



Centre national de télé-enseignement de Madagascar



# CNTEMAD

Apprendre et réussir en toute liberté

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## LICENCE 1

COMMERCE  
COMMUNICATION

MODULE 6.8

## ANGLAIS I

L1 IC/CO - Mod 6.8

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## COMMUNICATIONS

1

In our modern world, we can't do without communications.

### DEFINITION

Communications: the methods that are used for travelling to and from a place or for sending messages between places.

The methods used for travelling are the means of conveyance or transportation such as cars, ships, planes, trains ...

For sending messages, they depend on the type of communications:

- \* Oral communications
- \* Written communications
- \* Visual communications

We are going to mention just some of them which take a very important place in our life today.

1. In oral communications, we have for example:

- \* "talking" : when we speak,
- \* "radio" : which can be used even in very remote places.
- \* "the telephone" : which is so much used and becomes indispensable in our life.

2. In written communications:

There are "letters" used in business, "e-mails, Telex, Fax" without forgetting "newspapers" and "advertisements".

3. in visual communications:

Thanks to the very rapid evolution in technology we have "video-conferencing", "Internet" which makes its way in this time of globalization.

**TEXT**

Findings reveal that sponsors may benefit more from advertisements at the beginning or middle of news content, depending on their marketing goals.

Newspapers and advertisers have historically shared a symbiotic relationship where advertising pays for news content and editorial content lends credibility to advertisers who want to reach potential consumers. Despite pressure from some advertisers, most newspapers are careful about not letting advertisers pretend their messages are news stories. However, studies suggest that integrative forms of advertising, such as advertorials or product placements, may confuse readers or erode the credibility of media organizations.

Internet sponsorships are an integrative form of advertising that are used by many electronic newspapers (e-newspapers). Internet sponsors attempt to leverage the e-newspaper's credibility by placing sponsorships at the top, middle or bottom of a news story. The concern is that sponsorship timing relative to the news story will confuse readers or hurt the e-newspaper's credibility. Although several studies have examined the effects of Internet sponsorships on sponsors, it is also important to examine such effects on e-newspapers. If sponsor timing hurts the e-newspaper's credibility, these findings can inform e-newspapers about advertising policies regarding Internet sponsorships.

Sponsorship refers to the investment in social causes or events that support corporate objectives, such as enhancing corporate reputation or increasing brand awareness. Sponsors can associate their name or brand with social causes or events to reach specific target audiences by providing cash and other financial support. Sponsorship is fundamentally different from traditional advertising because sponsors indirectly persuade target audiences. For instance, traditional advertising seeks to affect consumers directly through the favorable presentation of products. However, sponsorship tries to enhance the perception of the brand and corporate sponsor by associating with events or social causes that are already highly valued among target audiences with the expectation that credibility will transfer from events/causes to the sponsors themselves.

WORDS AND PHRASES

*mass media* (plural): the means of communicating with large numbers of people.

Ex: newspapers, television and radio.

Their rules are to inform, to educate / to instruct and to entertain.

*communication* (uncountable): the act of communicating.

Ex: communication between a father and his child.

*a communication* (countable): a message

Ex: a communication from a chairman.

*to communicate*: to make information, opinions, feelings... known to someone.

*an advertisement / ad / advert*: a piece of information in a newspaper, on TV, on a poster... that tries to persuade people to buy something, to apply for a job...

*advertising* (uncountable) : publicity

*to advertise* : to publicize, to make a product known to the public, to convince people to buy...

*an advertiser* : [un annonceur]

*a sponsor* : a person or an organization that helps to pay for a special sports event... usually so that it can advertised its products.

*to sponsor* : [parrainer]

*sponsorship* (n.) : [parrainage]

*news* : information about something that has happened recently [les nouvelles].

*a piece of news* : [Une nouvelle]

*editorial* : an article in a newspaper, usually written by the editor, giving an opinion on an important subject.

*an editor* : a person whose job is to prepare a book, television or radio programme or a person who is in charge of a newspaper or part of a newspaper [rédauteur].

*the editor (in chief)* : [le rédauteur en chef]

*to leverage* : to influence

*findings* : something that is discovered by research or investigation.

*to enhance* : to improve something; to make something look better.

*corporate* (n.) : enterprise

*corporate* (adj.) : of or shared by all the members of a group or organization.

*brand* (n.) : the name of a product that is made by a particular company, trademark.

*target audience* : aimed at a group of people [cible].

**GRAMMAR****A- The word order in English**

1. The general rule is Subject + Verb + Object

Ex . Some people like sensational newspapers.

2. If we add an adverb, we usually put it at the end of the sentence.

Ex : Traditional advertising seeks to affect consumer directly.

3. When there are different kinds of adverbs, the word order is as follows :

***Subj + Frequency Adv + Verb + Obj + Manner Adv + Place Adv + Time Adv***

Ex : He usually drinks coffee quickly in the kitchen at night.

4. There are some specific rules applied to them:

- a. Manner (well, badly, slowly...) placed after the direct object or, if there is none after the verb.

Ex . He spoke English very ***well***.

- With a passive verb, it's placed before its last part.

Ex : It was ***badly*** damaged.

- "Fortunately – unfortunately – obviously" placed at the beginning of a sentence.

Ex: ***Unfortunately***, he couldn't do good business.

- b. Place (here, there, somewhere...) placed after the verb or the direct object and after manner adverbs.

Ex: I looked ***everywhere***.

Ex: She painted that picture ***here***.

Ex: He played very well ***there***.

If there is a movement, it is placed immediately after the verb.

Ex: He went ***to the station*** by taxi.

- c. Time (soon, then, yesterday, now ...) placed at the end or at the beginning of a clause or a sentence.

Ex: He is coming ***tomorrow***.

Ex: ***Then*** we went home

"Now" with the continuous present can be found at the end of the sentence or between the auxiliary and the verb.

Ex : He is working *now*.

Ex : He is *now* answering the phone.

Remark :

The more particular expressions of time come before the more general.

Ex : I saw my friend off at the airport at seven that morning.

d. Frequency (sometimes, often, rarely, every...) placed:

- After the simple tenses of "to be".

Ex : He is *always* in time for meals.

- Before the simple tenses of all other verbs.

Ex : They *sometimes* stay up all night.

- After the first auxiliary.

Ex : He can *never* understand.

Ex : You have *often* been told not to do that.

Exceptions : before "used to", "have to".

Ex : You hardly *ever* have to remind him; he always remembers.

They are often placed before auxiliaries when used alone, or in additions to remarks or in answers to questions.

Ex : Can you park your car near the shops?

Yes, I *usually* can.

e. Degree (almost, nearly, quite...) placed:

- Before the adjective or another adverb.

Ex : It was *too* hot to work.

Ex : I know him *quite* well.

- "Almost, nearly, quite, hardly, scarcely, barely, just" placed before the main verb can modify the verb.

Ex : He can *nearly* swim.

Ex : I am *just* going.

- “Enough” is placed after an adjective or an adverb but before a noun.

Ex : You are not old *enough* to vote.

Ex : He didn't work quickly *enough*.

Ex : I have not *enough* time to do it.

- “Only” is placed next to the word to which it applies, preceding verbs, adjectives and adverbs, preceding or following nouns or pronouns.

Ex : They have *only one* objective.

Ex : He *only lent* his car.

Ex : He lent the car to *me only*.

Ex : I believe *only half of what* he said.

Remark : When we begin a sentence with “hardly, scarcely [à peine], only” or a negative “no, nor, never..” we do an inversion but there is no question mark.

Ex : *Hardly*, had I finished speaking *when* he arrived.

Ex : *No sooner* had I arrived home *than* it began to rain.

Ex : *Never* have I seen so much money.

#### Notice :

We can't separate the object from the verb unless it is very long or there are more than one.

Ex : She dispatched *at once* the notice for the meeting of the Board of Directors.

→ [Elle a tout de suite envoyé la convocation pour la réunion du Conseil d'Administration].

#### **B- Modals : [can – may – must]**

##### **1. Can / could**

###### *a. Can*

## Used :

- When something is possible or when someone has the ability or the capacity (physical or moral) to do something.  
Ex : We ***can*** do this exercise.
- When we ask for something.  
Ex : ***Can*** I have a look at this bag?
- When we ask for permission.  
Ex : ***Can*** I use your phone?
- When we offer to do things.  
Ex : ***Can*** I get you a cup of tea?
- ***Can*** I help you, madam / sir? (in a shop)
- With a present or future meaning.

b. ***Could***

- Is the past of "can".  
Ex : I ***could*** pass my exam two years ago.
- Especially used with the verbs "to see, to hear, to smell, to feel, to taste, to remember, to understand".  
Ex : When we went into the house, we ***could smell*** burning.
- Used when someone had the general ability to do something.  
Ex : My grand-father ***could*** speak four languages.
- We use "was able to" when someone managed to do something in one particular situation.  
Ex : They didn't want to come with us at first but in the end, we ***were able to*** persuade them.
- It is used as present or future meaning when we make suggestions  
Ex : What shall we do this evening?  
We ***could*** go to the cinema.
- It is used to talk about future happening.  
Ex : There ***could*** be another rise in the price of petrol soon.

- It can mean "would be able to"

Ex : Why doesn't Tom apply for the job?

He **could** get it.

## 2. May / might

Used :

- To say that something is possible.

Ex : He **may/might** be in his office.

- To ask for something.

Ex : **May** I ask you a question?

- To ask for permission.

Ex : **May** I go out, please?

- To talk about possible future happening or possible action in the future.

Ex : I'm not sure where to go for my holidays but I **may/might** go to Italy.

## 3. Must / have to

Used :

- To say we are sure that something is true.

Ex : You have been travelling all day. You **must** be tired.

- To say it is necessary to do something.

Ex : You **must/have to** have a passport to visit most foreign countries.

- To talk about present or future.

Ex : We **must** go now.

Ex : **Must** we leave tomorrow?

- In interdiction.

Ex : You **must** not smoke.

Remark : "must" expresses obligation or compulsion from the speaker's viewpoint but "have to" expresses external obligation.

**C- Question words****Who**

- Who works with you? (subject)
- Who are you going to see? (object)
- Who are you talking to? (with preposition)

**What**

- What is it?
- What does he do?

**When / What time**

- When will you leave?
- What time do you get up?

**How long**

- How long have you been learning English?
- How long is this room? - Five meters long.
- How long ago did you stay here?

**Where (place)**

- Where do you live?

**Why/What for (reason, purpose)**

- Why do you go to school? - To study.

**Which/Which of**

- Which do you prefer?
- Which of these men is your brother?

**DFP/1****How (manner)**

- How do you go to school? – By bus

**Whose (possession)**

- Whose car is it?

**How much/How many (quantity, price, money)**

- How much sugar do you want?
- How much is a kilo of bananas?
- How many students are there in this class?

**How often (frequency)**

- How often do you go shopping? – Once a week

**How far (distance)**

- How far is the station? – One Kilometer

**How old (age)**

- How old are you? – Twenty-one years old / Twenty-one

**How tall (size)**

- How tall are you? – 1,70 meter

**How + Adjective (deep, high, long, large, wide, big, warm...)**

- How deep is the swimming-pool? / What is the depth of the swimming-pool? – 1,50 meter.

**EXERCISES****I. Comprehension of the text**

Answer the following questions in your own words.

1. What is the text about?
2. Is there interdependence between newspapers and advertisers? Explain.
3. What is the impact of ad placement?
4. What is sponsorship?
5. What is the difference between sponsorship and advertising?

**II. Grammatical exercises****A. Put the adverbs in their correct place**

1. He was born (in the year 1999, at 10 a.m., on June 14<sup>th</sup>)
2. She has coffee (in the morning, always, at home)
3. Cyril was working (at his office, very hard, all day yesterday)
4. He played (at the Town Hall, last night, beautifully, in the concert)
5. We are going (for a week, to Switzerland, on Saturday)
6. John cuts the grass (usually, on Saturday afternoons)
7. I lie in (normally, on Sunday mornings, almost)

**B. Fill in the blanks with suitable modals**

1. I ..... hear you quite clearly. You needn't shout
2. She ..... pay taxes
3. There are a lot of clouds in the sky; it ..... rain this evening.
4. She ..... read a great deal during the last holiday.
5. You ..... not do it; it's forbidden.
6. You ..... not apply for the job; it's for higher level people.

### C. Making questions

Ask the questions corresponding to the given answers

Model: Reference sentence: Sponsorship tries to enhance the perception of the brand

Question (1): What tries to enhance the perception of the brand?

Answer: Sponsorship

Question (2): What does sponsorship try to enhance?

Answer: The perception of the brand

Reference sentence : Internet sponsors attempt to leverage the e-newspapers credibility by placing sponsorships at the top, middle or bottom of a news story.

Question (1): ... ?

Answer: Internet sponsors

Question (2): ... ?

Answer: By placing sponsorships at the top, middle or bottom of a news story.

### HOW TO STUDY A TEXT

- Read the text many times till you understand it. Don't forget the headline.
- Find out the main ideas and the message conveyed.
- Study each paragraph and each sentence
- Don't be troubled by difficult words; try to guess the meaning in context.

## TRAVELLING - TOURISM

**2**

### I. Travelling

#### *Definition :*

- *Travel* (uncountable) : activity of moving from place to place.  
*Travel* (V) : to make a journey.
- *A journey* : going from one particular place to another. (May be long/short but repeated → journey to work)  
Ex : the journey across Canada (long)
- *A tour* : a journey or a walk during which you visit several places (to go on a tour round a country, city, place of interest)
- *A trip* : when you are thinking about the whole visit  
 Including your stay in a place and the journeys there and back  
*Can be long* : a trip round the world  
*Can be short* : a trip to New York to meet a client
- *An excursion* : an organized trip that you go on with a group of people.

#### *1- How do people travel?*

- By air : by plane
- By sea : by boat, ship ...
- By land / road : by car, bicycle...
- By rail : by train

**2- Why do people travel ?**

- For pleasure (to seek pleasure), for leisure – Ex: Tourism
- To get to work
- For adventure
- For education, knowledge, research.
- On/for business, affairs

**3- What do people do before travelling ?**

- Any travel must be organized and prepared:
  - To have information at a travel agency about interesting places to visit, hotels..
  - What means of conveyance to take – fares
  - How long the stay is and how much you need
  - Booking hotels, restaurants
- If it is abroad: you must have a passport – buy tickets – book seats on the plane – know the exchange rate.
- If it is a business travel, the secretary does all that

**II. Tourism**

It means the business of providing and arranging holidays and services for people who are visiting a place, a country.

