Efforts to combat deforestation are ongoing. Sustainable forest management practices are reducing pressure on the land and improving the livelihoods of communities living in and around forests. Still, it is a race against time.

From The Millennium Development Goals Report 2005.

- 1-Nowadays our environment is dangerously threatened.
- 2-The casualties of the natural resources overexploitation are citizens.
- 3-Lots of animal species are on the verge of extinction.
- 4-No action is taken to fight ozone layer damage.

B-Answer the following questions

- 1-What is environmental sustainability?
- 2- How does the exodus to urban areas affect the population?
- 3- Are forests important in everyday's life?
- 4-What are the problems faced by the environment in the text?

II- Linguistic competence

A- Vocabulary

Choose the best answer a, b, or c.

- 1-sustainability: a-suspension; b-durability; c-stability
- 2-droughts:a-rains; b-absence of rains; c-snow
- 3-plight: a-condition; b-experience; c-plan
- 4-ongoing: a-slowng; b-increasing; c-continuing
- 5-halt: a-perpetuate; b-keep; c-stop

IV-Writing

Most animals are on the endangered species list. After Enumerating a few of them, suggest solutions to spare them from extinction

B- Grammar

1- Complete with the modal or its **equivalent**.

- a-Weto wait for the doctor for half a day last week.(obligation)
- b-Cell phonesbe left at the entrance gate.(advice)
- c-Tell them we.....visit them tonight.(probability)
- d-She play video games when she was ten (ability).

2- Mistakes correction

Correct the mistake contained in each sentence.

- 1- Should I open the door for you?
- 2- Shall I smoke in here?
- 3- When he was a boy he will go to the cinema without telling his parents.
- 4-They would have left the area due to the insects' invasion

III- Communicative competence

Complete the following conversation between with the missing parts

A: Our environment is seriously jeopardized. I wonder why?

B: Certainly because of our degrading mentalities in public management of our natural resources and technical progress.

A: Too academic! _____1_____?

B: In clear, one of the major causes may be deforestation

A: _____2_____?

B: To reduce its expansion, we could specifically care about the population living in or around the forest.

A: _____3_____?

B: Another cause can be the household wastes.

A: _____4_____?

B: as an authority, I should lead awareness campaigns to settle that case definitely.

Learner's page

Level : Terminale A

Subject: English

Theme: Demographic and Ecological issues

Text title: Ensure environmental sustainability

Date:

Duration : 3 hours

Take in: **handouts**

Teacher's name: **Inspector Idée TOUNTSI**

SUMMARY

Correction of the text on Ensure Environmental sustainability

A-Say True or False

1- True.

2- False

3- True

4- False

B-Answer the following questions

1- Environmental sustainability is using natural resources widely and protecting the ecosystems on which our survival depends.

2- The exodus to urban areas affect the population in that it has increased the number of people living in unsafe and overcrowded urban slums.

3- Yes, they are. The text says: "They provide for many people's everyday needs, including food, fuel, building materials and clean water".

4-The problems faced by the environment in the text are: soil degradation, climate change, disappearance of plants and animal species, droughts, floods, overexploitation of marine species -

II- Linguistic competence

A- Vocabulary

Choose the best answer a, b, or c.

1- b

2- b

3-a

4- 5- c

5- c

B- Grammar

1- Complete with the modal or its **equivalent**.

a-We **had** to wait for the doctor for half a day last week.

b-Cell phones **should** be left at the entrance gate.

c-Tell them we **may** visit them tonight

.d-She **could** play video games when she was ten.

2- Mistakes correction

1-**Shall** I open the door for you? (Offer)

2- **May** I smoke in here? (permission)

3- When he was a boy he **would** go to the cinema without telling his parents.(habit in the past)

4- They **had to** leave the area last year due to the insects' invasion.(obligation)

III- Communicative competence

A1: Too academic! What may one of the major causes be?

A2: What could we do to reduce its expansion?

A3: What may another cause be?

A4: As an authority, What should you do to settle the case?

IV- Writing

Plan

Introduction

- **General context:** Point out that the extinction of certain animals species is one among the many ecological problems

- **Specific context:** underline the fact that the disappearance of animal species is a topical issue as it is at the core of international meetings.

-Problematic: - What are the sample of some animals running the risk of extinction?

- How can we do to spare them from that plight?

Body

1- List of certain animal species threatened to extinction :

Chimpanzees, gorillas, elephants, lions, rhinoceros, hippos, Pandas, polar bears, panthers, tigers ---

2- **Observation**

As we can see from the list, most animals are at the top of the food chain; which necessary disorganizes nature.

In view of this, urgent solutions are required among other things :

- education and sensitization on the necessity of preserving those species responsible for natural balance.

- To guarantee the survival of the population living in and around the forest by finding adequate compensation so that they can also benefit from the forest.

- To institute a participative management with the surrounding inhabitants to avoid frustration.

- To pass important regulation the basis on which all actions will be controlled.

Conclusion

-summary of the body (we have enumerated the list of endangered species and proposed some solutions to preserve them from extinction).

- opinion : To the best of my knowledge, this phenomenon is due to poverty coupled with ignorance as regards the importance of the great mammals in the food chain

- advice / suggestion : Sensitization ,education and training should be permanent to fight poaching

Homework : Writing

Give the consequences of the climate changes on the environment.

Terminale A

Unit 8 : Food and Health

In this unit, we are going to focus on the relationship between food and health. As nobody ignores it, the food we eat or the beverages we drink determine how healthy we are or we will be. We will define the terms food and health, present the lexis and study the related texts.

I-What do the terms 'food' and 'health' mean?

1-An approach to the concept of food

Food is anything living creatures can eat or drink to be strong and live longer (la nourriture c'est tout ce que les créatures vivantes mangent ou boivent pour être fortes et vivre plus longtemps).

There exists a lot of variety of foods: meat, fish, game (gibier), fruit, vegetables, poultry, cakes, milk and milk products, rice and cereals, nuts and different beverages (water, juice, beer, wine, Champaign, soda--).

2- Vocabulary related to food

Activity1: Match the English word with its French meaning

English words

- 1- A lamb
- 2- A sheep
- 3- A kid
- 4- A sow
- 5- A calf
- 6- A pig meat
- 7- A rabbit
- 8- A crab
- 9- A crayfish
- 10- A cod
- 11- An eel
- 12- A shrimp
- 13- A trout
- 14- A tuna
- 15- A whale
- 16- A shark
- 17- A salmon
- 18- Oysters
- 19- An apricot
- 20- grapefruit
- 21- A blackberry

- 22- A peach
- 23- A nectarine
- 24- A plum
- 25- A pumpkin
- 26- A raspberry
- 27- A quince
- 28- A pineapple
- 29- A lettuce
- 30- A cauliflower
- 31- bean
- 32- Cabbage
- 33- French beans
- 34- A leek
- 35- Spinach
- 36- Sorrel
- 37- parsley
- 38- A tortoise
- 39- Caterpillar
- 40- Duck
- 41- A turkey
- 42- A goose
- 43- A peacock

French meanings

- une laitue
- un paon
- un canard
- une oie
- une dinde
- haricot
- chou
- épinard
- oseille
- poireau
- du persil
- haricots verts
- chenille
- une tortue
- pamplemousse
- un coing
- un crabe
- une prune
- un abricot
- une pêche
- un chou-fleur
- une mûre

Correction of the vocabulary related to Food

1= un agneau ;2= un mouton ;3= un chevreau ;4= une truie ;5= veau ; 6= une viande de porc ;7= un lapin ; 8= un crabe ; 9= une langouste ;10= une morue ;11= une languille ;12= une crevette ;13= une truite ;14= un thon ; 15= une baleine ; 16= un requin ;17= un saumon ;18= des huitres ;19= un abricot ; 20= pamplemousse ; 21= une mûre ; 22= une pêche ; 23= un brugnion ; 24= une prune ; 25= une citrouille ; 26= une framboise ; 27= un coing ; 28= un ananas ; 29= une laitue ; 30= un chou- fleur ; 31= haricot ; 32= chou ; 33= haricots verts ; 34= un poireau ; 35= épinard ;36= oseille ; 37= du persil ; 38= une tortue ; 39= chenille ; 40= canard ; 41= une dinde ; 42= une oie ; 43= un paon.