Tourism today plays a great role in some countries economy and it is getting more and more developed all over the world. Of course money limits travelling.

| III. COUNTRIES           | NATIONALITIES   | CAPITALS            | MONEY / CURRENCY |
|--------------------------|-----------------|---------------------|------------------|
| Australia (Australie)    | Australian      | Canberra            | Dollar           |
| Austria (Autriche)       | Austrian        | Vienna              | Euro             |
| Belgium (Belgique)       | Belgian         | Brussels            | Euro             |
| Brazil (Bresil)          | Brazilian       | Brasilia            | Crusade          |
| Bulgaria                 | Bulgarian       | Sofia               | Lev              |
| Canada                   | Canadian        | Ottawa              | Dollar           |
| China                    | Chinese         | Beijing / Pekin     | Yuan             |
| Czechoslovakia           | Czechoslovakian | Prague              | Koruna           |
| Denmark                  | Danish          | Copenhagen          | Krone            |
| Egypt                    | Egyptian        | Cairo               | Pound            |
| Ireland                  | Irish           | Dublin              | Euro             |
| Finland                  | Finnish         | Helsinki            | Euro             |
| Germany (Allemagne)      | German          | Berlin              | Euro             |
| Greece                   | Greek           | Athens              | Drachma          |
| Hungary (Hongrie)        | Hungarian       | Budapest            | Forint           |
| India                    | Indian          | New Delhi           | Rupee            |
| Iran                     | Iranian         | Teheran             | Rial             |
| Iraq                     | Iraqi           | Baghdad             | Dinar            |
| Israel                   | Israeli         | Tel Aviv            | Shekel           |
| Italy                    | Italian         | Rome                | Euro             |
| Japan                    | Japanese        | Tokyo               | Yen              |
| Kuwait                   | Kuwaiti         | Kuwait              | Dinar            |
| Mexico                   | Mexican         | Mexico City         | Peso             |
| Morocco (Maroc)          | Moroccan        | Rabat               | Dirham           |
| Netherlands (Hollande)   | Dutch           | Amsterdam           | Euro             |
| Norway (Norvege)         | Norwegian       | Oslo                | Kroner           |
| Pakistan                 | Pakistani       | Islamabad           | Rupee            |
| Poland (Pologne)         | Polish          | Warsaw ( Varsovie ) | Zloty            |
| Portugal                 | Portuguese      | Lisbon              | Euro             |
| Romania (Roumanie)       | Romanian        | Bucharest           | Lev              |
| Russia                   | Russian         | Moscow              | Ruble            |
| Saudi Arabia             | Saudi           | Riyadh              | Riyal            |
| South Africa             | South African   | Cape Town           | Rand             |
| Spain (Espagne)          | Spanish         | Madrid              | Euro             |
| Sweden (Suède)           | Swedish         | Stockholm           | Krona            |
| Switzerland (Suisse)     | Swiss           | Bern                | Franc            |
| Thailand                 | Thai            | Bangkok             | Baht             |
| Tunisia                  | Tunisian        | Tunis               | Dinar            |
| Turkey (Turquie)         | Turkish         | Ankara              | Lira             |
| United Kingdom           | British         | London              | Pound/ Sterling  |
| United States of America | American        | Washington D.C.     | Dollar           |

TEXT

## Welcome to the World of Exhibitions

There is no doubt that exhibitions are an extremely powerful sales and marketing tool for the travel industry, whether they are exhibitions aimed at the international travel trade itself or those targeted at members of the travel-buying public. Relationships are built, contracts are signed and business gets done. We at the International Tourism Trade Fairs Association, ITTFA, aim to make the travel exhibition business as productive and professional as possible.

The International Tourism Trade Fairs Association, ITTFA, was originally set up in 1992 and brings together some of the worlds best tourism exhibitions. Along with its Secretariat in London it meets three times a year to seek new ways to encourage increased participation in travel shows and provide help and encouragement to travel organisations new to exhibitions.

In this dynamic and ever challenging environment, travel trade fairs provide the backbone to the industry and a place in which we can all meet and exchange knowledge and aspirations that will help our industry grow stronger and become even more valuable. Our comprehensive site is designed to provide easy access to information regarding all our member shows, as well as links to each member home page and details of our media partnerships. My colleagues and I hope that you will find our website useful and we look forward to seeing you at one of our ITTFA member fairs in the near future.

### I. Words and phrases

*exhibition*: a collection of objects that are shown to the public (to be on exhibition)

*to exhibit (V)*

*an exhibit*: object exposé

*an exhibitor*: exposant(e)

*to aim at s.o.*: to direct sth at a particular person or group (viser qqn.)

*to be aimed at sth*: to be intended to achieve sth

*to aim to do/at doing sth*: avoir l'intention de faire

*a fair*: a large exhibition of commercial or industrial goods

*to set up(business)*: to start, establish a business (créer)

*challenging*: forcing s.o to make a lot of effort (exigeant)

*the backbone*: main support (pivot)

## II. Grammar

### A- Passive voice

- We form the passive voice with: TO BE (in appropriate tense) + past participle of the main verb. The passive voice is very important in English when we have an unknown or vague active voice subject; it remains unexpressed in the passive voice. The agent with "by" is not needed

Ex : Someone has stolen my books (active)

My books have been stolen (passive)

- When the verb in the active voice takes two objects, it is more usual in English to make the personal object the subject of the passive voice

Ex : Someone gave me a book (active)

I was given a book (passive)

Notice : in the passive it is more usual to put an adverb of manner immediately in front of the past participle it qualifies. – Ex: This chair is very well made

The form : "A book was given (to) me" would be used when we need to stress this new subject.

- The general principle governing the use of the passive voice is as follows: when the main interest of the speaker or writer is on the verb activity itself rather than on the active subject, there is the desire to express this idea first.

In "People speak English all over the world": much weight is given to the vague subject "people", when our real concern is the "speaking of English". The passive voice puts the idea in a much better perspective. The agent "by people" is superfluous.

Active subjects as "I, we, you, they, one, someone, nobody, people, a man, a boy, the servant..." are very seldom worth mentioning in the passive.

- Prepositions or adverb particles must not be left out with verbs requiring them

Ex : They will look after you well. (active)

You will be looked after well. (passive)

- Some verbs are used in the active but have a passive sense

Ex : The theatre runs at a profit/ The theatre is run out a profit.

[Le théâtre fait des bénéfices]

Silk blouses do not wash well.

[Les chemisiers en soie ne se lavent pas bien]

This essay reads better than your last one.

[Cette dissertation se lit mieux que la dernière que vous avez écrite]

**B- Passive with changes of construction**

1. Ex : *People say that figs are better for us than bananas.*
  - a. It is said that figs are better for us than bananas. (passive)
  - b. Figs are said to be better for us than bananas. (passive)

Ex : *People say that he was a spy*

- a. It is said that he was a spy. (passive)
- b. He is said to have been a spy. (passive)

The following verbs: "think, know, consider, believe, acknowledge, understand, find, say, claim, report" when used in the passive are often followed by the infinitive

2. An infinitive placed after a passive verb is normally a full infinitive

Ex : *He made me work*

I was made to work (passive)

3. The structure . to get s.o., to do sth → to have sth done (passive sense)

Ex : *I got the garage to mend the puncture* is expressed in the passive by :

Have + object + past participle

I had the puncture mended. (passive)

**C- Like / as**

1. LIKE + N is used :

- a. To express a similarity -- Ex: He looks like his father.
- b. To introduce an example -- Ex: They enjoy most team games like football and rugby.

Remark : -"such as" can be used too

"As and like" used about a person's job, occupation.

Ex : Geoff acted *as* our leader (he was our leader)

Geoff acted *like* our leader (but he was in fact not our leader)

## 2. AS is used :

- a. While something else is happening

Ex : The phone rang just *as* I was leaving the house

- b. As ... as: For comparing people or things

Ex : Tom's almost *as* tall *as* me / Tom's almost *as* tall *as* I am

- c. With "much / many" for comparing people or things.

Ex : She earns twice *as much as* her husband

Ex : I haven't *as many* books *as* you have

- d. For talking about someone's job

Ex : He works *as* a train driver for British Rail

- e. For describing someone / something's role

Ex : Think of me *as* your friend, not *as* your boss

- f. For describing someone or something in an unusual role or function

Ex : You could use this white sheet *as* a tablecloth

- g. At the beginning of a comment about what you are saying

Ex : *As* you know, I've decided to leave at the end of the month

- h. In the meaning of "because"

Ex : I didn't buy the dress, *as* I decided it was too expensive

### HOW TO TRANSLATE A TEXT

- Read the text twice or more
- Try to understand the whole text and the main ideas of each paragraph
- Don't translate word for word
- Remain faithful to the text
- Render the ideas and the situation

## I. Comprehension of the text

Answer the following questions in your own words.

1. What kind of exhibition does it talk about?
2. What rule do exhibitions play?
3. What advantages do they offer?
4. What is ITTFA's objective?
5. What are its activities?

## II. Translate the first paragraph into French

## III. Grammatical exercises

### A. Put the following into the passive voice

1. People must not leave bicycles in the hall
2. They showed her the easiest way to do it
3. Did the idea interest you?
4. We called in the police
5. Children couldn't have done all this damage
6. Man is destroying rainforests
7. We know that you were in town on the night of the crime

### B. Put into the active

1. He was seen to pick up the gun
2. Why don't you have your eyes tested?
3. The referee was being escorted from the field by a strong police guard
4. Children under sixteen won't be admitted
5. She wasn't seen in the village

**C. Supply "like / as"**

1. Jane ~~was~~ ..... a sister to me.
2. I can offer you a temporary job ..... a typist.
3. The house was exactly ..... he has described it
4. Be your age. You're behaving ..... a boy
5. ..... I'm not a sportsman, I can't aim at the bird
6. ..... I told you, I couldn't attend the performance
7. Why don't you do ..... me?
8. Jao speaks English ..... a native.
9. The farmer has ..... many bulls ..... cows

**KEYS TO THE EXERCISES PART 1****I. Comprehension of the text**

1. Sponsorship and advertising
2. Newspapers life depends on advertising and advertisers need newspapers for publication.
3. It will confuse readers or hurt the newspapers' credibility
4. Sponsorship means the state of helping by financing something so that the sponsor can advertise his products.
5. Sponsorship refers to the investment in social causes or events.

"Sponsors indirectly persuade target audiences "

"Advertising wants to affect consumers directly"

## II. Grammatical exercises

### A. Put the adverbs in their correct place

1. He was born at 10 a.m. on June 14<sup>th</sup> in the year 1999.
2. She always has coffee at home in the morning.
3. Cyril was working very hard at his office all day yesterday.
4. He played beautifully in the concert at the Town Hall last night
5. We are going to Switzerland for a week on Saturday.
6. John usually cuts the grass on Saturday afternoons.
7. I almost normally lie in on Sunday mornings.

### B. Fill in the blanks with suitable modals

1. I can hear you quite clearly. You needn't shout.
2. She must / have to pay taxes.
3. There are a lot of clouds in the sky; it may / might rain this evening.
4. She could read a great deal during the last holiday.
5. You must not do it; it's forbidden.
6. You cannot apply for the job; it's for higher level people.

### C. Making questions

Reference sentence : Internet sponsors attempt to leverage the e-newspapers' credibility by placing sponsorships at the top, middle or bottom of a news story.

Question (1) : Who attempt to leverage the e-newspapers' credibility by placing sponsorships at the top, middle or bottom of a news story?

Answer: Internet sponsors.

Question (2) : How do Internet sponsors attempt to leverage the e-newspapers' credibility?

Answer : By placing sponsorships at the top, middle or bottom of a news story.

GLOSSARY

|                                  |                              |
|----------------------------------|------------------------------|
| Entertainment                    | Distraction                  |
| Tourism Board                    | Le Ministère du Tourisme     |
| A resort                         | Lieu de vacances             |
| Free time / the time off         | Temps libre, vacances        |
| Facilities                       | Équipements                  |
| To rent                          | Louer                        |
| Travel agency                    | Agence de voyage             |
| Landing # take-off               | Atterrissage # Décollage     |
| Luggage (Br) }<br>Baggage (US) } | Les bagages                  |
| A single (ticket)                | Aller simple                 |
| A return ticket                  | Billet aller – retour        |
| Duty free                        | Hors taxes                   |
| Connection                       | Correspondance               |
| Boarding                         | Embarquement                 |
| To check in                      | Enregistrer                  |
| To stopover at                   | Faire escale à               |
| Non-stopflight                   | Vol sans escale              |
| Scheduled flight                 | Vol régulier                 |
| Time-lag                         | Décalage horaire             |
| Counter, desk                    | Guichet                      |
| Schedule                         | Horaire                      |
| Accommodation / lodging          | Logement                     |
| Leisure                          | Loisir                       |
| To catch a train / plane         | Prendre (un train, un avion) |
| Package price                    | Prix forfaitaire             |
| To book (a seat, hotel)          | Réserver                     |
| Delay                            | Du retard                    |
| Off season # peak season         | Basse saison # haute saison  |
| Off-peak period (US)             |                              |
| Full fare                        | Plein tarif                  |
| All-in tariff                    | Tout compris                 |
| Exchange rate                    | Taux de change               |
| Holidays (Br)                    | Vacances                     |
| Vacations (US)                   |                              |
| Holiday maker (Br)               | Vacancier                    |
| Vacationer (US)                  |                              |
| Package tour                     | Voyage à forfait             |
| Business trip                    | Voyage d'affaires            |

|                           |  |
|---------------------------|--|
| Tour operator             | Voyagiste                              |
| To amount to              | Revenir à                              |
| Settlement                | Règlement / paiement                   |
| Shipment                  | Expédition / envoi                     |
| Short-term credit         | Credit à court terme                   |
| Spot cash                 | Paiement à la livraison                |
| Substitute                | Produit de remplacement                |
| Supplier                  | Fournisseur                            |
| Terms                     | Conditions                             |
| Terms of payment          | Modalités de paiement                  |
| Trade discount            | Remise                                 |
| Trade magazine            | Revue professionnelle                  |
| Trademark                 | Marque déposée                         |
| VAT (Value Added Tax)     | TVA (Taxe à Valeur Ajoutée)            |
| Range                     | Gamme / éventail                       |
| Rate                      | Taux                                   |
| Rebate                    | Réduction / Rabais                     |
| Discount                  | Ristourne                              |
| Requirements              | Besoins / désirs                       |
| Salesmanship              | La vente                               |
| Sales literature          | Documentation                          |
| Sales Manager             | Directeur Commercial                   |
| Purchase power            | Pouvoir d'achat                        |
| Purchase price            | Prix d'achat                           |
| Cost price                | Prix de revient                        |
| To sell at a loss         | Vendre à perte                         |
| Foreign currency          | Devise étrangère                       |
| Hiking trail              | Piste de randonnées                    |
| Coastline                 | Littoral                               |
| Tourism Body              | Organisme chargé du Tourisme           |
| Private Tourism developer | Promoteur privé en matière de tourisme |
| Tourist paradise          | Paradis pour touristes                 |
| Nature reserve            | Réserve naturelle                      |

**TELEPHONING****3**

The telephone is the most used means of communication in the world, because of its quick and direct contact.

It becomes essential in companies, offices, business... etc

The coming of mobile phone has revolutionized the world of communication. It can satisfy some people's needs and facilitate their life. They can listen to music, take photos, connect to internet, store data, send multimedia messages. (apart from its proper function). Its development will continue again and again.

**SPECIFIC WORDS AND PHRASES**

- A fixed phone
- A mobile phone
- A (phone) call : un coup de fil / un coup de téléphone
- A trunk call : a long distance call
- A local, international call

International codes :

UK: 44 USA 1 France 33 Japan 31

- To make a phone call
- To (tele) phone s.o.
- To give s.o. / a call / a ring
- To ring s.o up / to call s.o up
- To receive a call / to get a call from s.o / to have a call from s.o
- To be on the phone : to be speaking on the phone / to have a telephone number
- A phone box / phone booth [cabine téléphonique].

- A phone book / a directory; [annuaire]
- To look up a number in the directory: to search for a number
- To dial a number [composer un numéro]
- When giving a number to an operator, read each figure separately
- "O" is read as "oh" (B); "zero" (US); when the same figures occur twice read "double" or three times "triple"
- An operator: a telephonist (standardiste)
- To ask for connection
- To put through: to connect / to put on to s.o
- "You are through": Vous avez la communication.
- "Put me on to him/her!": Passez- le/ la moi!
- To hold the line/ to hold on / to hang on (informal): to wait a moment (used only on the telephone)
- "Hold on": Ne quittez pas
- When someone else is using the line: the line is engaged (B) / the line is busy (US)  
[la ligne est occupée]
- To call back/ to ring back [rappeler]
- To put the receiver down/ to put the phone down: to ring off / to hang up [raccrocher]
- To leave a message : laisser un message
- To take a message: prendre un message
- Digit: chiffre
- Eight – digit number: numéro à huit chiffres
- Extension (Ext) : poste (Etc.)
- Who's speaking? : Qui est à l'appareil?
- Carphone: radiotéléphone
- Directory enquiries: renseignements
- To ring: sonner
- To answer the phone : répondre au téléphone

- Answering machine: répondeur
- Switchboard: standard
- Switchboard operator: standardiste
- Phonecard: télécarte
- Cordless telephone: téléphone sans fil
- Cheap rate: tarif réduit
- Fax: télécopie
- Electronic directory: annuaire électronique
- Dial tone: tonalité ; dialling code (B) /area code (US): code
- Reverse charge call (B)/ collect call (US): appel en PCV
- Bleep: bip
- To pick up the phone: décrocher le téléphone
- Wrong number: mauvais numéro
- Taped message: message enregistré

When phoning someone in a large firm, ask for its extension number.

In business, telephones are answered by giving the name of the firm.

Private telephones are normally answered by giving the number only.

Men do not call themselves "Mr" on the phone.

Women may use "Miss" or "Mrs".

#### ADVICE

##### *In business*

1. Prepare well before you call
  - plan what you want to say
  - prepare answers to possible questions

**2. Begin the call**

- Ask for connection to the person you want to speak to
- After connection, greet the person: Good morning..., and identify yourself clearly: RAKOTO on the phone/ speaking (spell your name: R-A-K-O-T-O)
- Give the reason for the call

**3. During the call : communicate your objective clearly**

- Listen-make sure you understand
- Check-make sure the other person understands you

**4. Ending the call**

- Confirm the result of the call
- End politely and positively

**HERE ARE TWO EXAMPLES OF PHONE CALL****Example1 :**

A: 486 - 4459 (four - eight- six - double four- five - nine)

B: Hallo! /Hello! /Hullo! David Black speaking / this is.../my name is...

May I have a word with Jane? / I'd like to speak to.../ Can I or Could I or  
May I speak to...

A: I'll just see if she is in.

(If Jane is on the phone she says, "Speaking")

B: Ok

A: I'm afraid she's not here

B: Could you take a message? / Would you ask her to call back?

A: Yes, of course / Certainly

B: Thank you. Good-bye.

Example 2 :

*Getting information on the phone:*

A: Good morning. Trans-Channel Airways

B: Ah, good morning. Could you please put me on to someone who can tell me what time the afternoon plane from Beirut will be arriving?

A: You want Flight Information. I'll try and put you through.

...I'm sorry. Flight Information is engaged for the moment.

Will you hold on or would you prefer to ring back?

B: I'll hold on, thanks.

TEXT**GSM**

Global System for Mobile communications (GSM) is basically an international standard of cellular service. Originally, the acronym GSM stood for Groupe Spécial Mobile, a group formed by the Conference of European Posts and Telegraphs (CEPT) in 1982 to research the merits of a European standard for mobile telecommunications. Commercial service using the GSM system did not actually start until 1991.

The incredible growth of GSM is a big part of why the acronym is now commonly thought of as standing for the Global System for Mobile communications.

As a technology, GSM continues to evolve, with high-bandwidth services becoming a reality for the current 2nd Generation technologies. The development path into the 3rd Generation is clearly mapped out and brings with it possibilities for new age data and multi-media applications. The GSM network is growing, with wireless, satellite and cordless systems offering greatly expanded services, including high speed, multi-media data services, in-built support for parallel usage of such services and seamless connection with the Internet and wire-line networks. This will see the true convergence between various communications means and networks becoming a reality which is nothing but 3G.

WORDS AND PHRASES

An acronym = a short word which is made with the initial letters of a group of words

Ex : GSM

To evolve = to develop

Mapped out = marked out [tracée]

GRAMMAR : QUANTIFIERSI. SOME - ANY - NO - NONE

A- **SOME - ANY** : used before plural or uncountable nouns. They can be pronouns or adjectives. They mean : a certain quantity, amount .

1- SOME

It is used :

- a. in affirmative sentences

Ex : I'll cut you some bread, shall I ? – No, thanks, I've still got some.

- b. when the answer "yes" is expected

Ex : I heard a knock. Is there someone at the door ?

2- ANY

It is used :

- a. in negative sentences

Ex : I haven't any butter, and he hasn't any either.

He hasn't any friends

- b. after the adverbs "hardly, scarcely, barely" (whose meanings are almost negative)

Ex : I have hardly any money

There are scarcely any flowers in the garden

- c. after interrogatives

Ex : Have you any money ?

Remark : When the question is an invitation or a request "some" is used

Ex : Will you have some tea ?

Would you carry some of these parcels for me, please ?

- d. after "if"

Ex : If you have any difficulty, ask me for help

- e. To mean: "practically every", "not one in particular"

Ex : Anybody will show you the way to Soarano

B- NO - NONE : express total lack or absence

"No": Adjective

"None": Pronoun

They are used with affirmative verbs to express a negative

Ex : I have no sugar or I haven't any sugar (adjective)

I have no sweets or I haven't any sweets (adjective)

I haven't any (pronoun)

I have none (pronoun)

C- Their compounds follow the same rule

Someone – Anyone – No one

Somebody – Anybody – Nobody

Something – Anything – Nothing

Somewhere – Anywhere – Nowhere

## II. MUCH - MANY

Much – Many : denote a large quantity of people, things...

### A- MUCH

- a. used before uncountable nouns and mostly in negative sentences

Ex : I haven't much time to do it.

- b. not very often used with affirmative verbs, it is then replaced by "a lot of", "a great deal of", "lots of"

Ex : We still have lots of rice.

These cars use a lot of petrol.

- c. "much, lots and a lot" can be used as pronouns too

Ex : - Is there much rice left?

- Not much or still a lot.

**B- MANY**

- a. used before plural countable nouns and very often in negative sentences

Ex : He didn't make many mistakes.

- b. not often used with affirmative verbs; it is then replaced by "a lot of", "lots of".

Ex : She has a lot of hens.

- c. can be used as a pronoun

Ex : Tom gets lots of letters but Ann doesn't get many.

**III. PLENTY OF – PLENTY**

When we want to say that something is in profusion or surabundance we use "PLENTY OF" (adjective), "PLENTY OF IT or PLENTY" as pronoun or "GREAT MANY"

Ex : - He has plenty of money. (more than enough)

- A computer can solve a great many problems.

- Have you got any time to spare?

Oh yes, plenty / oh yes, plenty of it

**IV. LITTLE / A LITTLE – FEW / A FEW**

They denote scarcity or lack, and have an almost negative meaning

**A- Little / a little**

Used before uncountable nouns

Ex : There is little good agricultural land here

It means, there is not much good / not good enough agricultural land here

**B- Few / a few**

Used before countable nouns

Few : means "not many"

Ex : Few people know this. It means, not many people know this

A few : means "a small number, some"

Ex : I knew a few of the people there.

Remark : A little – a few are more positive ideas.

## GERUND - INFINITIVE

## I. Gerund

Form : Verb + ing

Used :

1. After prepositions

Ex : They insisted on seeing him

2. After some verbs: avoid - enjoy - finish - detest - risk - deny - imagine - stop - postpone - forgive - excuse - fancy - defer - keep - mind - resist - continue - prevent - admit

Ex : Forgive my interrupting you.

3. After the expressions:

- "can't stand, can't help"

Ex : He was so funny that I couldn't help laughing

- "it's no use, it's no good" [il est inutile de, rien ne sert de]

Ex : It's no use crying. She will never come back.

- After "busy", "worth" -

Ex : That little town is worth visiting

4. as the subject of a sentence

Ex : Teaching is the career he has chosen

5. as an object

Ex : I love reading

6. It can be preceded by an article and a possessive adjective.

Ex : His drinking too much cold water will make him ill.

7. in a possessive case

Ex : Mary's getting good marks encourages her very much.

8. in short interdictions

Ex : No smoking

9. in compound nouns

Ex : a cooking-pot

## D F P / 1

**II. Infinitive****A. Full infinitive**

Used :

1. to say why someone does something, to express purpose

Ex : We go to school *to learn*

2. as the object of some verbs

Ex : He wanted *to see* me

3. after an adjective expressing emotion

Ex : She was glad *to see* me

It's useful to know a foreign language

It's also possible to begin immediately with an infinitive

Ex : *To know* a foreign language is useful

4. after a noun or a pronoun

Ex : There was no water *to drink*

He asked me *to come*.

5. after "too" - "enough"

Ex : You are too young *to understand*.

You are not old enough *to vote*

6. after the expressions: "the first - the second - - - the last", "the only"

Ex : He was the first *to come*.

7. after a superlative

Ex : That's the best thing *to do*

**B. Incomplete infinitive (Infinitive without "to")**

Used :

1. after the auxiliaries :

\* "do - does - did". Ex : Did you see him?

\* "can - may - must" Ex : She can speak three languages.

*Anglais*

- "shall - will". Ex: They will leave in January
- "should - would". Ex: You should go to the dentist
- "Need - dare" in interrogative/ negative/ interro-negative forms

Ex : Need you go there?

Ex : You dare not do it.

Note : I need to go shopping

2. *after the verbs: "make - let - help"*

Ex : I made him work

3. *after "I'd better" or "I had better" - "I'd rather" or "I would rather"*

Ex : I'd better go now.

### III. Gerund and infinitive

Some verbs are followed by the infinitive and the gerund at the same time. There is no change or little change in the meaning with the following verbs:

"begin - continue - dislike - dread - intend - like - neglect - plan - prefer - start".

Ex: I like to swim (the idea, activity) - I like swimming (enjoy sport).

But there is a difference in the meaning in the following: "to remember and to forget - to try  
- to want - to allow / to permit - to mean - used to and to be used to / to get used to" and the  
verbs of perception (to see, to hear, to feel, to taste, to smell).

1. **To remember and to forget**

We use the infinitive when we refer to the future

Ex : He remembers *to write* to her (before he does it)

We use the gerund when we refer to the past

Ex : He remembers *writing* to her (after he does it, he recalls that he wrote to her).

2. **To try**

We use the infinitive when it means "to make an effort or to make an attempt to do something".

Ex: Try to get some sleep. (Make an attempt to get some sleep)

We use the gerund when it means "to test by making an experiment"

Ex : Try getting some sleep

(Why don't you get some sleep? That's what you need)

### 3. To want

In general we use the infinitive after it.

Ex : I want to go away

But the gerund is used when there is a passive sense.

Ex : Your hair is too long; it wants cutting (needs to be cut)

### 4. To allow / to permit

In general we use the gerund after them

Ex : The librarian doesn't allow *taking* here

But we use the infinitive when there is a personal object.

Ex : The librarian doesn't permit us *to talk* here

### 5. To mean

We use the infinitive when the meaning is "to intend".

Ex : I mean to work harder next year

The gerund is used when it means "to signify".

Ex : The transport strike means (their) having to walk to work everyday.

### 6. Used to and to be used to / to get used to

- "Used to" expresses a past habit. We use the infinitive after it.

Ex : He used to play football when he was young

(He doesn't play football anymore)

- "to be used to / to get used to" is followed by the gerund.

Ex : He is used to smoking a cigarette after each meal (It is not new)

## 7. Verbs of perception

We use the incomplete infinitive when we have a complete act.

Ex : I saw him cross the road (from one side to the other)

but the gerund when we describe an action in progress.

Ex : I saw him crossing the road (on the way to the other side)

---

### EXERCISES

#### I. Comprehension of the text

Answer the following questions in your own words

1. What does GSM stand for?
2. Describe GSM evolution.
3. What causes such evolution?

#### II. Grammatical exercises

##### A. Put in suitable quantifiers

1. He is not popular. He has ..... friends.
2. Let's go and have a drink. We've got ..... time before the train leaves.
3. There's no need to hurry. We've got ..... time.
4. I can't drink this tea. There's too ..... sugar in it.
5. There isn't ..... news in the newspaper except ..... crimes and ..... accidents.
6. He said ..... the whole evening.
7. What a hard problem! ..... could find the answer.
8. ..... suggestion you may give will be welcome.
9. He expected many visitors, but ..... came that day.