3- An approach to the concept of Health

a-Definition

Health is the condition of the body. That condition can be good or bad. We, then, talk about good health or ill health.(la santé c'est l'état dans lequel se trouve l'organisme. Cet état peut être bon ou mauvais. On parle alors de bonne ou mauvaise santé).

In this unit , we are reviewing a few words related to health in general, A.I.D.S. and Malaria

b- A few words related to health,AIDS and Malaria

Activity 2: Find the French meaning for the following English words

English words

1- To be in good health ; 2- To be in bad health ;3- A check- up ;4- To call in a doctor ; 5- A bout of fever ; 6- A stuffed nose ;7- An injury ;8- to suffer from ; 9- A health center ,10- An emergency ; 11- First aid ; 12- A nurse ; 13- A nursing staff ; 14- To fall ill ;15- To have a relapse ; 16- vascular diseases ;17- A swelling ; 18-Side effects ;19- a carrier ; 20- period of incubation ; 21-Sexual intercourse ; 22- A fairy, a pansy ; 23-To indulge in sex ; 24- An S.T.D ; 25- A sheath / condom , 26- A blood test ; 27- To be HIV positive ; 28- To catch AIDS ; 29- HIV ; 30- Immune system ; 31- pimples ; 32-To weaken , 33- To destroy ; 34- white blood cells ; 35- antiretroviral ; 36- immunized against ; 37- skin rash ; 38- mosquito- net ; 39- mosquito bite ; 40- malarial attack ; 41- anopheles ; 42- to get rid of ; 43- old tins ; 44- grasses ; 45- surrounding ; 46- blood test ; 47- severe diarrhea

French words

- faire une rechute - une urgence - souffrir de - centre médical - personnel soignant - un infirmier, une infirmière- tomber malade- être en mauvaise santé- période d'incubation - être en bonne santé- faire venir un médecin - bilan de santé - une blessure- les premiers soins - un nez bouché - un accès de fièvre- préservatif - s'adonner au sexe- un pédé - système immunitaire -V.I.H - globules blancs- détruire -une M.S.T - piqûre de moustique- être séropositive - analyse de sang - accès palustre - se débarrasser de- contracter le SIDA - goutte épaisse - boutons - antirétroviral- éruption cutanée – affaiblir - vieilles boîtes - diarrhée atroce-- moustiquaire - les herbes -environ -immunisée contre- anophèle- rapports sexuels- un porteur- effets secondaires – maladies vasculaires - une enflure

Correction of the vocabulary related to health

1= être en bonne santé ; 2= être en mauvaise santé ;3= un bilan de santé ; 4= Faire venir un médecin 5= un accès de fièvre ; 6= un nez bouché ;7= une blessure ; 8= souffrir de ; 9= un centre médical 10= une urgence ; 11= les premiers soins ;12= un,e infirmier ,e ; 13= personnel soignant ;14= tomber malade 15= faire une rechute ; 16= les maladies vasculaires 17= une enflure 18= effets secondaires 19= un porteur (virus) ;20= période d'incubation ; 21= rapport sexuel 22= un pédé ; 23= s'adonner au sexe ; 24= une M.S.T ; 25= un préservatif ; 26= une analyse de sang 27= être séropositive; 28= contracter le sida ; 29=V.I.H. ; 30= système immunitaire ; 31= boutons ;32= affaiblir ; 33= détruire ;34= globules blancs ;35= antirétroviral ; 36= immunisé(e) contre 37= éruption cutané ; 38=moustiquaire;39= piqûre de moustiquaire ; 40= accès palustre ; 41= anophèle ;42= se débarrasser de ;43= vieilles boites ; 44= des herbes ; 45= alentour, environ 46= goutte- épaisse ; 47= diarrhée atroce

II- The relationships between food and health

In most developing countries where imported food is unavoidable, it is not rare to hear a friend say 'eat green' (mange bio). The reason is that that imported food is genetically modified and can raise havoc (cause damages) in any part of the body. In this way, we understand that the food we eat has a direct impact on us. Indeed, the better we eat the healthier we are and the longer we will live. Whereas, the worse people eat, the unhealthier they get and the quicker they die. Food and health are ineluctably connected and it is impossible to imagine life without any good food.

Grammar structure: Quantifiers (Adverbs of quantity)

This lesson aims at making the distinction between the adverbs expressing a countable quantity and those expressing an uncountable one. As usual, the following model sentences will help us grasp (saisir) that difference.

I- Observe, analyze and conclude

- 1- The church is overcrowded; I can see **many cars** in the yard.
- 2- The exam was so tough that only **few pupils** passed it.
- 3- I admire Janet a lot, because she drinks **much water**.
- 4- There is a **little salt** in the kitchen; go and take it.
- 5- Do you need **some** tea every morning? - Yes, I need some.
- 6- I haven't got **any** money by me.
- 7- Harrison has **no** difficulties in finding a job.

Analysis:

The underlined words are quantifiers or adverbs of quantity and they are followed by nouns..

Among the nouns, there are some that can be counted (cars and pupils) and others that we cannot count (water as a liquid and salt). The countable nouns are all in the plural form while the uncountable are singular.

Conclusion:

- a- Use '**many**' (beaucoup) before a plural countable noun to show an important quantity. E.g. 1
- b- Use '**few**' (peu de) or '**a few**' (**quelques**) before a plural countable noun to show a reduced quantity E.g. 2
- c- '**Much**' is used before a singular uncountable noun to express a great quantity. E.g. 3
- d- '**Little**' (peu de) and '**a little**' (un peu de) convey the idea of a reduced quantity before a singular uncountable noun. E.g. 4
- e- '**Some**' is used in affirmative sentences or when we expect a positive answer. E.g. 5
- f- '**Any**' occurs in negative and interrogative sentences .E.g. 6.
- g- '**No**' expresses the negation in affirmative sentences .E.g. 7

Note:

- '**a lot of** or **lots of**' can replace 'Much and many'.
- E.g.: He has already read **many** newspapers. (Many)
 She drinks **a lot of** water. (Much)

Exercise 1: Fill in with “much, many, few, a few, little or a little”.

- 1- In the North part of Congo, there is -----timber or wood.
- 2- Children should drink ----- milk everyday a better growing.
- 3- Very ----- politicians are honest and fair nowadays.
- 4- As there are ----- people, it is better to start the meeting.
- 5- Only ----- athletes have come because of the weather.
- 6- Sorry! I just have ----- money left, I cannot help you.
- 7- Your son drinks ----- milk that is why he has growth problems.
- 8- Don't worry! I have ----- money. I can afford it.
- 9- ---- are called but only ---- are elected.
- 10- There is a bottle of coke in the fridge; you can have-----..

Exercise 2: Correct the mistake contained in each sentence

- 1- There are a little apples in the basket, everybody can have one.
- 2- His résumé is not rich; it does not interest few businesspersons.
- 3- This soup is too little salty, I cannot drink it.
- 4- A few boy were polite that is why I did not punish them.
- 5- Put a few ink in the box to avoid wasting it.
- 6- How many do you weigh?
- 7- Tell my sister to cook many rice for they will be much guests.
- 8- Give them the few coffee I bought yesterday from the supermarket.
- 9- Mum is very fruitful she has a few children.
- 10- They sat on a little chair thinking about many confidence the boss has put on him.
- 11- I would like you to drink any juice.
- 12- Hopkins has not money to afford a new car.
- 13- He has not asked no question at all.