**B. Put in either the gerund or the infinitive**

1. I want her (learn) how (read)
2. I'm looking forward to (see) my friend
3. Jean tried (ride) his uncle's bicycle but he soon fell off.
4. I remember (hear) him (say) the grass wanted (cut)
5. If you can't unscrew the lead, try (hit) it with a hammer.
6. (walk) allows more freedom than (take) a bus if you want (see) more things
7. Let me (help) you (carry) this heavy box.

**KEYS TO THE EXERCISES PART 2****I. Comprehension of the text**

1. Travel exhibition
2. A powerful sales and marketing tool for travel industry
3. Relationships – contracts – business
4. To make the travel exhibition business as productive as professional as possible
5. - Brings together some of the world best tourism exhibitions
  - Seeks new ways to encourage increased participations in travel shows
  - Provides help and encouragement to travel organizations new to exhibitions

**II. Translation**

Il n'y a pas de doute que les salons sont un outil de ventes et de marketing extrêmement puissant pour l'industrie du tourisme que ce soit des salons qui visent le tourisme international lui-même ou ceux qui ciblent les clients du voyage d'achat public. Les retombés sont : élargissement des relations, signatures de contrats et faire des affaires. Nous, dans l'Association des Foires du Tourisme International (ITFTA), avons l'intention de faire des salons du tourisme aussi productifs et professionnels autant que possible.

Anglais

### III. Grammatical exercises

#### A. *Passive voice*

1. Bicycles must not be left in the hall
2. She was shown the easiest way to do it
3. Were you interested by the idea?
4. The police were called in
5. All this damage couldn't have been done by children
6. Rainforests are being destroyed by man
7. You are known to have been in town on the night of the crime

#### B. *Active voice*

1. Someone saw him pick up the gun
2. Why don't you get an oculist to test your eyes?
3. A strong police guard was escorting the referee from the field
4. We won't admit children under sixteen
5. Nobody saw her in the village

#### C. *Supply "like / as"*

1. Jane was like a sister to me.
2. I can offer you a temporary job as a typist.
3. The house was exactly as he has described it
4. Be your age. You're behaving like a boy
5. As I'm not a sportsman, I can't aim at the bird
6. As I told you, I couldn't attend the performance
7. Why don't you do like me?
8. Jao speaks English like a native.
9. The farmer has as many bulls as cows

**TELECOMMUNICATIONS****TEXT****EU ADOPTS LAW TO RAISE TELECOM COMPETITION**

Reuters

Published: September 24, 2008

**BRUSSELS :** The European Parliament adopted measures Wednesday to increase competition in EU telecommunications markets in a bid to give consumers a wider choice and less-costly services.

The EU telecommunications commissioner, Viviane Reding, who drafted the package, wants to make it easier for new entrants to compete with established operators in the €300 billion, or \$440 billion, sector.

The EU assembly voted 597 in favor, with 55 against and 29 abstentions, on a proposal to force telecommunication companies to run their network and retail services as separate businesses to give competitors easier access to their networks.

Big operators like Deutsche Telekom and France Télécom opposed this "functional separation" measure, which would be a "last resort nuclear option" for national regulators if other pro-competition measures failed.

However, the assembly watered down another prime aspect of the package, Reding's proposal for an EU telecom "super regulator" that would also include Internet security.

It voted 490 to 105 to create a less powerful alternative, the Body of European Regulators in Telecoms, that would not include Internet security.

The body will be financed by a mix of EU and national funds. Reding wanted it paid for solely by the EU, a step she believed would ensure it was fully independent and not beholden to national governments that could be tempted to protect former state-owned operators.

"This vote is very good news for European consumers", said Martin Selmayr, a spokesman for Reding. "It's a strong signal for the single market in the EU".

National governments have the final say on the package and the assembly's first vote will form the basis of a joint deal with member states.

The assembly also voted to scrap Reding's plan to give the European Commission a veto over national competition "remedies."

It backed steps to make more efficient EU-wide use of radio frequencies freed up by broadcasters switching from analog to digital so that mobile phone operators can offer new services in several countries.

However, the vote ensures that member states remain in charge of spectrum usage nationally, and Reding's aim of stronger EU-wide decision-making on spectrum was diluted.

The final measure, to be voted on later, will concern improving consumer protection by strengthening the obligation on operators to provide a minimum service of specific quality at an affordable price.

#### WORDS AND PHRASES

- *To raise sth* : To increase, to make sth better or stronger
- *To compete* (V), *competitive* (adj.) *competition* (N) : concurrence
- *A bid* : an attempt to do or obtain sth ; an offer  
To bid – bid – bid [faire une offre]
- *Commissioner* : An official of high rank in an organization [un commissaire]
- *A last resort* : When everything else has failed [un dernier recours]
- To fail # to succeed
- Failure (N)
- *To water sth down* : To change sth so that it is weaker [édulcorer]
- *A mix* : A group of different types of people or things [mélange]
- *Solely* : Only
- *To ensure / insure* : To make sth certain to happen [assurer, s'assurer que]
- *Beholden to* : Owing s.o. sth [redevable à]
- *The final say* : The final decision
- *A joint deal* : Agreement shared by two or more people / Arrangement
- *To scrap sth* : To get rid of sth that you do not want any more
- *A remedy* : A way of solving a problem
- *To remedy* : To change or improve sth that is wrong or bad

- *To back sth:* To support sth
- *Spectrum:* A full or wide range of sth [spectrum]
- *Diluted:* Became weaker
- *To strengthen:* To become stronger or to make sth stronger (# to weaken)

## GRAMMAR

### I. Relative clause

#### A. Defining relative clause

It is used in spoken English

Ex - The man is coming to tea (what man?)

We use a defining relative clause to make it clear.

Ex - The man who wrote the poem is coming to tea

"Who wrote the poem" defines "the man". It can't be omitted because it is an essential element in the sentence: the relative pronoun is placed next to its antecedent (the noun it is dependent on)

- 1 The relative pronoun can be "who, whom, which, that". When it is an object or with a preposition, it can be omitted and the preposition is put at the end of the clause

Ex: - The girl who is coming is his sister

- The doctor whom she visited is famous

- The boy whom you were talking to is my friend

(The boy to whom you were talking is my friend)

- 2 The relative pronouns "whose" (for person, animal, thing), "of which" (animal, thing) are used when there is an idea of possession.

Ex: - This is the girl whose work I was telling you about

- The book whose cover is torn is mine.

or - The book the cover of which is torn is mine

- 3 The relative pronoun "where" (for place)

Ex: This is the place where I was born

With adjectives of 2 syllables, ending in “-y” preceded by a consonant, ending in

-er, -ow, -le, -some, we can use: - ER | MORE.

Ex : happy => happier | more happy

clever, narrow, noble, pleasant, handsome, common, profound.

### Exceptions

1. more drunk, glad, scarce, real, fond.
2. more aged, central, skilful, rustic, fragile, active, famous, afraid.

#### b. Inferiority

LESS + short / long adj. + THAN

#### c. Equality

AS + short / long adj. + AS

#### d. Inequality

NOT AS | + short / long adj. + AS

SO |

### B. Superlative

#### a. Superiority

THE + short adj. + - EST

THE MOST + long adj.

#### b. Inferiority

THE LEAST + short / long adj.

### C. Superlative for two elements

- THE + short adj. + - ER

Ex: Which of Mr Smith's daughters got married? The taller one or the shorter one?

- THE MORE + long adj

Ex: When you have to solve two different problems, never start with *the more difficult one*

*D. Irregular comparatives and superlatives*

| Adjective / Adverb       | Comparative              | Superlative   | Notes  |
|--------------------------|--------------------------|---|--|
| a) good<br>b) well       | better                   | a) the best<br>b) best                                      | b) Adverb and Adjective                                      |
| a) bad / ill<br>b) badly | worse                    | a) the worst<br>b) worst                                    |  |
| much<br>many             | more                     | the most  |  |
| Little                   | a) smaller<br>b) less    | a) the smallest<br>b) the least                             | a) size<br>b) for number                                     |
| Far                      | a) farther<br>b) further | a) the farthest<br>b) the furthest                          | a) distance<br>b) progression                                |
| Before                   | former                   | a) the first<br>b) the former<br>(the first one)            | a) enumeration<br>b) in balance with "the latter"            |
| Late                     | later                    | a) the latest<br>b) the last<br>c) the latter<br>(this one) | a) time<br>b) enumeration<br>c) in balance with "the former" |
| Near                     | nearer                   | a) the nearest<br>b) the next                               | a) distance<br>b) succession                                 |
| Old                      | a) older<br>b) elder     | a) the oldest<br>b) the eldest                              | a) different families<br>b) the same family                  |

*E. Repeated comparisons and parallels*

| Notion             | Short                      | Long                                   |
|--------------------|----------------------------|--|
| Increase           | taller and taller          | more and more difficult                |
| Decrease           | less and less hard         | less and less difficult                |
| Parallel increases | the more, the merrier      | the more different, the more exciting. |
| Converse changes   | the lazier, the less rapid | The richer, the less hard-working      |

**EXERCISES****I. Comprehension of the text**

Answer the following questions in your own words.

1. What is the EU intention?
2. How did it come to?
3. What does the EU Telecom propose?
4. What measure did the EU assembly vote for?
5. What is the issue of the debate?
6. What is the last step?
7. Whose is the final decision for the application of the law?

**II. Give the main ideas of the article and make a short summary****III. Translate the first two paragraphs.****IV. Grammar****A. Supply relative pronouns**

1. The people ..... you were living with are coming to see you.
2. Any man ..... listens to you is stupid.
3. What's the name of the boy ..... sister is a guide?
4. They are interested in the animals and the people ..... live on the island.
5. Tell me ..... you think of my new beret.
6. He never takes a holiday, ..... is not very reasonable.
7. The man ..... arrived at the doctor's just behind Jim is a writer.
8. ..... I hate is that the beaches are always crowded.
9. The baby has been playing with the eggs ..... you bought yesterday.
10. The milkman, ..... wife you saw last week, is a vegetarian.
11. What is the most surprising story ..... you have ever heard?

**B. Combine by means of defining or non-defining relatives**

1. This is the man. I gave money to him this morning.
2. What was the name of the girl ? She came here last night.
3. Dr Johnson often met his friends in the Cheshire Cheese. His house was quite near.

**C. Use the comparative or the superlative**

1. A house is (big) a castle.
2. Life is becoming (hard).
3. I'm reading (last) chapter of this book.
4. We have three children. John is (old).
5. Lucy is intelligent ; so is Meg ; Meg is (intelligent) Lucy.
6. This is (bad) film I've ever seen.
7. Instead of buying those two bags, you'd better buy (big) one.
8. Lions are sly animals but foxes are (sly).
9. Living in the countryside is (pleasant) living in town because of pollution and noises.

**D. Express parallel progression**

1. (so on) you come, (happy) we'll be.
2. (much) he drinks, (bad) he looks.
3. (far) you go, (many) things you'll see.
4. (popular) he grows, (rich) this singer is.

KEYS TO THE EXERCISES PART 3**III. Comprehension of the text**

1. Global System for Mobile Communications.
2. High bandwidth services to 2<sup>nd</sup> Generation technologies to 3<sup>rd</sup> Generation.  
GSM network is growing offering expanded multi-services.
3. The demand for multimedia services with pressure on time and mobility.

**IV. Grammatical exercises****D. Quantifiers**

1. He is not popular. He has few friends.
2. Let's go and have a drink. We've got a little time before the train leaves.
3. There's no need to hurry. We've got plenty of time.
4. I can't drink this tea. There's too much sugar in it.
5. There isn't much / any news in the newspaper except a few crimes and some accidents
6. He said nothing the whole evening.
7. What a hard problem! No one / nobody could find the answer.
8. Any suggestion you may give will be welcome.
9. He expected many visitors, but few came that day.

**E. The gerund or the infinitive**

1. I want her to learn how to read
2. I'm looking forward to seeing my friend
3. Jean tried to ride his uncle's bicycle but he soon fell off.
4. I remember hearing him say the grass wanted cutting
5. If you can't unscrew the lead, try hitting it with a hammer
6. Walking allows more freedom than taking a bus if you want to see more things
7. Let me help you carry this heavy box.

**HOW TO MAKE A SUMMARY**

- Read the text a lot of times to grasp the general idea
- Don't forget the title
- Pick out the main ideas, points, important words, sentences.
- Follow the order of the text.
- Use connectors when you write the summary.