Correction of the exercise1

- 1- In the North part of Congo, there is **much** timber or wood.
- 2- Children should drink **much** milk everyday a better growing.
- 3- Very **few** politicians are honest and fair nowadays.
- 4- As there are **a few** people, it is better to start the meeting.
- 5-Only **few** athletes have come because of the weather.
- 6- Sorry! I just have **little** money left; I cannot help you.
- 7- Your son drinks **little** milk that is why he has growth problems.
- 8- Don't worry! I have **much** money. I can afford it.
- 9- **Many** are called but only **few** are elected.
- 10- There is a bottle of coke in the fridge, you can have **a little** in your glass..

Correction of the Exercise 2

- 1- There are **a few apples** in the basket; everybody can have one.
- 2- His résumé is not rich; it does not interest **many** businesspersons.
- 3- This soup is too **much** salty, I cannot drink it.
- 4- A few boys were polite that is why I did not punish them.
- 5- Put **little** ink in the box to avoid wasting it.
- 6- How **much** do you weigh?
- 7- Tell my sister to cook **much** rice for they will be **many** guests.
- 8- Give them the **little** coffee I bought yesterday from the supermarket.
- 9- Mum is very fruitful she has **many** children.
- 10- They sat on a little chair thinking about **much** confidence the boss has put on him
- 11- I would like you to drink some juice.
- 12- Hopkins has no money to afford a new car.
- 13- He has not asked any question at all..

Terminale A

Grammar structure: Modals in use

Models are used for many different purposes. To understand it, it is important to study the following cases :

Case 1:

- John **can** speak French and English, I heard him speak yesterday.
- Really? I did not know that he **could**. (**Ability**)

Case 2:

- He **can** use my pen, I have already finished.
- students **may** take up to six books a week? (**Permission**)

Case 3:

- Caesar said: '**shall** I lift it for you?'
- 'Shall we go to the cinema', he kept on asking. (**Offer and suggestion**)

Case 4:

The sky is cloudy. It **may** / **might** rain now. (**Probability/ possibility**)

Case 5;

You must carry on with your work today. (**Necessity**)
I have to go now.

Case 6:

I think he **should** /**ought** to see a doctor because he is coughing. (**Advice/ moral obligation**)

Conclusions:

1- '**Can**' expresses ability. Use **could** for ability in the past.

Note: use 'be able to' in the future instead of can. Example: I will be able to cross the river swimming.

2-‘May’ and ‘can’ are used for asking and giving permission.

Note: use ‘be allowed to /be permitted to’ where may cannot be conjugated. Example: I will be allowed to go / I was allowed to go.

3-‘shall’ expresses offer or suggestion.

4-‘May’ or ‘might’ are also used for possibility or probability.

5-‘must’ expresses necessity, obligation. Replace must by ‘have to’ in the past and the future

Example: I had to leave the area or I will have to leave the area.

6-‘Should / ought to’ are for advice or moral obligation

Recap grid

N°	modals	functions	equivalents	past	future
1	can	Ability, permission	Be able to	Could, was/ were able to	Will be able to
2	may	Permission, probability	Be allowed to /be permitted to	Was/ were allowed/ permitted to	Will be allowed to
3	shall	Offer; suggestion	-----	should	-----
4	might	Permission, probability	-----	might	-----
5	must	Necessity, obligation	Have to / be obliged to	Had to	Will have to
6	Should/ ought to	Advice, moral obligation	Have to	Had to	Will have to

Note: **might** is for asking permission, not giving.

Exercise: 1-Use the instructions given between brackets by filling in with **can/could, my /might/ should or ought to, must.**

a-Government-----provide villages with modern facilities such as roads, hospitals and electricity.(Moral obligation).

b-Authorities ... give the population free food if they are too poor. (Eventuality/ probability).

c-Our government has much money. As such, it ----- create jobs and build schools if it likes. (Ability)

d-North countries -----not exploit developing countries. (Moral obligation).

e-Containment ----- be applied everywhere to stop the corona virus propagation.(obligation)

f- ----- I open the window and see the passers-by? (asking permission)

Homework : Use the future with ‘can, may and must’.

a-They cannot do it because they are busy now. Next week; they----- do it because they will be free.

b-You may not drink alcohol here, it is a sacred place. However, you ----- drink if you stay outside.

c-We must protect the planet no matter what. The future generations..... to defend the planet at all cost.

d- You ----- to open your father’s room two weeks after his death by the family council tomorrow

e-I am still young and I find driving very difficult. When I am old I ----- drive a very nice car.

Terminale A

Correction

Exercise 1 : let us use the instructions given to fill in the blanks

a-Government **should** provide villages with modern facilities such as roads, hospitals and electricity.(Moral obligation).

b-Authorities **may** give the population free food if they are too poor. (Eventuality/ probability).

c-Our government has much money. As such, it **can** create jobs and build schools if it likes. (Ability)

d-North countries **ought / should** not exploit developing countries. (Moral obligation).

e-Containment **must** be applied everywhere to stop the corona virus propagation.(obligation)

f- **Might / could/ may** I open the window and see the passers-by? (Asking permission)

Terminale A

Text exploitation on food

Text: Better Health through Better Eating

More and more people believe that sound eating habits can improve their health and help them live longer. There is scientific evidence that the risk of heart disease, cancer, obesity and liver problems for instance can be greatly reduced. A recently published 1,300 pages report makes the following recommendations:

*limit fats and keep cholesterol consumption low. Eat more fish; poultry, lean meat and low fat milk products and cut back on fried and other fatty foods such as pastries, fat meals and eggs.

*Eat fruit and vegetables daily. It's the best source of vitamins and minerals. Rice, potatoes and pasta which are low in fats and good in carbohydrates are good for you.

*Eat only a small amount of meat; in excess, it can be bad for you. An ounce of lean ground beef has got about 8 grams of proteins so that a 6oz (ounce) hamburger provides the daily ration of proteins of a 120 it (pound) a person.

*Above all, stay away from junk foods such as cakes, sweets and soft drinks. They are made with flowers and sugar chemicals and are high in fats. So are all fried foods and tinned meats. Also, remember that, coke, tea, coffee and alcohol can have bad effects.

So, start watching your diet. Don't wait till you run into problems. A balanced diet will keep you healthy and full of energy.

A-Say True or False

- 1-Sound eating habits restrain the risk of diseases.
- 2-Poultry is not recommended because it is the source of fatness.
- 3-The report encourages people to consume pastries.
- 4-Meat is entirely forbidden because it is bad for us all

B- Answer these Questions

- 1- How can we live longer according to the text?
- 2-Why are junk foods dangerous?
- 3-Are carbohydrates recommended. Why?
- 4-Quote three diseases that can be fought by a balanced diet.

II-Linguistic competence

A- Vocabulary

Fill in with the appropriate words from the text.

- 1- Chickens, turkeys and ducks are part of -----.
- 2- The organ where cirrhosis develops is the -----

B-Grammar

- 1- Use 'much, many, few or little'.
 - a- There is only coffee left in the cup
 - b- Due to the rain only.....pupils came to school

2- Correct the mistakes

- a- What may you like to order?
- b- I should like ploughman's lunch please

III-Communicative competence

Fill in the conversation with appropriate questions.

- A: Hello sir, may I help you?
B: With pleasure, I need the best of your specialties.
A: _____1_____?
B: I'd like chicken Biryani, please.
A: _____2_____?
B: I'll have vegetable samosas for appetizers
A: _____3_____?
B: Yes, I'd like a large soda, please.
A: _____4_____?
B: Yes, I need fresh fruit salad please

IV- Writing

Show that sound eating habit favor good health.

- 3- Crushed meat put in a tin becomes ----- meat.
- 4- We are ----- when we have a balanced diet.

- c- The project was so interesting that it lures...businesspersons.
- d- She does not haveconfidence in herself..

- c- Would you to like drinking something?
- d- Anything for your desert?