**COMPUTING****5****GLOSSARY**

*Computer* : ordinateur

*Computing* : informatique

*Business computing* : informatique de gestion

*To computerize* : informatiser, traiter par ordinateur

*Computer - aided* : assister par ordinateur

*DTP* : Desktop Publishing ; PAO : Publication Assistée par Ordinateur

*Programme* : Logiciel

*Programmer, analyst* : informaticien spécialisé

*Computer scientist* : informaticien

*Computer science* : l'informatique (la science)

*Computer operator* : opérateur sur ordinateur

*Computer accounting* : comptabilité informatique

*Computer programmer* : programmeur

*Computer language* : langage de programmation

*Data/information/ set of facts* : données

*Database* : base de données

*Data path* : sentier de données

*Desktop computer* : ordinateur de bureau

*Laptop computer* : ordinateur portable

*Graphics* : graphique ; traitement graphique

*Graphics display* : affichage graphique

*Graphics software* : logiciel graphique

*Computer graphics* : infographie ; informatique graphique

*MAC (Macintosh) – PC (Personal Computer)* : matériel macintosh; ordinateur individuel

*Application package* : progiciel d'application

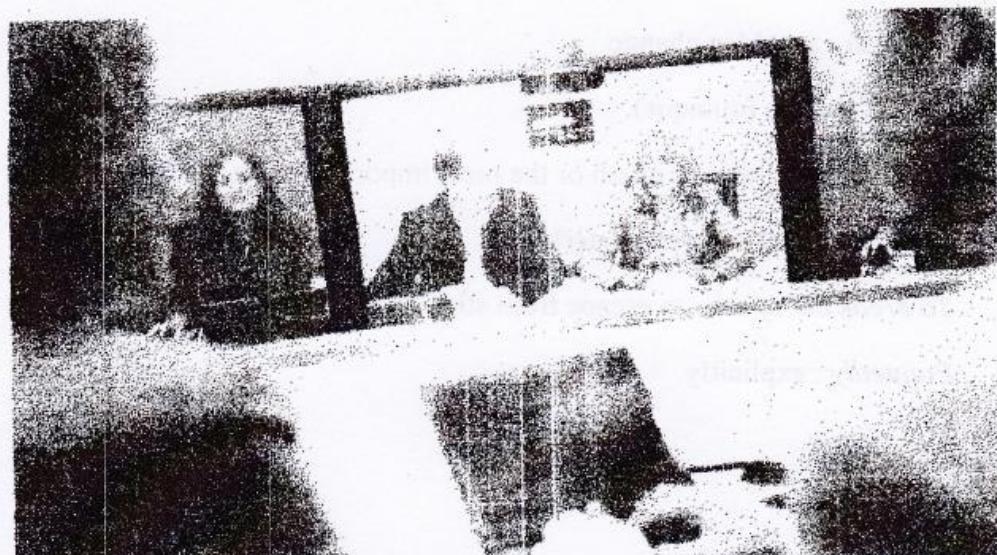
*Application programme* : programme d'application

*Application software* : logiciel d'application

*Standalone machine* : machine indépendante

*Keyboard* : clavier  
*Word processing* : traitement de texte  
*Project file* : fichier de projet  
*Demonstration diskette* : disquette de démonstration  
*Display* : affichage, visualisation  
*To display/ to flash* : afficher, visualiser  
*(Visual) display unit* : écran de visualisation  
*Display file* : fichier de visualisation  
*Remote maintenance* : unité de maintenance  
*To scan* : balayer  
*To log/ to record* : enregistrer  
*To zap/ to erase* : effacer, faire disparaître  
*POV* : Point of Sales Computer : ordinateur pour point de vente  
*To run* : passer, exécuter, utiliser, fonctionner  
*To feed* : saisir, introduire  
*Spreadsheet* : tableur  
*Hard disc* : disque dur  
*Operating system* : système d'exploitation  
*Disc/ disk storage* : mémoire à disque  
*Applications (software)* : logiciel d'application  
*To rescue* : sauver  
*Corrupted data* : données altérées  
*Beta – testing* : essai pilote  
*Software security* : sécurité des logiciels  
*Facilities* : service  
*IT*: Information Technology  
*Access* : avoir accès à  
*To retrieve / to recuperate* : récupérer  
*Retrieval (N)/ retrievable (adj)* : récupérable  
*RISC* : Reduced Instruction set Computing microprocessor  
*CISC* : Computed Instruction Set Computing microprocessor  
*To be built in(to)* : intégrer  
*A chip* : puce  
*Workstation* : poste de travail  
*Superhighway* : super autoroute  
*In-house* : interne  
*Online* : en ligne, connecté

DFP/1

**TEXT**

Employees at the Chicago office of the technology consulting firm Acentia talking with employees in the Atlanta office via the Cisco TelePresence system. (Peter Thompson for The New York Times)

## **Cisco moves out of the data center and into the office**

**By Ashlee Vance**

Published: September 24, 2008

**SAN JOSE, Calif.** Forget the switches and routers that built Cisco Systems into a giant; albeit somewhat boring, company at the core of the Internet.

These days, the company is peddling e-mail software, video conferencing systems, cable TV boxes - even furniture - as it tries to break out of the data center and get its products in front of ordinary office workers.

"Cisco is kind of like the Madonna of networking," said Mark Sue, an analyst with RBC Capital Markets. "It is continuously trying to reinvent itself."

The effort directly challenges a main area of growth for some of Cisco's big customers, including IBM, Oracle and, most pointedly, Microsoft.

The line of business aims to provide a unified set of communication tools that workers can use to make calls, send e-mail messages, hold Web conferences and send instant messages.

**VOCABULARY**

CISCO stands for City Group For Smaller Companies

*A switch* : a sudden change

*Albeit* : though (quoique)

*Core* : the central part of sth or the most important thing

*To peddle* : to hawk (colporter)

*To break out of sth* : to escape from sth

*Pointedly* : explicitly

**GRAMMAR****I. The present tense****A. Present simple**

The Present simple is used :

1. To express habitual actions

Ex : I always wake up at 6

There are adjectives or adverbs of frequency such as "every, habitual, usual, often, sometimes, always, ..."

2. To express permanent situations

Ex : he doesn't work in a factory; he works in a garage

3. For general truths

Ex : The sun rises in the east

4. With verbs expressing likes or dislikes, thoughts, capacities or unabilities

Ex : I like roses and I know that you love them too but I suppose I cannot grow them as well as I do.

Notice : They are never used in the continuous form

**B. Present continuous**

The present continuous (am/is/are + V-ing) is used:

1. To describe a present action which can take a long time (an action happening at the moment of speaking)

Ex : What are you doing now?

There are signals like "now, at present, at this moment, for the time being ..."

2. To express actions in the near future (in a minute, this evening, tomorrow, ...)

Ex : I'm going to the cinema this evening

3. To describe future plans

Ex : What are you planning to do after your studies?

4. In a changing situation

Ex : I feel my English is getting better more slowly

**II. Prepositions – postpositions / adverb particles****A. Prepositions**

A preposition is found:

1. *Before a noun or a pronoun*

Ex : He's going to school

I'll give it to you

2. *At the end of a sentence (when the latter begins with an interrogative pronoun or includes a relative)*

Ex : Who is he talking to ?

3. *With some verbs :*

*To belong to* : appartenir à

*To wait for* : attendre

*To look forward to* : attendre avec impatience

*To warn of* : avertir de

*To compare with* : comparer à

*To begin with* : commencer par

*To end in* : terminer

*To rely on* : compter sur

*To believe in* : croire à/en

*To ask s.o. for sth* : demander quelque chose à qqn

*To depend on* : dépendre de

*To fail in* : échouer à

*To aim at* : aspirer à

*To listen to* : écouter

*To borrow from* : emprunter à

*To hear about/of* : entendre parler de

*To come in(to)* : entrer

*To apply for (a job)* : demander à, postuler pour

*To agree with s.o.* : être d'accord avec qqn

*To compete with* : être en concurrence avec

*To succeed in* : réussir à

*To agree about/on* : être d'accord sur

*To beware of* : se méfier de

*To substitute for* : substituer à

*To deal with* : traiter de

*To live on* : vivre de

\*\*\*

### *Some meanings of prepositions*

*On* : for a date

*In* : for a place, a period

*At* : for a fixed position

*Off* : a movement from ...

Notice: To be at school – To eat out of a plate – To arrive

**DFP/1**

*Into* : indicates a movement from a place or a transformation

Ex : He goes into the room

Translate it into French

*To, at* :

“at” has an idea of hostility

Ex : He threw a stone at the dog (to chase it)

He threw a stone to the dog (to play with it)

**B. Postpositions**

A postposition gives its full meaning to a verb (it changes then according to the meaning you want to give to it)

Ex : To look: to seem (sembler, paraître)

To look for: to search for (chercher)

To look after: to take care of (s'occuper de)

Some meanings of postpositions

*Away*: motion towards a place, continuity

Ex : He goes away

She sings away

*Off*: going away from, separation

Ex : They go off

It's too hot and he takes off his coat

*On*: continuation, action

Ex : They keep on talking

Switch on the radio, please

*Over*: indicates repetition

Ex : She reads her lesson over

**EXERCISES****I. Comprehension of the text**

*Answer the following questions in your own words*

1. What does CISCO do?
2. How can they realise it?
3. Why is it compared to the Madonna of networking?
4. What in fact does their objective consist in?

**II. Grammatical exercises****A. Intensive questioning**

Reference sentence : The line of business aims to provide a unified set of communication tools

Question (a) : ..... ?

Answer : To provide a unified set of communication tools

Question (b) : ..... ?

Answer : A unified set of communication tools

**B. Put the verbs in brackets into the simple or continuous present**

1. He usually (drink) coffee but today he (drink) tea
2. I won't go out now as it (rain) and I (not have) an umbrella
3. The last train (leave) the station at 11.30
4. You (enjoy) yourself or would you like to leave now ?  
I (enjoy) myself very much. I (want) to stay to the end
5. You (know) why an apple (fall) down and not up ?
6. Tom and Pitt (have) a long conversation. I (wonder) what they (talk) about.
7. You (write) to him tonight ?

Yes, I always (write) to him on his birthday. You (want) to send any message ?

**C. Fill in the blanks with correct prepositions or postpositions**

1. Never put ..... till tomorrow what you can do today.
2. Speak ..... I can't hear you.
3. He flew ..... to Mauritius ..... business ..... a week.
4. He put ..... his coat and took the children ..... for a walk.
5. Don't give ..... hope so easily.
6. The car broke ..... in the very middle ..... the street.
7. This house is so huge that it looks ..... a castle.

**KEYS TO THE EXERCISES PART 4****I. Comprehension of the text**

1. To raise Telecom competition in order to give consumers a wide choice and less-costly services.
2. By voting some measures
3. - To make it easier for new entrants to compete with established operators
  - To consider the separation measure as the last resort
  - To be a super regulator for Internet security
  - The alternative Body of European Regulators in Telecoms will be financed by EU and national funds to make it independent.
4. - To run their network and retail services as separate business to give competitors easier access to their networks.
  - To create less powerful alternative
  - To give the European Commission a veto over national competition remedies.
5. The vote assures that member states remain in charge of spectrum usage nationally and EU Telecom aim was diluted.
6. The final measure for improving consumer protection (to provide consumers a qualified and affordable minimum service).
7. National governments.

## II. The main ideas of the article are :

- Measures adopted by the European Parliament to increase competition in EU telecommunications markets.
- EU telecommunications commissioner, Viviane Reding's idea to facilitate new competitors' entrance.
- Vote to force telecom companies to run their network and retail services to make them accessible to new competitors.
- Big operators (Deutsche Telecom and France Telecom) were against this separation.
- But Reding's proposal for an EU Telecom "super regulator" would include Internet security.
- Less powerful alternative, the Body of European Regulators in Telecoms excluding Internet security was voted.
- This Body will be financed by EU and national funds to make it independent according to EU Telecom.
- There will be a single market in the EU which favours consumers.
- But national governments have the final say on the package.
- The assembly also voted to give the European Commission a veto over national competition "remedies".
- It backed steps to make a EU-wide use of radio frequencies more efficient: new services in several countries.
- Member states are assured to be in charge of usage by the vote
- A final measure is to be voted for consumer protection

## III. Translate the first two paragraphs

L'Union Européenne adopte une loi pour relancer la concurrence dans la télécommunication.

**BRUXELLES:** Le Parlement Européen a adopté, Mercredi, des mesures pour relancer la concurrence dans les marchés de la télécommunication de l'UE, par un appel d'offre dans le but de donner un choix plus large et des services moins coûteux aux consommateurs.

Viviane Reding, commissionnaire des télécommunications de l'UE, qui a établi le projet veut le rendre plus facile pour les nouveaux candidats pour qu'ils puissent faire face aux opérateurs existants dans le secteur de 300 milliards d'euros ou de 400 milliards de dollars.

## IV. Grammar

## A.

1. The people whom you were living with are coming to see you
2. Any man that listens to you is stupid
3. What's the name of the boy whose sister is a guide?
4. They are interested in the animals and the people that live on the island.
5. Tell me what you think of my new beret.
6. He never takes a holiday, which is not very reasonable.
7. The man who arrived at the doctor's just behind Jim is a writer.
8. What I hate is that the beaches are always crowded.
9. The baby has been playing with the eggs which / that you bought yesterday.
10. The milkman, whose wife you saw last week, is a vegetarian.
11. What is the most surprising story that you have ever heard?

## B.

1. This is the man that I gave money to this morning
2. What was the name of the girl who came here last night?
3. Dr Johnson, whose house was quite near, often met his friends in the Cheshire Cheese.

## C.

1. A house is less big than a castle.
2. Life is becoming harder and harder
3. I'm reading the last chapter of this book
4. We have three children. John is the eldest
5. Lucy is intelligent; so is Meg; Meg is as intelligent as Lucy.
6. This is the worst film I've ever seen.
7. Instead of buying those two bags, you'd better buy the bigger one
8. Lions are sly animals but foxes are slyer.
9. Living in the countryside is more pleasant than living in town because of pollution and noises

D.

1. The sooner you come, the happier / the more happy we'll be
2. The more he drinks, the worse he looks.
3. The farther you go, the more things you'll see.
4. The more popular he grows, the richer this singer is.

# 6

## HOW TO WRITE BUSINESS LETTERS

### I. The layout

|  |  |  |
|--|--|--|
|  | <p>The diagram illustrates the layout of a business letter. It features a central vertical column for the letter content. At the top left, a double margin is indicated with arrows pointing outwards. At the top right, another double margin is indicated with arrows pointing inwards. The letter components are arranged as follows:</p> <ul style="list-style-type: none"> <li><b>Top Margin:</b> [Your Name] (1 line), [Address] (1 line), [Address] (1 line), [Phone] (1 line), [Date today] (1 line), Re: [To what this letter refers] (1 line).</li> <li><b>Text Area:</b> <ul style="list-style-type: none"> <li>[CERTIFIED MAIL] (4 lines)</li> <li>[PERSONAL] (1 line)</li> <li>[Recipient's Name] (1 line), [Company Name] (1 line), [Address] (1 line)</li> <li>Attention [Recipient's Name] (1 line)</li> <li>Dear [Recipient's Name] (1 line)</li> <li>[SUBJECT] (1 line)</li> <li><b>Footnote:</b> The main characteristic of full block letters is that everything (except maybe a preprinted letterhead) is flush with the left margin. Full block letters are a little more formal than modified block letters. (10 lines)</li> <li><b>Complimentary Close:</b> If your letter is only one page, type the complimentary close and optional components as shown below. Otherwise, type them on the last page of your letter. For the components of continuation pages, click on the link below to go to page 2 of this letter.</li> <li><b>Sincerely:</b> (1 line)</li> <li><b>Signature:</b> (4 lines)</li> <li><b>Identification:</b> [Your Name, Title] (1 line), [Identification Initials] (1 line), Enclosures: [Number] (1 line)</li> <li><b>Copy:</b> cc: [Name For Copy] (1 line), [Name For Copy] (1 line)</li> </ul> </li> <li><b>Bottom Margin:</b> [1-1/2" Margin]</li> </ul> |  |
|--|--|--|

## I. Legend

1. **Return Address:** If your stationery has a letterhead, skip this. Otherwise, type your name, address and optionally, phone number. These days, it's common to also include an email address.
2. **Date:** Type the date of your letter two to six lines below the letterhead. Three are standard. If there is no letterhead, type it where shown.
3. **Reference Line:** If the recipient specifically requests information, such as a job reference or invoice number, type it on one or two lines, immediately below the **Date** (2). If you're replying to a letter, refer to it here. For example,
  - Re: Job # 625-01
  - Re: Your letter dated 1/1/200x.
4. **Special Mailing Notations:** Type in all uppercase characters, if appropriate. Examples include
  - SPECIAL DELIVERY
  - CERTIFIED MAIL
  - AIRMAIL
5. **On-Arrival Notations:** Type in all uppercase characters, if appropriate. You might want to include a notation on private correspondence, such as a resignation letter. Include the same on the envelope. Examples are
  - PERSONAL
  - CONFIDENTIAL
6. **Inside Address:** Type the name and address of the person and/or company to whom you're sending the letter, three to eight lines below the last component you typed. Four lines are standard. If you type an **Attention Line** (7), skip the person's name here. Do the same on the envelope.