Correction of the text on Better Health Through better Eating

A-Say True or False

1- True. 2- False 3- False 4- False

B- Answers to the questions

- 1- According to the text ,we can live longer by having sound eating habits.
- 2- Junk foods are dangerous because they are made with flowers and sugar chemicals and are high in fats.
- 3- Yes, they are. The text says: “Rice, potatoes and pasta which are low in fats and good in carbohydrates are good for you.
- 4- Three diseases that can be thought by a balanced diet are heart disease, cancer and obesity.

II- Linguistic competence

A-Vocabulary

1-poultry. 2- Liver 3-tinned meat. 4- Low fat meat

B-Grammar

- a-There is only **little** coffee left in the cup.
b-Due to the rain only few pupils came to school

- c-She doesn't have **much** confidence in herself.
d-The project was so interesting that it lures **many** businessmen.

2- mistakes correction

- a- What would you like to order?
c- Would you like drinking something?

- b- I would like ploughman's lunch please.
d-Anything for your dessert?

III-Communicative competence

- A1: What would you like to order?
A3: Would you like something to drink?

- A2: What will you have as appetizers?
A4: Do you want something for your dessert?

IV- Writing expression

Clues: in this subject, we have to show how sound eating habits help us be in good health. Here, we are going to emphasize on how certain nutrients such as vitamins, proteins, minerals, water--- strengthen our body and make it healthy. Dans ce sujet, il faut montrer comment de saines habitudes alimentaires contribuent à la bonne santé. Il faut montrer comment certains nutriments que nous obtenons en mangeant telles que les vitamines, les protéines, les sels minéraux et l'eau fortifient l'organisme et le rendent en bonne santé.

Plan

Introduction

- a- General context: Point out that food and health have a tight relationship.
- b- Specific context: point out that the way we feed our body or the quality of the food we eat has either a positive or a negative impact on us.
- c- Problematic: what do we mean by sound eating habits ? In what ways do they influence our health?

Body

1- Explanation of the terms sound eating habits

‘Sound eating habits ‘suppose a responsible behavior in the way of eating. It entails eating what the nutritionists recommend while respecting the norms.

2-Arguments announcing sentence

Obviously, eating is an art; it obeys a certain number of rules if we want to live longer.

3- Arguments

- Eating late at night is dangerous for health because it causes obesity, source of many evils.
- Consuming vitamins through fruits, vegetables and even fish is a source of strength as vitamins protect the body against diseases. For example : vitamin A helps avoid blindness and vitamin c struggles against fever fatigue and influenza
- It is necessary to avoid eating fatty meats because they are the source of heart diseases as breathing becomes difficult with fatness.

Conclusion

Eating soundly is indeed a way to reinforce one’s chances to live longer and that is what we have shown in this essay. We should avoid eating anything at any time to keep ourselves healthy. In this connection, I recommend people to adopt sound eating habits.

.Homework : writing

Give the negative impact of food on the body.(150-200 words)

Language function: Giving advice

Let us study the following situations

Situation 1: Your brother is suffering from a toothache. He is just taking some tablets by himself to soothe his pain. What can you tell him?

Answers : - you should go to see a dentist.
-you had better see a doctor.

Situation 2: your best friend refuses to use the protection measures against coronavirus propagation

Advise him/

Piece of advice : -If I were you, I would apply those measures.

- Why don't you use those protective measures?

Conclusion

There are many different ways to give advice to people :

-You should ----- -If I were -----
-had better ----- -Why don't you -----

Exercise : Use a different expression to give a piece of advice to the people in the following cases

1-He never like to eat healthy food such as vegetable.

2-Your sister does not follow medical instructions.

3-John rarely brushes his teeth before sleeping.

4-Grandmother does not wash her hands before eating.

Terminale A

subject: English

Text exploitation

Section one: reading comprehension

B- Health

Text: AIDS: the Facts

Acquired immunodeficiency Syndrome (AIDS) is the last stage of infection with the Human Immunodeficiency Virus (HIV). Normally the white blood cells in the body fight infection. H.I.V attacks and destroyed white blood cells, meaning that people lose their ability to fight certain diseases such as tuberculosis, pneumonia and those which attack the brain: these can lead to nervous and psychiatric problems.

The virus, once acquired, can produce symptoms of AIDS as early as two years from the time of infection. On the other hand it can take ten years from them to appear. The symptoms of the infection are variable and complex. During the first few weeks following the acquisition of infection, some people experience fever, enlarged glands, skin rash and coughing. As the immune system weakens, the fever worsens; there is persistent diarrhea, severe weight loss, fatigue and loss of appetite.

No drug or therapy has been produced that can cure HIV infection. Since HIV and AIDS cannot be cured, the prevention of the transmission of the disease is the most important strategy to stop its spreading.

There are only three ways of transmitting the disease:

- 1-Through sexual intercourse in any form.
- 2- From exposure to blood, as from blood transfusion, the use of contaminated syringes and needles.
- 3-From an infected mother to her baby before or shortly after birth.

So what can people do to protect themselves against infection? Obviously, being careful about the choice of sexual partners is the most important factor, and the routine correct use of the condom is the best method of preventing HIV transmission currently available. Trying to control what blood you would receive in transfusions is another way of helping to stop infection through blood products. Insist that you or your family members only receive 'clean blood'. Also, check that you always have injections with new syringes and needles, not one that has been used on other people. Other dangerous practices include ear piercing, circumcision and scarification carried out with non- sterile instruments.

The single most important factor is that people, and especially adolescents are educated about the danger. One problem is that in many culture, adolescents are attracted to 'risky' behavior, and cannot appreciate the consequences of careless behavior until it is too late.

From AIDS and Family Planning, WHO, May, 1990.

A- Say True or False

- 1-Someone suffering from AIDS might appear mentally disturbed.
- 2-You cannot get AIDS from oral sex.
- 3-AIDS could be gotten when a girl is having holes put in for earrings
- 4-An adolescent could catch AIDS during his/her first sexual contact.

B-Answer the following questions

- 1-What is the role of the white blood cells in the body?
- 2-What happens when HIV attacks these white blood cells?
- 3-What are the early symptoms of AIDS?
- 4-What are the later symptoms?
- 5-Why are young people more at risk from AIDS than grown-ups.?

II- Linguistic competence

A- Vocabulary:

Find the English for these words in the text.

- | | |
|---------------------|--------------------|
| 1-Globules Blancs ; | 2-éruption cutané; |
| 3-S'affaiblit ; | 4-S'empire ; |
| 5-perte de poids ; | 6-réalisées ; |
| 7-juste après ; | 8-insouciant |

III-Communicative competence

Ask a question on each underlined words

Frazier lost the match against Foreman last January

1 2 3 4

IV- Writing

What are the main actions implemented in our country to fight AIDS? (150-200 Words)

Correction of the text on A.I.D.S.: the Facts

A- Say True or False

1- True

2- False

3- True

4- True.

B- Answer the following questions

1- The role of the white blood cells in the body is to fight infection.

2-When HIV attacks these white blood cells it destroys them and the individual loses the ability to fight to fight certain diseases.

3- The early symptoms of AIDS are: fever, enlarged glands, skin rash and coughing.

4- The later symptoms are: a worse fever, persistent diarrhea, severe weight loss, fatigue and loss of appetite.

5- Young people are more at risk from AIDS than grown-ups because they are attracted to ‘risky’ behavior, and cannot appreciate the consequences of careless behavior until it is too late.

II- Linguistic competence

A- Vocabulary:

1- White blood cells

2- Skin rash

5- Weight loss

7- Shortly after

3- Weakens

4- Worsens

6- Carried out

8-Careless

III-Communicative competence

1- Who lost the match against Foreman last January?

2- What did Frazier lose against Foreman last January?

3- Against whom did Frazier lose the match last January?

4- When did Frazier lose the match against Foreman?

IV- Writing expression

Plan

Introduction

- General context: Quote the different sorts of diseases as health problems. Do not forget to mention AIDS in that list.

- Specific context: point out that the latter (AIDS) is topical by the fact that it is still breaking many lives throughout the world and in Congo and no treatment is available to eradicate it.

- Problematic: We will say what the acronym AIDS stands for and mention the different actions carried out in Congo to fight it. (Indirect style).

Body

The acronym AIDS stands for Acquired Immune deficiency Syndrome.

In our country, the cases have been recorded since 1983 and today lots of efforts are displayed to try to reduce the number of people who are likely to contract AIDS. The government and the Nongovernmental organizations accomplish those efforts.

Arg1: The creation of the national council for fighting against AIDS crystallizes the government's determination in struggling against it. This technical organ implement the government policies mainly in defining the framework and holding data at the national level.

Arg2: Information, education and sensitization are the leitmotiv used by this organ to restrain people pulses in our country. Together with ACBF (Congolese association for family welfare) , condoms are shared ,fares organized and sexual education provided to the youth.

Arg3: Taking care of the sick people through the distribution of the antiretroviral without paying any coin is another action implemented by the government.

Conclusion

Many efforts have been implemented to combat AIDS in our country. I think those measures should meet everybody's agreement as this incurable disease can strike at any time. It is to us to back up and perpetuate the sensitization that is an efficient means to struggle against it.

Unit 9 : Transport and Tourism

This unit aims to equip the learners with the necessary vocabulary on the means of transport in the one hand, and the language of tourism in the other hand. Obviously, we are going to define the two terms before showing how it is impossible to talk about tourism without transport.

1- What is transport?

Means of locomotion used

Look! A (Pointe – noire) _____ Dolisie B (train)

Tchikaya +freight (goods) _----- Hendel + freight

conclusion: Tchicaya and his freight leave point A towards point B by train.

- Transport is a system of movement² of people and goods from one place to another using any means of locomotion.

2- Vocabulary of transport

a-A few means of transport

Activity1: Find the English for the French words suggested below:

1- voiture	6 -bicyclette	11- train	16- pirogue	21- fusée
2- camion	7- vespa	12- métro	17-canon rapide	22- planeur
3- véhicule	8- moto	13- avion	18- téléphérique	23- TGV
4- fourgonnette	9- bus	14- hélicoptère	19- paquebot	24- a horse
5- vélo	10- taxi	15- bateau	20- navire	25- a camel

b- A few verbs and words related to transport

Activity 2: Find the French for the following English words; use the dictionary if necessary.

Verbs

1-to drive	5-to get off	9- to hitchhike	13- to travel	17- to take off	21- to tug
2-to pilot	6-to paddle	10- to sail	14- to sink	18- to crash	22- to derail
3-to pick up	7-to run in	11- to start up	15- to get on board	19- to hijack	23-to tank up
4-to get in	8-to take	12- to ride	16- to land	20- to embark	24- to call at

Correction of the activity one

1= car; 2= lorry/ truck; 3= lorry/ truck; 4= van; 5= bike; 6= bicycle; 7= scooter 8= motorcycle; 9= bus; 10= taxi/ cab; 11= train; 12= subway / underground; 13= plane;14= helicopter; 15= boat; 16= canoe; 17= inflatable boat; 18= cable car; 19= liner; 20= ship;21= rocket; 22= glider; 23= high speed train; 24= un cheval ; 25- un chameau

Correction of the activity two

1= conduire	9= faire de l'auto-stop	17= décoller
2=piloter	10= mettre le voile sur	18= s'écraser
3= prendre en voiture	11= démarrer	19= détourner (avion)
4= monter dans	12= rouler, chevaucher	20= embarquer
5= descendre	13= voyager	21= remorquer
6= pagailler	14= sombrer, chavirer (navire)	22=dérailler
7= roder	15= monter à bord	23= faire le plein
8= prendre	16= atterrir	24= faire escale à

Exercise : Test on vocabulary

1-Find the appropriate word from those studied above to fill in the sentences

- a-Many Arabs use _____to travel in deserts.
b-Where trains, cars and planes cannot reach, people use ----- to carry their goods.
c-Astronauts travel through space and discover other galaxies in -----
d-If you want to reach Kinshasa quickly from Brazzaville beach, it is better to take -----.
e-In developed countries, normal trains have progressively been replaced by ----- or ----- or else -----.
f-All along the Congo River, people fish in their ----- and feed their families.
g-Lots of ----- cross oceans with goods and get to different harbors where they are unloaded and sold to wholesalers.

2-Choose the appropriate verb between parentheses to fill in the blanks

- a-Titanic ----- in the 1900s and caused the death of many passengers. (drowned, took off, sank).
b-When the journey is long, planes often ----- in a country where all passengers refresh themselves before keeping on to the destination.
(pick up, call at , pilot)
c-Many trains ----- when the railroads are used and the driver does not pay attention.(start up, tug in , derail)
d- After leaving the track and going high, everybody was relieved because the plane finally ----- (rode , landed , took off).
f-In Europe and even here in Africa, people ----- when their cars break down or when they are tired after a long walk.
(Hijack, hitchhike, sail).
g-Terrorists or air pirates often ----- planes and threaten to crash them if their vindications are not taken seriously. (get on board ,
tank up , hijack).

II- Tourism

1- what is tourism ?

Tourism is the fact to travel and visit exotic things or places for pleasure.

2- What can we visit?

Monuments, tombs, mausoleums, landscapes (paysages), falls (chutes), towers, bridges, pyramids, natural reserves, luxury hotels-----.

Tourism is not possible without hotels or good housing conditions.

3- Touristic places in Congo-Brazzaville

Activity : **Draw up the list of different places we can visit in Congo - Brazzaville.**

Savorgnan De Brazza Memorial, Marien Ngouabi's mausoleum, loufoulakari falls, Odzala natural reserve, Konkouati and Nouabalé Ndoki natural reserves, Tele Lake, Nabemba mountain ,Diosso gorges ---

4- A few words connected to tourism

Activity: Find the French for these words

- | | | |
|----------------------------|--------------------------------|---------------------------|
| 1- mass tourism | 10- to meet the tourist demand | 19- to pitch a tent |
| 2- the tourist office | 11- to book | 20- a tourist guide |
| 3- a travel agency | 12- to confirm a booking | 21- to put up at a hotel |
| 4- a travel brochure | 13- to pack one's bags | 22- hostel |
| 5- a tour operator | 14- packed with tourists | 23- to stay overnight |
| 6- a package tour | 15- to lure | 24- to find accommodation |
| 7- to go sightseeing | 16- to rent a car | 25- a deposit |
| 8- to tour a country | 17- a seaside resort | 26- to purchase a ticket |
| 9- the peak tourist season | 18- suntanned/sun burnt | 27- unknown lands |

Correction of a few words connected to Tourism

- 1- tourisme de masse
- 2- l'office du tourisme
- 3- agence de voyage
- 4- un dépliant touristique
- 5- un voyageur
- 6- un voyage organisé
- 7- faire du tourisme
- 8- visiter un pays
- 9- la haute saison touristique
- 10- répondre à la demande des touristes
- 11- réserver
- 12- confirmer une réservation
- 13- faire ses bagages
- 14- bondé de touristes

- 15- attirer
- 16- louer une voiture
- 17- une station balnéaire
- 18- bronzé
- 19- planter une tente
- 20- un guide touristique
- 21- descendre dans un hôtel
- 22- auberge
- 23- rester toute la nuit
- 24- trouver un logement
- 25- une caution
- 26- acheter un ticket
- 27- terres inconnues

5- Relationship between transport and tourism

Tourism widely depends on how accessibility to different sites is possible. Tourism means travelling, travelling entails an adequate road system, available planes, and trains by which tourists can easily move. That is why; it is a dream to talk about tourism booming if the transportation system is old and unpleasing. Both are interrelated; they are inseparable.

Grammar structure: Passive Voice

The ultimate goal sought in this lesson is turning up active sentences into passive ones. For that, the mastery of tenses is the prior condition. The student is invited to internalize the structures we are going to deduce through a series of questions and answers as a technique chosen in presenting this lesson.