7. **Attention Line:** Type the name of the person to whom you're sending the letter. If you type the person's name in the **Inside Address (6)**, skip this. Do the same on the envelope.
8. **Salutation:** Type the recipient's name here. Type Mr. or Ms. [Last Name] to show respect, but don't guess spelling or gender. Some common salutations are
  - Ladies:
  - Gentlemen:
  - Dear Sir:
  - Dear Sir or Madam:
  - Dear [Full Name]:
  - To Whom it May Concern:
9. **Subject Line:** Type the gist of your letter in all uppercase characters, either flush left or centered. Be concise on one line. If you type a **Reference Line (3)**, consider if you really need this line. While it's not really necessary for most employment-related letters, examples are below.
  - SUBJECT : RESIGNATION
  - LETTER OF REFERENCE
  - JOB INQUIRY
10. **Body:** Type two spaces between sentences. Keep it brief and to the point.
11. **Complimentary Close:** What you type here depends on the tone and degree of formality. For example,
  - Respectfully yours (very formal)
  - Sincerely (typical, less formal)
  - Very truly yours (polite, neutral)
  - Cordially yours (friendly, informal)

12. **Signature Block:** Leave four blank lines after the **Complimentary Close (11)** to sign your name. Sign your name exactly as you type it below your signature. Title is optional depending on relevancy and degree of formality. Examples are

- John Doe, Manager
- P. Smith  
Director, Technical Support
- R. T. Jones - Sr. Field Engineer

13. **Identification Initials:** If someone typed the letter for you, he or she would typically include three of your initials in all uppercase characters, then two of his or hers in all lowercase characters. If you typed your own letter, just skip it since your name is already in the Signature Block (12). Common styles are below.

- JAD/cm
- JAD:cm
- clm

14. **Enclosure Notation:** This line tells the reader to look in the envelope for more. Type the singular for only one enclosure, plural for more. If you don't enclose anything, skip it. Common styles are below.

- Enclosure
- Enclosures: 3
- Enclosures (3)

15. **cc:** Stands for **courtesy copies** (formerly **carbon copies**). List the names of people to whom you distribute copies, in alphabetical order. If addresses would be useful to the recipient of the letter, include them. If you don't copy your letter to anyone, skip it.

**Tips :**

- Replace the text in brackets [ ] with the component indicated. Don't type the brackets.
- Try to keep your letters to one page, but see page 2 of this sample if you need continuation pages.
- How many blank lines you add between lines that require more than one, depends on how much space is available on the page.
- The same goes for margins. One and one-half inch (108 points) for short letters and one inch (72 points) for longer letters are standard. If there is a letterhead, its position determines the top margin on page 1.
- If you don't type one of the more formal components, don't leave space for them. For example, if you don't type the **Reference Line (3)**, **Special Mailing Notations (4)** and **On-Arrival Notations (5)**, type the **Inside Address (6)** four lines below the **Date (2)**.

## II. Sample business letters

### A. Letter I

|   |  |   |
|---|--|---|
| <p>The Director<br/>Tourist Information Centre<br/>High Street<br/>Exeter<br/>Devon<br/>EX1 7PZ</p> | <p>42 Orchad Road<br/>Bootle<br/>Liverpool<br/>L20 6HB</p>   | <p>your address<br/>but NOT your<br/>name</p> |
|   | <p>7 March 2005</p>  | <p>the date</p>                               |
|   | <p>Dear Sir or Madam</p>   | <p>introduction</p>                           |
|   | <p>I am writing to enquire about holiday accommodation in the Exeter area.</p>   |   |
|   | <p>I would be grateful if you could send me details of cheap hotels and bed and breakfast accommodation in or near Exeter, together with a map of the city centre.</p> |   |
|   | <p>I look forward to hearing from you.</p>   | <p>conclusion</p>                             |
|   | <p>Yours faithfully</p>  |   |
|   |   | <p>Your signature</p>                         |
|   | <p>Kate Burton</p>   |   |

1. If you don't know the name of the person you're writing to, begin the letter with

*Dear Sir or Madam* and finish with *Yours faithfully (Sincerely yours or Yours truly in American English)*

2. If you know the name of the person you're writing to, begin with *Dear Mr Roberts*, *Dear Ms Cooper*, *Dear Mrs Williams* or *Dear Miss Thomas*, and finish with *Yours sincerely* (*Sincerely yours* or *Yours truly* in American English).
3. The letter should be written in a formal style, so you should not use contractions – write *I am* or *do not*, NOT *I'm* and *don't*.

**B. Letter II**

SOCIETE COMMERCIALE DE REPRESENTATION  
 Kianja Ampanjaka Tomponanana  
 Antananarivo  
 THE MALAGASY DEMOCRATIC REPUBLIC

22<sup>nd</sup> January 2008

THE KISHU TRADING CO.  
 P.O. Box 46713  
 Tokyo  
 JAPAN

Dear Sirs.

We have just received the parts of the two machines ordered from you on 21<sup>st</sup> May 2007.

As you will see it on our order, we also wanted the extra spare parts for the maintenance of the materials during a year.

On unpacking the cases, all the pieces were present for the assembling of the two machines. But the spare ones are missing.

Our firm already booked a number of orders from wholesalers of straw mats. And the machines are turning 50 hours a week. You will understand that we cannot wait for too long. We beg you to send the missing items by express parcel post.

Yours faithfully,

*Rabetsihy*

Directeur Commercial

*C. Letter III*

THE KISSU TRADING CO.  
P.O. Box 46713  
Tokyo  
JAPAN

20<sup>th</sup> February 2008

SOCIETE COMMERCIALE DE REPRESENTATION  
Kianja Ampanjaka Tomponanana  
Antananarivo  
THE MALAGASY DEMOCRATIC REPUBLIC

Dear Sirs,

We were very sorry to learn from your letter of 22<sup>nd</sup> last that the spare parts were missing in the consignment of your treating machines and plaiting machines.

On investigating the matter, we found out that the extra spare parts were left at the carrier's warehouse during the week-end.

The articles are now being shipped by the first cargo liner available. Usually, oversights of this kind never occur in our business.

We are taking steps to make sure that such errors will be avoided in the future.

Yours truly,

*Koto Ito*

Sales Manager

**WORDS AND PHRASES**

*a part (of machine)* : one of the essential pieces that make up a machine.

*spare parts / spare* [pièces de rechange / détachées]

*to pack* : to put things in a suitcase (# to unpack)

*to book* : to arrange to have or do sth at a particular time.

*a wholesaler* : s.o. who deals with buying and selling goods in large quantities (# a retailer)

*straw* : the long stems of plants that are dried and then used for making mats, baskets...

*a mat* : a piece of carpet or other thick materials that you put on the floor

[un tapis, une natte].

*Consignment* : sending sth to a particular place.

*to investigate* : to try to find out all the facts about sth.

*an investigation* : an inquiry(B) / an enquiry (US)

*a carrier* (in business) : a company that transports people or goods.

*a warehouse* : a building where large quantities of goods are stored before being sent to shops

*to be shipped* : to be sent by sea.

*an oversight* : sth that you do not notice (that you should have noticed).

**I. How to write a curriculum vitae (C.V.)*****Example I :***

Name : Sex : Male / Female

First name :

Address :

Telephone number :

Marital status : single/married

Nationality :

Date and place of birth :

Age :

Education

Qualifications

Placement (University / College)

Languages : (Fluently, Correctly...)

Employment

Interests / Hobbies : Ex: Reading...

References

***Example II :***

Name :

Nationality :

Address :

Telephone number :

Date of birth :

Age :

School :

Academic qualifications :

(University)

Foreign languages :

Job experience :

Additional information :

Employment :

Other interests :

References :

GRAMMAR**I. The present perfect tense**

Form : **Have (in present) + past participle of the Verb.**

**1. Present perfect with a present meaning**

(related to now and used with an indication of a period of time including now).

Ex : You have been learning English for seven years.

You have been learning English since 2001.

- “for” indicates duration (a period of time extending into the present)
- “since”: beginning of action (from a point of time till the time of speaking) + a date or a clause (S + V)

**2. Present perfect with a past meaning**

- a. Absolutely with no mention of time

Ex: I have finished my work.

- b. With words “must, lately, recently...” = not long ago.

Ex: He has just left (Il vient de partir)

- c. With indefinite adverbs of time : (n)ever, not ... yet ...

Ex: He has already had breakfast

### *3. Past and present perfect*

Past simple is used when the time is mentioned but the present perfect is used for recent actions when time isn't mentioned

Ex: He lost his job three months ago (March)

He hasn't yet found a job - He is jobless. (June)

### *4. Present perfect simple and present perfect continuous*

a. Present perfect simple is used to express an action in terms of its result or product

Ex: She has broken the tea-pot (result – When? How? Not important)

Ex: She has made six dresses this week (There is an indication of quantity)

b. The present perfect continuous is interested only in the action

Ex: She has been making dresses (what action has been most important for her this week)

## II. Adjective order

### *A. Adjectives place in English*

1. Adjectives are invariable in English

Ex : - A happy boy

- Fine ripe apples [De belles pommes mûres]

- We went out on a rainy winter morning

[Nous sortîmes par un matin pluvieux d'hiver].

2. Placed after "to be" (attribut)

Ex: Man is mortal (L'homme est mortel)

3. after the noun :

- a. When it completes the sense of the verb or if it is a clause.

Ex: We find this drawing bad [Nous trouvons ce dessin mauvais]

A danger foreseen is half avoided [Un danger prévu est à demi évité]

- b. When it is followed by an object

Ex: He was a poet admired by his generation

[Ce fut un poète admiré de sa génération]

- c. Adjective formed with a prefix "a-" like alive – asleep

Ex: He is a boy very much alive [C'est un garçon très vivant; in life, en vie]

- d. In some expressions (translated from French)

Ex: The court martial [la cour martiale]

A body politic [un corps politique]

A proof positive [une preuve positive]

- e. The adjective: "high, broad, wide, deep, long, strong, old" placed after the nouns of measure or time.

Ex: This well is eighteen feet deep [Ce puit est profond de 6m]

This girl is twenty years old

Remark :

- Substantives can be used: height, breadth, width, depth

Ex: This poplar is ninety feet in height

[Ce peuplier a trente huit mètres de haut]

- Adjective placed before a cardinal number

Ex: The other four [les quatre autres]

## f. Collective nouns : the Freude (but a Freud man)

the poor

the Christians

the dears [les êtres chers]

the elders [les aînés, les ancêtres]

the greens [les légumes vertes]

the drinkables [les boissons]

## B. Adjective order

1. Ex : In the kitchen there was a beautiful large round wooden table.

We have two types of adjective: *fact adjectives and opinion adjectives*

- a. Fact adjectives give us objective information about something (age, size, colour ...)

Ex: large, round, wooden.

- b. Opinion adjectives tell us what someone thinks of something (beautiful, nice, delicious, ...)

Rule : Opinion adjectives usually go before fact adjectives

Ex : An intelligent young man

2. If there are two or more fact adjectives, the order is the following:

1            2            3            4            5

How big? How old? What colour? Where from? What is it made of? + Noun

Ex: A small black plastic bag

An old Russian song

3. Adjectives of size and length (big, small, tall, long...) go before adjectives of shape and width (round, fat, thin, slim, wide...)

Ex: A tall thin girl

A long narrow street

**EXERCISES****I. Comprehension of the text*****Letter II*****Answer these questions**

1. Is the Kishu Trading Company a Chinese firm?
2. What elements were received in May 2007?
3. What were the extra spare parts for?
4. Why cannot the Malagasy company wait?
5. True or False? Justify your answer
  - a. The Kishu company is complaining
  - b. The pieces for the assembling of the machines arrived all right.

***Letter III*****Answer these questions**

1. What is the purpose of this letter?
2. Why was the consignment of the treating machines and plating machines incomplete?
3. Are the forgotten articles to be sent by the first airplane?
4. True or False? Justify your answer
  - a. This delay was the transit company's fault
  - b. Such an oversight happens quite frequently in Mr Koto Ito's

## II. Grammatical exercises

### A. Put the verbs in brackets into the past or present perfect

1. He (have) a bath when the phone rang. Very unwillingly he (get) out of the bath and (go) to answer it.
2. You (wear) your hair long when you were at school?  
Yes, my mother (insist) on it.  
But when I (leave) school I (cut) my hair and (wear) it short ever since.
3. I can't go out because I (not finish) my work.
4. We (live) here since 1977.
5. He (sleep) since ten o'clock. It's time he (wake) up.

### B. Intensive Questioning – Find the corresponding questions to the given answers

#### Sentence 1:

*The letter has just come from Mr Martin from Mr Grant's office.*

Q(a) : .....?

Answer: The letter.

Q(b) : .....?

Answer : Mr Martin

Q(c) : .....?

Answer : Mr Grant's office

#### Sentence 2 :

*The Board of Trade assure me that our office equipment would not be liable for duty.*

Q(a) : .....?

Answer : The Board of Trade.

Q(b) : .....?

Answer : They assure me that our office equipment would not be liable for duty

Q(c) : .....?