I-Answer these questions and deduce the different structures (Répondez à ces questions et déduisez les structures).

1- Is that mango eaten by Paul?

- No, that mango is not eaten by Paul; it is eaten by Tom.

o aux pp a s o aux pp a s

**Present
Simple**

2- Are the shops closed by the wholesalers?

- Yes, the shops are closed by the wholesalers.

o aux pp a s

**o= object (c.o.d); aux= auxiliary; pp= past participle; a= agent (complément d'agent) ;
s= subject**

Deduction 1(Simple present)

To form the passive voice in the simple present we have:

O +aux (am /is / are) +pp +by +S E.g. 1&2

3- Is the boy being beaten by him?

**Present
continuous**

- Certainly, the boy is being beaten by him.

O aux being +pp a s

4- Are some mushrooms being picked up by the boys?

- Naturally, some mushrooms are being picked up by the boys.

O aux+ being +PP + by +s

Deduction 2 (present continuous)

In the present continuous the passive voice structure is:

O + am/is / are +being +pp +by +S E.g.3&4

5- Who killed Osama Ben Laden? Was he killed by the French?

-No, Osama Ben Laden was killed by the Americans.

O aux pp a s

6- What happened on March 4, 2012 in Brazzaville?

- Many houses and lives were destroyed by the explosion.

O aux pp a s

Deduction 3 (Simple past/ Preterit simple)

O +was /were +pp + by + S E.g. 5 &6

7- Who has cleaned the board?

- It's John, the board has been cleaned by John.

O + aux pp + a + s

Deduction 4 (Present perfect simple)

O + has / have been +pp +by +s

II- **Modals in the passive voice**

Study this situation

1- There are many comfortable and cheap cars on sale this morning.

- I'm sure when I'm back this evening, **they will all be bought** (I suppose by other people).

They = object (replaces cars); will (modal auxiliary in future); be (auxiliary); bought (past participle of to buy).

They will all be bought by ---- (this sentence is passive)

O modal aux pp

Conclusion

Use the following structure to form the passive voice with modals:

O+ modal +be +pp +by + S

The different modal verbs are: ought to; should, must, can, will, would, may, might, shall.

Example: The army can be attacked by the rebels.

-----**Simple
past**

**Present
perfect simple**

III- Imperative mood in the passive voice

Observe

Call Paul ----- Paul should be called.

Write the instructions here. ----- The instructions must be written here.

Conclusion

In imperative **must** or **should** are inserted because they convey orders or moral obligation.

The structure is: **o+ must / should + be +pp**

Note:

- Do not use the agent 'by' when **someone, somebody, anyone, anybody, everyone or everybody are used as subject.**

Example:

Someone is knocking at the door ----- The door is being knocked at.

- Certain verbs have a double passive; in this case, the direct and the indirect objects (d.o and i.o) can be used to form the passive voice.

Example: She offered him a present (active voice)

i.o d.o

He was offered a present (first possibility)

A present was offered to him by her. (Second possibility).

Exercise: Turn into the passive voice

- 1- Sex, drugs and alcohol are destroying many lives these days.
- 2- They called her the smartest girl in the group.
- 3- The government has closed the non-legal bakeries in Congo.
- 4- The supervisor leveled harsh criticisms on the documents.
- 5- They often cut off trees and clear off forests ruthlessly.
- 6- At this pace, they will extinguish many animal species.
- 7- Are the husky dogs eating the delicious meat I cooked?
- 8- Hang those criminals.
- 9- Did the boss reveal the secret to his wife?
- 10- The researchers will surely publish the new school curricula as promised.
- 11- Do not invite the unworthy and unwise.
- 12- Does the expert hold a lecture on the issue?
- 13- Everyone learnt the trick with much interest.

- 14- I should knock him down if he continued.
- 15- Lincoln toured the world in search for quality oysters.
- 16- The children in this area often behold the flying team of multi colored birds in evening.
- 17- They have locked up all the gates waiting for the intruders to break in.
- 18- Mum has made me a delicious birthday cake. (Give the two possibilities).

Passive Voice

Correction of the Exercise on the passive voice

- 1- Many lives are being destroyed by sex, drugs and alcohol these days.
- 2- She was called the smartest girl in the group by them.
- 3- The non-legal bakeries have been closed by the government in Congo.
- 4- Harsh criticisms were leveled on the documents by the supervisor.
- 5- Trees are often cut off and forests cleared off ruthlessly by them.
- 6- At this pace, many animal species will be extinguished them.
- 7- Is the delicious meat I cooked being eaten by the husky dogs?
- 8- Those criminals should be hung.
- 9- Was the secret revealed by the boss to his wife?
- 10- The new school curricula will surely be published by the researchers as promised.
- 11- The unworthy and unwise should not be invited.
- 12- Is a lecture held on the issue by the expert?
- 13- The trick was learnt with much interest.
- 14- He should be knocked down by me if he continued.
- 15- The world was toured by Lincoln in search for quality oysters.
- 16- The flying team of multi colored birds are often beheld in evening by the children in this area.
- 17- All the gates have been locked up by them waiting for the intruders to break in.
- 18- A delicious birthday cake has been made for me by mum.
I have been made a delicious birthday cake.

Terminale A

Grammar structure: Asking and giving direction

Activity1: The city's landmarks

- The memorial
- The post office
- Nabemba tower
- Massamba Debat stadium
- Kintele stadium
- The railway station
- Marien Ngouabi's museum
- The national Television

Conversation

Tim: excuse me, can you tell me where the post office is?

Hopkins: come on, I will show you. Go straight, turn right on Boulevard Sassou –Nguesso , then walk for 2 minutes and the post office is next to BPC bank.

Tim: first, I go straight, then I turn right, finally I walk for two minutes and the post office is next to the bank.

I see, thank you very much.

Hopkins: you are welcome.

Asking direction, we can say:

- Excuse me, can you tell me where the ----- is?
- Could you show me the way to -----?
- how can I get to the -----?
- Where is the -----?
- Which way is the -----?

Giving direction

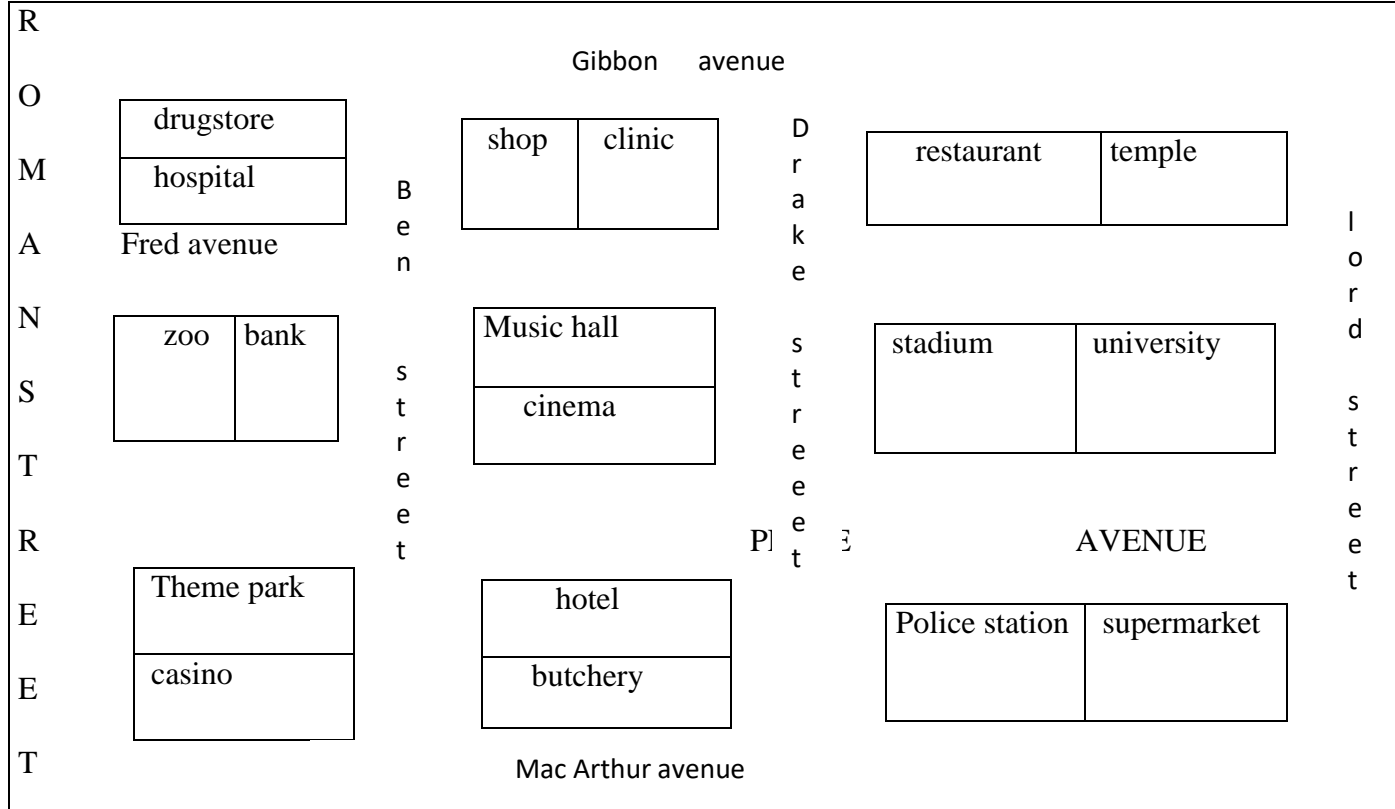
There many ways to give directions:

- Go straight;
- keep straight;
- turn right/ left;
- walk for two minutes/ walk one block ----

(prepositions of) places
near ; next to; close to; after the --;in the middle of --; opposite the --
places: at the corner; at the intersection; on your right / left.

Exercise: use this imagery map to ask and give direction (oral practice)

Choose a position and ask students by pair to practice.



Terminale A

subject : English

Grammar structure: Indirect questions

Let us have a look at this conversation:

Serena: Excuse me, **could you tell me where the nearest bus stop is?**

The passer-by: certainly. It is along that road on the right.

Serena: Thanks. **Do you know if there is a supermarket near here?**

The passer-by: Yes, there is one next to the bus stop/

Serena: Thank you very much for your help.

The passer- by: you are welcome.

Analysis:

The following expressions : ‘ **could you tell me where the nearest bus stop is**’ and ‘**Do you know if there is a supermarket near here e**’ are **indirect questions**. We use those questions to be more polite when we ask for help.

Indirect questions start with auxiliaries such as: can / could / will / should you --- or Do / did / does you know if ----

They end with a wh clause statement.

Direct question : where is the nearest bus stop?

Indirect question: Could you tell me / where the nearest bus stop is?
The auxiliary part (the phase) (wh) clause statement (no inversion between the subject and the verb)

Do you know if / **there is a supermarket near here?** (Not do you know if is there a supermarket)
The auxiliary part (the phrase) (The positive sentence)

Exercise: Turn these direct questions into indirect questions. Use these prompts can /could you tell me (if),or do you know if (auxiliary questions)

Example 1: Can you tell me what your name is?

1-What is your name?

2-Where can you build your house?

3-When must it be done?

4-Is the restaurant closing at 6 p.m.

5-How much did these apples cost?

6-How long does the session last?

7-Why was the meeting postponed?

8-Was the teacher late yesterday?

9-Has Maria been there recently?

10-Did dad cook well last week?

Correction

2-Could you tell me where you can build your house? 3-Can you tell me when it must be done? 4- Do you know if the restaurant is closing at 6 p.m. 5- Could you tell me how much these apples cost? 6-can you tell me how long the session lasts? 7-Do you know why the meeting was postponed? 8-Do you know if the teacher was late yesterday? 9-Can you tell me if Maria has been there recently?

10-Do you know if dad cooked well last week?

Homework: Find the mistake in each question below and then suggest a correction.

1-Do you know if did she go out last night?

2-Can you tell John where will the meeting take place.

3-Could you tell us what did they do on holidays?

4-Do you know if had there been a music festival in Rio de Janeiro?

5-Can you tell them why were we late for the prayer.

6-Do you know how long should the treatment take.

7-Could you tell me how can I get to the famous hotel in the area?

Text study on Transport
Section one: reading comprehension

Text study on transport

Text: Road Vehicles: Workhorses of the Economy

Some experts refer to roads as the ‘arteries of development’. In the same way the vehicles which use the way must be regarded as the red corpuscles which carry the oxygen to the system. Just as a good supply of health, red corpuscles are needed to keep the body in good conditions; similarly, the general economic health of a nation will depend on the availability and efficiency of road vehicles. This statement is true for all countries, but particularly right to developing countries where other transport infrastructures, notably railways, are often inadequate or non-existent.

Aircrafts and trains all play their part, where the infrastructure is available but the cost is sometimes high. Most freight is transported thanks to them. However, roads vehicles carry almost the largest proportion of total freight movements. Road passengers overpass easily all other modes of transport combined. Road transport is significantly more flexible than other modes of transport, even where the infrastructure is poor.

Indeed, robust vehicles can reach certain areas without any infrastructure at all. For example, when a road is bad, four wheel driving cars and lorries, will often be able to pass without any problem. Catastrophe on the railway, or the airport runway eliminates movement altogether until repairs can be affected. This is why, throughout the world, roads are the principal element of the transport network, reaching places which will always be inaccessible to planes and trains. That is to say, lorries, buses and other commercial vehicles have become the workhorses of developing countries.

Deborah Sparks, the Courier, n°125, 1991.

A- Say True or False

- 1-The author assimilates road vehicles to red corpuscles.
- 2-Road vehicles favor economy only in developing countries.
- 3- Planes and trains can have access anywhere
- 4-Most goods are carried thanks to trains and planes.

B- Answer the following Questions

- 1- What comparison does the author make in the text?
- 2-Give the two main functions of road vehicles.
- 3-Why is road transport more flexible than the other modes?
- 4-How many means of transport are mentioned in the text?

Section two: linguistic competence

A- Vocabulary

Find the synonyms of the following words from the text:
a-way; b-trucks; c-goods; d-get to ; e-railroad.

B- Grammar

1-Ask a question in the passive using the words given in the Tense indicated.

Example: Why/ my tea/ be /to drink/ Paul /. (Past simple)

-Why was my tea drunk by Paul?

a-/ I / be / to tell / a story / (Present simple)

b-/ The gate / be / to close / the janitor / (present Perfect)

c-/ chains of mountains / be /to climb / at dawn / alpinists/ (Past continuous)

d-/ Why/ The houses / be / to destroy / the attorney general / (present continuous)

2- Correct the mistakes

- a- Could you tell me where is the theme park?
- b- Some litchis is being eaten by the boys now.
- c- We shall been translated to high places.
- d- Tell Johnson how can he get to the zoo

Section three: Communicative competence

Complete the following conversation with the missing parts.

A: What a terrible day! Buses drivers do not want to go my way.

B- How sad! If I were you, I would think of another way to get home.

A:.....1.....?

B: I would like you to catch bus n°304 to shorten the distance.

A:.....2.....?

B: You can get it at the next bus stop.

A:3.....?

B: Go straight, walk for five minutes and the next bus stop is opposite the bank.

A: 4.....

B: Don't mention it.

Section IV: Writing

Give the importance of transport in a country's development. (150-200 words)

Correction of the text on Road Vehicles

Section one: Reading comprehension

A- Say True or False

- 1- True 2- False 3- False 4- False.