**Answer : Me**

**Q(d) : .....?**

**Answer : Our office equipment would not be liable for duty**

**Q(e) : .....?**

**Answer : Our office equipment**

**C. Place the adjective in brackets correctly**

1. A man (young – good-looking – black)
2. A bath (hot – nice)
3. A car (old – little – grey)
4. A box (black – metal – small)
5. A painting (French – interesting – old)

KEYS TO THE EXERCISES PART 5**I. COMPREHENSION OF THE TEXT**

1. It tries to break out the data center and get its products in front of ordinary office workers: it launches a new system of communication, new tools for office workers
2. By peddling e-mail software, video-conferencing systems, cable TV boxes even furniture
3. It is trying to reinvent itself
4. It consists in providing a unified set of communication tools for office workers such as making calls, sending messages.....

**II. Grammatical exercises****A. Intensive questioning**

Reference sentence

*The line of business aims to provide a unified set of communication tools*

Question (a): What does the line of business aim to do?

Answer: To provide a unified set of communication tools

Question (b): What does it aim to provide?

Answer: A unified set of communication tools

**B.**

1. He usually drinks coffee but today he is drinking tea
2. I won't go out now as it is raining and I haven't an umbrella
3. The last train leaves the station at 11.30
4. Are you enjoying yourself or would you like to leave now?

I am enjoying myself very much. I want to stay to the end

5. Do you know why an apple falls down and not up?
6. Tom and Pitt are having a long conversation. I wonder what they are talking about.
7. Are you writing to him tonight?

Yes, I always write to him on his birthday. Do you want to send any message?

C.

1. Never put off till tomorrow what you can do today
2. Speak up I can't hear you
3. He flew off to Mauritius on business for a week
4. He put on his coat and took the children out for a walk
5. Don't give up hope so easily
6. The car broke down in the very middle of the street
7. This house is so huge that it looks like a castle

GLOSSARY

*Consignment / shipment:* envoi

*Consignee :* destinataire

*Consigner :* expéditeur

*Maintenance :* entretien

*To maintain (V)*

*To pack / to wrap up :* emballer

*Packaging :* emballage

*Discount store :* magasin de demi-gros

*A warehouse :* entrepôt

*A bonded warehouse :* entrepôt sous douanes

*Storage :* stockage

*An oversight :* oubli, inadvertance.

*Step / approach :* démarche.

*To take steps to do sth:* aviser, prendre des dispositions

*Sales manager :* directeur commercial

*Available :* disponible

*Customs :* la douane

*Customs officer:* le douanier

*Customs clearance :* dédouanement

*To clear :* dédouaner

*A wholesaler :* grossiste

*A retailer :* détaillant

*Estimate:* devis

*Delivery date :* date de livraison

*Deadline :* date limite

*An invoice :* une facture

*To foresee* : prévoir

*Literature* : documentation

*A file* : un dossier

*A field* : domaine

*To order* : commander quelque chose

*To unload* : décharger

*To involve* : impliquer

*A sample* : échantillon

*Application for a post* : demande d'emploi

*To apply for (V) a post / a job*

*To apply to s.o. / institution for sth* : adresser à quelqu'un une demande de quelque chose.

*Wages (for manual workers)* : salaires

*Salaries (for non manual workers)* : salaires

*Fees (for experts and professionals)* : honoraires

*Line* : une série, type d'article ou de produit

*Label* : étiquette

*Brand / trademark* : marque (déposée)

*Range* : une gamme / éventail

*Household goods* : appareils ménagers

*Mass-produced*... : fabriqué en série

*Productivity drive* : effort pour augmenter la productivité

*Mass merchandiser* : grand distributeur

*Merchandising system* : système de distribution

*Redundant* : en surnombre, voué au chômage

*On the books* : dans les carnets de commandes

*To book s.o. accommodation* : réserver une chambre pour quelqu'un

*To book s.o. into the hotel* : réserver une chambre pour quelqu'un

*Turnover* : chiffre d'affaires

*Package deal* : accord global

*Profits and losses* : pertes et profits

*Foreign currency / foreign exchange* : devises étrangères

*CIF price*: Cost, Insurance and Freight (Coût, Assurance et Frêt ou Prix CAF)

*Current price* : prix actuel

*To ask for a quotation for* : demander le prix

*Restocking / replenishment* : réapprovisionnement

*Ploy* : (tactic, stratagem, plan) : tactique

*Managerial* (adj.) : pour ou au niveau de la direction

*Executive* : un cadre

*Chief executive* : directeur général

*Parent company* : société mère

*Business users* : utilisateurs professionnels

*A derivative* : un produit dérivé

*Best-selling* : à grosses ventes

*Pay per view movies* : films multivision

*Time in on a channel* : capter les émissions d'une station

*To meet*: satisfaire à

*To bid for*: répondre à l'appel d'offre

*To appeal to* : plaire à

*To upgrade* : rendre plus puissant, moderniser, actualiser,

**VENTURE**

7

**TEXT****A NEW KIND OF VENTURE CAPITALIST MAKES SMALL BETS ON YOUNG FIRMS****By Claire Cain Miller**

Published : September 22, 2008

From the day he founded Etsy in 2005, Rob Kalin refused to raise money from venture capital firms to expand his company, which hoped to bring the sale of handmade crafts from small local fairs to the international marketplace of the Web.

He met with several top firms, but they all wanted a 20 percent stake in his start-up company, and he was hesitant to give an investor that much. When one of his board members advised him to visit Fred Wilson at Union Square Ventures in 2006, he went grudgingly, certain the meeting would turn out like the others.

Instead, Kalin was impressed when Wilson said he would settle for less than 5 percent of the company in the first round of fund-raising.

Union Square Ventures has built its portfolio making small bets on young companies.

As Kalin soon discovered, the small initial stake was not the only thing that distinguished Union Square from its competitors. Grounded in a philosophy of discipline and openness, the three-partner firm focuses on services that use the Web to change a market rather than simply make it more efficient.

Union Square's reputation has been burnished by its track record of helping entrepreneurs sell their companies in a tough environment. Three companies financed by Union Square have already been sold for big profits. Yahoo bought Del.icio.us, a Web bookmarking service, in 2005 for a reported \$30 million, returning Union Square seven times its investment after only nine months. In 2007, Google bought FeedBurner, a service to help bloggers track their R.S.S. feeds, for a reported \$100 million, and AOL bought Tacoda, a behavioral focusing service for online advertisers, for a reported \$275 million.

The Union Square partners are quick to tamp down hype about their magic touch. The firm is just four years old, and their first fund is less than halfway through the typical life of a venture capital fund, which means losses in some holdings could still offset some of the early gains.

#### **WORDS AND PHRASES**

- *Venture* (N) : a project which is new and often risky, because you can't be sure that it will succeed. (entreprise risquée)
- *To bet on sth* : to risk some money on the result of sth. If you are wrong about the result, you have to pay some money. (parier)
- *A bet* (N)
- *To raise money* : to get, obtain money (réunir des fonds)
- *Fund-raising* : lever de fonds
- *Stake* : a part of a company ... that you own, usually because you have invested money in it. (une action)
- *Grudgingly*: given or done unwillingly (à contre-coeur)
- *To grudge* (V)
- *To burn out* : to happen
- *Grounded in* : founded
- *Openness* : quality of being honest and willing to talk.
- *Holdings* : assets, property (biens), crédit
- *To offset* : to compensate
- *Gains* : profits, advantages

**GRAMMAR****I. Past tense****A. The simple past**

The simple past is formed with:

**Verb (regular) + - ED.** – Ex: He played.

It is used :

1. To express an action in the past completely finished in the past, with precise moments in the past (yesterday... ago, last..., on February 16<sup>th</sup>, 2000...)

Ex : He arrived an hour ago

Where did you go last week?

2. When you relate events or when you have past facts. You have a succession of different past actions and "first, then, after that, next, finally" are used.

3. The simple past is used when you have short past actions.

**B. The continuous past**

The continuous past is formed with:

**Was/ were + V – ING**

It is used :

1. When you describe a long past action which was the context of another past but shorter action (often in the simple past)

Ex : While he was watching T.V, someone knocked at the door.

Ex : She was preparing lunch in the kitchen, when her mother arrived.

2. To express the past future

Ex : They were getting married on the next / following Saturday.

## C. List of irregular verbs

| Infinitive | Preterite | Past Participle | French Meaning                             |
|------------|-----------|-----------------|--|
| to abide   | abode     | abode           | demeurer                                   |
| to awake   | awoke     | awoken          | (se) réveiller, aussi awake/awoke/awoke    |
| to be      | was/were  | been            | être                                       |
| to bear    | bore      | borne           | porter/supporter/soutenir                  |
| to beat    | beat      | beaten          | battre                                     |
| to become  | became    | become          | devenir                                    |
| to beget   | begot     | begotten        | engendrer                                  |
| to begin   | began     | begun           | commencer                                  |
| to bend    | bent      | bent            | se courber, etc.                           |
| to bereave | bereft    | bereft          | déposséder/priver                          |
| to beseech | besought  | besought        | supplier                                   |
| to bet     | bet       | bet             | parier                                     |
| to bid     | bade      | bidden          | ordonner, etc., ou bid/bid/bidden          |
| to bind    | bound     | bound           | lier                                       |
| to bite    | bit       | bitten          | mordre                                     |
| to bleed   | bled      | bled            | saigner                                    |
| to blow    | blew      | blown           | souffler                                   |
| to break   | broke     | broken          | casser                                     |
| to breed   | bred      | bred            | elever                                     |
| to bring   | brought   | brought         | apporter                                   |
| to build   | built     | built           | construire                                 |
| to burn    | burnt     | burnt           | brûler                                     |
| to burst   | burst     | burst           | éclater                                    |
| to buy     | bought    | bought          | acheter                                    |
| to cast    | cast      | cast            | jeter, etc.                                |
| to catch   | caught    | caught          | attraper                                   |
| to chide   | chid      | chidden         | gronder/réprimander, aussi chide/chid/chid |
| to choose  | chose     | chosen          | choisir                                    |
| to cleave  | cleft     | cleft           | fendre/coller, aussi cleave/clove/clove    |
| to cling   | clung     | clung           | se cramponner                              |
| to come    | came      | come            | venir                                      |
| to cost    | cost      | cost            | couter                                     |
| to creep   | crept     | crept           | ramper/se glisser/se hérisser              |
| to crow    | crew      | crowed          | chanter (un coq)/jubiler                   |
| to cut     | cut       | cut             | couper                                     |
| to deal    | dealt     | dealt           | distribuer/traiter                         |

| Infinitive | Preterite | Past Participle | French Meaning                                  |
|------------|-----------|-----------------|---|
| to dig     | dug       | dug             | bêcher  |
| to do      | did       | done            | faire   |
| to draw    | drew      | drawn           | tirer/dessiner                                  |
| to dream   | dreamt    | dreamt          | rêver   |
| to drink   | drank     | drunk           | boire   |
| to drive   | drove     | driven          | conduire  |
| to dwell   | dwellt    | dwellt          | habiter/raster                                  |
| to eat     | ate       | eaten           | manger  |
| to fall    | fell      | fallen          | tomber  |
| to feed    | fed       | fed             | nourrir   |
| to feel    | felt      | felt            | (se) sentir                                     |
| to fight   | fought    | fought          | combattre                                       |
| to find    | found     | found           | trouver   |
| to flee    | fled      | fled            | fuir  |
| to fling   | flung     | flung           | jeter   |
| to fly     | flew      | flown           | voler   |
| to forbid  | forbade   | forbidden       | interdire                                       |
| to forget  | forgot    | forgotten       | oublier   |
| to forgive | forgave   | forgiven        | pardonner                                       |
| to forsake | forsook   | forsaken        | abandonner                                      |
| to freeze  | froze     | frozen          | geler   |
| to get     | got       | got             | obtenir   |
| to gird    | girt      | girt            | ceindre   |
| to give    | gave      | given           | donner  |
| to go      | went      | gone            | aller   |
| to grind   | ground    | ground          | broyer/moudre                                   |
| to grow    | grew      | grown           | cultiver/pousser/grandir                        |
| to hang    | hung      | hung            | pendre, régulier si c'est une forme d'exécution |
| to have    | had       | had             | avoir   |
| to hear    | heard     | heard           | entendre  |
| to heave   | hove      | hove            | lever, soulever, etc.                           |
| to hew     | hewed     | hewn            | couper/tailler                                  |
| to hide    | hid       | hidden          | (se) cacher, ou hide/hid/hid                    |
| to hit     | hit       | hit             | frapper   |
| to hold    | held      | held            | tenir   |
| to hurt    | hurt      | hurt            | nuire   |
| to keep    | kept      | kept            | garder  |
| to kneel   | knelt     | knelt           | s'agenouiller                                   |

| Infinitive | Preterite | Past Participle | French Meaning  |
|------------|-----------|-----------------|---|
| to knit    | knit      | knit            | tricoter  |
| to know    | knew      | known           | savoir/connaître  |
| to lay     | laid      | laid            | étendre/coucher, etc.                                     |
| to lead    | led       | led             | mener   |
| to lean    | leant     | leant           | pencher   |
| to leap    | leapt     | leapt           | sauter/bondir   |
| to learn   | learnt    | learnt          | apprendre   |
| to leave   | left      | left            | quitter/laisser   |
| to lend    | lent      | lent            | prêter  |
| to let     | let       | let             | laisser/louer   |
| to lie     | lay       | lain            | reposer/être couché, régulier lorsqu'il signifie 'mentir' |
| to light   | lit       | lit             | allumer   |
| to lose    | lost      | lost            | perdre  |
| to make    | made      | made            | faire   |
| to mean    | meant     | meant           | vouloir dire/signifier                                    |
| to meet    | met       | met             | rencontrer  |
| to mow     | mowed     | mown            | faucher/tondre  |
| to pay     | paid      | paid            | payer   |
| to prove   | proved    | proven          | prouver, régulier d'ordinaire                             |
| to put     | put       | put             | mettre  |
| to quit    | quit      | quit            | quitter/abandonner  |
| to read    | read      | read            | lire  |
| to rend    | rent      | rent            | déchirer  |
| to rid     | rid       | ridden          | se débarrasser, aussi rid/ridded/rid                      |
| to ride    | rode      | ridden          | monter (cheval, etc.)                                     |
| to ring    | rang      | rung            | sonner/résonner   |
| to rise    | rose      | risen           | se lever  |
| to run     | ran       | run             | courir  |
| to saw     | sawed     | sawn            | scier   |
| to say     | said      | said            | dire  |
| to see     | saw       | seen            | voir  |
| to seek    | sought    | sought          | chercher  |
| to sell    | sold      | sold            | vendre  |
| to send    | sent      | sent            | envoyer   |
| to set     | set       | set             | mettre, etc.  |
| to sew     | sewed     | sewn            | coudre  |
| to shake   | shook     | shaken          | secouer   |
| to shear   | sheared   | shorn           | tondre  |