B- Answer the following Questions

- 1- The author compares the road vehicles to the red corpuscles.
- 2- The two main functions of road vehicles are: to carry passengers and freight or goods.
- 3- Road transport is more flexible than the other modes because robust vehicles can reach certain areas without any infrastructure at all.
- 4- Three means, of transport are mentioned in the text: vehicles, trains and planes.

Section two: linguistic competence

A- Vocabulary

a- road; b- lorries; c- freight; d- reach ; e- railway.

B- Grammar

1- questions in the passive

- a- Am I told a story?
- b- Has the gate been closed by the janitor?
- c- Were chains of mountains being climbed at dawn by alpinists?
- d- Why are the houses being destroyed by the attorney general?

2- Correction of the mistakes

- a- Could you tell me where the theme park is?
- b- Some litchis are being eaten by the boys now.
- c- We shall be translated to high places.
- d- Tell Johnson how he can get to the zoo.

Section three: Communicative competence

A1: What bus would you like me to catch?

A2: Where can I get it?

A3: How can I get to the next bus stop?

Could you tell me the way to the next bus stop?

A4: Thank you

Section IV : Writing

Directions

This subject asks us to show the role of transport in the process of development. The methodology is the same.

Here are a few arguments

Arg1: Transport favors the free circulation of people and goods. It is indeed a determinant element without which no development is possible.

Arg2: Transport is tightly associated with tourism. Both economic sectors generate important incomes that necessarily boost up the country towards development. Example, countries like Kenya, Egypt

And Tunisia widely depend on touristic receipts and their economies are among the strongest in Africa.

Arg3: Transport and development are inseparable.

Text Exploitation on tourism**Text: Tourism in Africa**

Tourism is one of the largest and fastest growing sectors of the world economy, and tourism in Africa is ripe for development, the report notes. Africa's mountains, savannahs and rivers and cultural events such as music, dance and festivals are far above the natural assets found in the regions, says Lain Christie, one of the report's co- authors " with these natural attributes, tourism can play an important role in development". But to do so, it must be integrated into each country's economy and government structure and be seen as a benefit by everyone, from the president to the ministers and the general population".

Tourism in Africa show how Botswana, Cape Verde, Namibia South Africa, and Tanzania have among other countries have high potential for tourism expansion over the next five years, and argues that many of the South Saharan African countries(SSA) are on the verge of tourism success.

For example, the number of tourists arriving in SSA has grown over 300% since 1990, with 2012 marking a high of 33,8 million of tourists who visited the region. Income generated by tourism has also climbed. Receipts from hotels, tours and other attractions in 2012 amounted to over U.S dollar 36 billion.

This boost in tourism is occurring just as economic growth is exploding across the African continent. As a result of the recent economic good health in SSA countries, global hotels chains are poised to spend hundreds of millions of dollars in Africa over the coming years to meet rising demand from both international tourists and the continent's own fast- growing middle- class.

At the same time the expansion of tourism in Africa faces the numbers of obstacles. Issues such as land ownership and availability are central to business and tourism development. Other constraints such as access to finance for investors, taxes on tourism investments, lack of security and high criminality, and bureaucratic processes are what sometimes hinder the booming of tourism in Africa.

A New World Bank Report "Tourism in Africa", Washington, October 3, 2013.

A- Choose the correct answer between a, b, c, or d.

- 1- Tourism in Africa is: a- a brake to development, b-associated with development; c-a threat to peace; d-nothing at all.
- 2- The number of tourists in Africa is: a-stagnating; b-falling; c-growing; d-dwindling.
- 3-Tourism explosion is possible if: a-we incorporate it into economy; b-we neglect it; c-we ban it; d-we disregard it.
- 4-Receipts from hotels have: a-decreased; b-stagnated; c-gone high; d-disappeared.

B-Answer the following questions

- 1-What are the natural factors that can favor tourism in Africa?
- 2-Give the figures showing how fruitful is tourism in Africa.

- 3-Is tourism associated with development? Justify.
- 4-What are the obstacles that hinder tourism from growing?

Section two: linguistic competence

A- Vocabulary

Find the synonyms of the following words from the text:

a-mature; b-ready; c-advantage; d-the head of the state.

B- Grammar

1-Turn into the passive voice

a-Call the nurse as quickly as possible.

b-At this pace, she will overpass us all.

c-Somebody had knocked him out.

d-The servant showed them into the room.

2- Correct the mistakes (revision)

a-Tell Sethe to serve food as soon as she will arrive tomorrow.

b- It is for the first time he sees it.

c-It was for the first time the dog ran away from home.

d-The clouds were getting more and more dark.

e-My sister is becoming beautifuler and beautifuler.

Section Three: Communicative Competence

Match the utterance in part A with its suitable ending in part B

Part A

1-Hello, may I have your passport please?

2- I see, what kind of visa do you have?

3- Where are you heading for?

4-How long will you stay?

5-Do you have any alcohol or valuable to declare?

6- Do you have some currency to change?

7- How would you like your money?

8- Enjoy your stay

Part B

a-100,000 cfa in 20 notes and the rest in tens

b- For three months.

c- California, Washington and Oklahoma.

d- No, not at all.

e-Thank you

f-A tourist one

g-Here it is and here's my visa

h-Yes, I need change some cfa in the USA currency.

Section four: Writing expression

Prove that tourism can bring development in a country .(150-200 words)

Correction of the text on Tourism in Africa

A- Let's choose the correct answer between a, b, c, or d.

1- b; 2- c; 3- a; 4- c

B-Answers to the questions

1-The natural factors that can favor tourism in Africa are: mountains, savannahs and rivers.

2-The figures showing how fruitful is tourism in Africa are: 36 billion U.S dollar, 300%.

3-Yes, it is. The text says: "Income generated by tourism has also climbed. Receipts from hotels, tours and other attractions in 2012 amounted to over U.S dollar 36 billion".

4- The obstacles that hinder tourism from growing are: land ownership and availability constraints such as access to finance for investors, taxes on tourism investments, lack of security and high criminality.

Section two: linguistic competence

A- Vocabulary

a-mature; b-ready; c-advantage; d-the head of the state.

Section four:Writing expression

Prove that tourism can bring development in a country (150-200 words)

Directions

As in the preceding subject, the learner is asked to show the relationships between tourism and development. In other terms, he has to show the contribution of tourism in development. The plan to follow is simple

Introduction

- General context: talk about the relationships between transport and tourism
- Specific context: talk about tourism as a sector of activities that is in full swing.
- Problematic: -What is tourism? - How can it contribute to a country's development?

Body

1- Definition of the term tourism

See the lesson.

B- Grammar

1-Turn into the passive voice

- a-Call the nurse as quickly as possible.
- b-At this pace, she will overpass us all.
- c-Somebody had knocked him out.
- d-The servant showed them into the room.

2- Mistakes correction

- a-Tell Sethe to serve food as soon as she arrives tomorrow.
- b- It is for the first time he has seen it.
- c-It was for the first time the dog had run away from home.
- d-The clouds were getting darker and darker.
- e-My sister is becoming more and more beautiful.

Section Three: Communicative Competence

- 1--- g 2--- f 3--- c 4--- b 5--- d 6--- h
- 7----a 8----e

2- Arguments announcing sentence

It is clear from the definition that tourism can boost up development for the following reasons.

3- Arguments

- Tourism is an economic activity in the same way as agriculture, raw material exploitation, and husbandry. As such, it does contribute to economy booming.
- Through tourism, other sectors of activities such as transport, housing and customs make significant receipts which participate in the increase of the Gross Domestic Product.
- Touristic activities favor exchanges in ideas and allow discovering other cultures and civilizations. It can be a source of mental revolution which is a determinant factor in the development process.

Conclusion

- **Summary** of the body (we have seen how tourism can participate in the development
- **Opinion** (as far as I am concerned ,touristic activities is a secure and sure money making means in countries where touristic potential is important).
- **Suggestion** (In view of this I suggest our government to promote it as widely as they could).