| Infinitive | Preterite | Past Participle | French Meaning  |
|------------|-----------|-----------------|---|
| to shed    | shed      | shed            | perdre (feuilles)/laisser tomber (larmes/sang), etc.      |
| to shine   | shone     | shone           | briller   |
| to shoe    | shod      | shod            | chausser  |
| to shoot   | shot      | shot            | tirer/tuer par balle/filmer, etc.                         |
| to show    | Showed    | shown           | montrer   |
| to shrink  | shrank    | shrunk          | (se) contracter/(se) rétrécir, aussi shrink/shrunk/shrunk |
| to shrive  | shrove    | shriven         | absoudre, confesser                                       |
| to shut    | shut      | shut            | fermer  |
| to sing    | sang      | sung            | chanter   |
| to sink    | sank      | sunk            | enfoncer/couler, etc., aussi sink/sunk/sunk               |
| to sit     | sat       | sat             | s'asseoir, etc.   |
| to slay    | slew      | slain           | tuер  |
| to sleep   | slept     | slept           | dormir  |
| to slide   | slid      | slid            | glisser   |
| to sling   | slung     | slung           | lancer  |
| to slink   | slunk     | slunk           | aller furtivement   |
| to slit    | slit      | slit            | (se) fendre   |
| to smell   | smelt     | smelt           | sentir/flairer  |
| to smite   | smote     | smitten         | frapper/vaincre   |
| to sow     | sowed     | sown            | semier  |
| to speak   | spoke     | spoken          | parler  |
| to speed   | sped      | sped            | se presser, se hâter                                      |
| to spell   | spelt     | spelt           | épeler/orthographier                                      |
| to spend   | spent     | spent           | dépenser  |
| to spill   | spilt     | spilt           | (se) renverser/(se) répandre                              |
| to spin    | span      | spun            | faire tourner/filer, aussi spin/spun/spun                 |
| to spit    | spat      | spat            | cracher, aussi spit/spit/spit                             |
| to split   | split     | split           | (se) fendre   |
| to spoil   | spoilt    | spoilt          | abîmer/gâter, etc.  |
| to spread  | spread    | spread          | étendre   |
| to spring  | sprang    | sprung          | bondir, aussi spring/sprung/sprung                        |
| to stand   | stood     | stood           | être debout   |
| to stave   | stove     | stove           | défoncer/crever   |
| to steal   | stole     | stolen          | voler   |
| to stick   | stuck     | stuck           | coller  |
| to sting   | stung     | stung           | piquer/brûler   |
| to stink   | stank     | stunk           | puer, aussi stink/stunk/stunk                             |
| to strew   | strew     | strewn          | semier/joncher  |

| <b>Infinitive</b> | <b>Preterite</b> | <b>Past Participle</b> | <b>French Meaning</b>   |
|-------------------|------------------|------------------------|---|
| to stride         | strode           | stridden               | marcher à grands pas, aussi stride/strode/strode  |
| to strike         | struck           | struck                 | frapper/se mettre en grève  |
| to string         | strung           | strung                 | ficeler, etc.   |
| to strive         | strove           | striven                | s'efforcer  |
| to swear          | swore            | sworn                  | jurer   |
| to sweep          | swept            | swept                  | balayer   |
| to swell          | swelled          | swollen                | gonfler   |
| to swim           | swam             | swum                   | nager   |
| to swing          | swung            | swung                  | balancer  |
| to take           | took             | taken                  | prendre   |
| to teach          | taught           | taught                 | enseigner   |
| to tear           | tore             | torn                   | déchirer  |
| to tell           | told             | told                   | raconter  |
| to think          | thought          | thought                | penser  |
| to thrive         | throve           | thriven                | prospérer   |
| to throw          | threw            | thrown                 | jeter   |
| to thrust         | thrust           | thrust                 | pousser   |
| to tread          | trod             | trodden                | piétiner/fouler/marcher   |
| to understand     | understood       | understood             | comprendre  |
| to wake           | woke             | woken                  | (se) réveiller/(se) ranimer, aussi wake/woke/woke; régulier s'il s'agit d'un rite funéraire |
| to wear           | wore             | worn                   | porter/user   |
| to weave          | wove             | woven                  | tisser/tresser/tituber  |
| to wed            | wed              | wed                    | épouser/marier  |
| to weep           | wept             | wept                   | pleurer   |
| to wet            | wet              | wet                    | mouiller  |
| to win            | won              | won                    | gagner  |
| to wind           | wound            | wound                  | remonter, etc.  |
| to wring          | wrung            | wrung                  | ordre   |
| to write          | wrote            | written                | écrire  |

## II. Past perfect

The past perfect is formed with:

**HAD + Verb (past participle)**

It is used : When we have a past action happening before another past action with signals like "before, when + past".

Ex : When they got home they found that someone had opened their garden gate.

Ex : It was ten months since we had received a letter from her.

## III. Direct- Reported Speech

A. In the Direct Speech (D.S) we repeat the original speaker's exact words between quotation marks.

Ex : He says, "I'm good at English". (D.S)

In the Reported Speech (R.S) we don't use the speaker's own words and there are no punctuation marks,

Ex : He says that he is good at English (R.S)

Notice : When the introduction verb is in the present, present perfect or future, there is no change in the tense in the Reported Speech.

In general we use the past in the Reported Speech introduction verb.

Ex : He said to me, "Your job will be satisfying" (D.S)

⇒ He told me that my job would be satisfying (R.S)

There are then some changes :

1. Personal pronouns, possessive adjectives or possessive pronouns may change according to the speaker and the person he / she speaks to.
2. Tense changes

| DIRECT SPEECH                 | REPORTED SPEECH            |
|-------------------------------|----------------------------|
| Present (simple / continuous) | Past (simple / continuous) |
| Past                          | Past perfect               |
| Present perfect               | Past perfect               |
| Future                        | Conditional                |
| Conditional                   | Conditional                |
| Imperative                    | Infinitive                 |

3. Adverb changes

| DIRECT SPEECH            | REPORTED SPEECH                     |
|--------------------------|-------------------------------------|
| Today /tonight           | That day / that night               |
| Yesterday                | The day before                      |
| The day before yesterday | Two days ago                        |
| Tomorrow                 | The following day / the day after   |
| The day after tomorrow   | In two days' time                   |
| Next week                | The following week / the week after |
| Last month               | The previous month                  |
| A year ago               | A year before                       |

4. Some words change too

| DIRECT SPEECH | REPORTED SPEECH |
|---------------|-----------------|
| This          | That            |
| These         | Those           |
| Here          | There           |
| Now           | Then            |
| Thus          | So              |
| Come          | Go              |

But in general the following verbs don't change

Could – would – should – ought to – might – must – used to – had better.

### We can use various verbs of introduction

- a. To say, to tell, to remark, to observe, to declare, to explain
- b. To ask, to inquire, to wonder
- c. To answer, to reply
- d. To promise, to beg, to note, to notice, to exclaim, to find, to advise, to order, to suggest.

**Remark :** Before transforming a sentence into the reported speech, we must understand it and choose the right introduction verb.

#### **B. Types of transformation**

We may have to transform statements, commands or questions

##### *Statements :*

The speaker states (says) something or expresses his / her opinion

Ex : He said "It's rather cold here" (D.S)

⇒ He found it was rather cold there (R.S)

##### *Commands :*

1. Ex : "Be silent please!" he told us (D.S)

⇒ He begged us to be silent (R.S)

2. Ex : "Don't lean out of the window", mother said to Mary (D.S)

⇒ Mother told Mary / advised / ordered (according to the tone) not to lean out of the window. (R.S)

##### *Questions :*

1. Ex: He said to me, "Where do you live?" (D.S)

⇒ He asked me where I lived (R.S) (no more inversion)

2. Ex: The newcomer told her, "Will you come with me?" (D.S)

⇒ The newcomer asked her if / whether she would come with him. (R.S)

**GLOSSARY**

*A firm* : a business company

*A company* : a business organization selling goods or services.

*A share* : une action

*A stake* : intérêt, enjeu

*The Board of Directors* (appointed by shareholders) : le Conseil d'Administration

*A Director* : a member of that Board

*A chairman* : the president at the head of the Board of Directors

*A Personnel Director* : is in charge of the Personnel.

*A manager* : s.o. in charge of a department but not a member of the Board

Ex : Export Manager

*General Manager / Chief executive* : is not a member of the Board [Directeur Général]

*The Managing Director (M.D)* [Président Directeur Général (P.D.G)] :

- the chief of all Directors and Managers. He is a director and a manager at the same time. He is a member of the Board of Directors, the chairman or the President, and the first among the Managers.
- He is responsible for management and for operating and financial results. He manages the firm with the help of the other managers, selects individuals for top management positions with the approval of the Board of Directors.

*Human Resources Department (HRD)* [Département des Ressources Humaines] :

It develops and maintains good human relations with employees, gives employees counsel and advice; helps the HRD manager, organize interviews with applicants for employment and maintains interview, records, helps the manager in developing, recommending and carrying out training programmes, keeps the records of employees, including details relating to promotions, salary and wage increases,... maintains social security records for unemployment.

*A boss* : a person whose job is to give orders to others at work ; an employer, a manager.

*An employer* : person or company that employs other people

*An employee* : person who works for someone

*A secretary* : a private / personal secretary who is in charge of the employer's correspondence, his / her diary, reports and memoranda; reception of visitors and phone calls, filing and indexing, travel arrangements...

In short he / she helps the manager in his / her work.

Note : She is private secretary to the Managing Director.

*To get a contract* : to secure / to land / to capture a contract

*To put an end to a contract* : to cancel / terminate a contract.

*A catalogue (B) / catalog (US)* : a list of all the things that you can buy from a company.

*A price - list* : a list of the prices of the goods that are on sale

*Tariff* : a tax that has to be paid on goods brought into a country (tarif douanier), a list of prices (tarif)

*To resign* : to give up one's job (démissionner). To leave one's job or position.

*Resignation (N)*

*To dismiss s.o* : to order an employee to leave his / her job ( congédier, renvoyer)

*Dismissal (N)*

*To lay s.o off* : to stop giving work to s.o

*To be dismissed* : - to be sacked / to be given the sack

- to be laid off

- to be fired (informal)

**EXERCISES****I. Comprehension of the text**

*Answer the following questions in your own words*

1. What is Rob Kalin's objective ?
2. What could he do to develop his company ?
3. What did he actually do ? Was he satisfied ? Why ?
4. What happened ?
5. What is Union Square Venture's success due to ?

**II. Grammatical exercises****A. Put the verbs in brackets into the past or past perfect**

1. He (not arrive) when I (write) my last letter to you.
2. When I last (stay) in Cairo, I (ride) to the Pyramids on a camel that my friend (borrow) the day before.
3. I am sorry that I (not know) you (leave) your pipe when you (come) to see me last Thursday.
4. When I (meet) them in the street, they (go) to the cinema.
5. After she (work) at the hospital for two years, she (decide) to give up the job.
6. While I (learn) my lessons, my sister (watch) TV.
7. Before we (go) very far, we (realize) that we (lose) our way.

**B. Put into the reported speech**

1. The teacher said to us, "Stop talking! Do your exercises!"
2. They will say, "We can't do it"
3. She said, "I met him yesterday"
4. They said to us, "How long have you been waiting ?"

**HOW TO COMMENT ON A TEXT**

- Identify the type of the text

Ex : an article

- Read and study it

- Give a draft :

- The introduction: which announces the theme of the text and the development; use words like "First, first of all, to begin with..."

Then this text can be divided into... It is made of...

- The development :

- The text is about / deals with...
    - It comes from.../it is an extract / excerpt from...
    - In the first paragraph... to last paragraph
    - I feel / I have the impression...

- The conclusion : In conclusion / to conclude...

Note : Use linking words like "and, but, so, because..."

5. The general said to his soldiers, "Don't flee from these enemies of yours"
6. He said to her, "Merry Christmas"
7. John said, "Alas! I have failed in this exam again"
8. "Let's give a party", said Ann. "Let's not", said her husband.
9. "If I were you, I'd pretend to be ill for a fortnight" I said.
10. "Hurray! I've passed my exam", he cried. "Congratulations!", I said.

**C. Put into the direct speech**

1. The policeman asked her whether she had stolen the ring and she denied it.
2. He said that after the lecture he had had to rush home.
3. I asked her if she would help me and she accepted
4. She begged Jack not to let her down.

**KEYS TO THE EXERCISES PART 6****I. Comprehension of the text****Letter II**

1. No, a Japanese firm.
2. The parts of the two machines but not the extra spare parts
3. For the maintenance of the materials during a year
4. Because it has already booked a number of orders from wholesalers of straw mats and the machines are turning 50 hours a week.
5.
  - a. False. The Malagasy firm
  - b. True. All the pieces were present for the assembling of the two machines.

**Letter III**

1. For apologizing
2. Because the extra spare parts were left at the carrier's warehouse during the weekend.
3. No, shipped by the first cargo liner available.
4.
  - a. True. The extra spare parts were left at the carrier's warehouse
  - b. False. "Actually, oversights of this kind never occur in our business".

**II. Grammatical exercises****A.**

1. He was having a bath when the phone rang. Very unwillingly he got out of the bath and went to answer it.
2. Did you wear your hair long when you were at school?  
Yes, my mother insisted on it.  
But when I left school I cut my hair and have worn it short ever since.

3. I can't go out because I haven't finished my work.
4. We have been living here since 1977.
5. He has been sleeping / has slept since ten o'clock. It's time he woke up.

**B. Intensive Questioning – Find the corresponding questions to the given answers**

**Sentence 1:**

*The letter has just come for Mr Martin from Mr Grant's office.*

Q(a) : What has just come for Mr martin from Mr Grant's office?

Answer : The letter.

Q(b) : Who has the letter just come for?

Answer : Mr Martin

Q(c) : Where has the letter just come from?

Answer : Mr Grant's office

**Sentence 2 :**

*The Board of Trade assure me that our office equipment would not be liable for duty.*

Q(a) : Who assure you that your office equipment would not be liable for duty?

Answer : The Board of Trade.

Q(b) : What do the Board of Trade do?

Answer : They assure me that our office equipment would not be liable for duty.

Q(c) : Who do the Board of Trade assure that our office equipment would not be liable for duty?

Answer : Me.

Q(d) : What do they assure you?

Answer : Our Office equipment would not be liable for duty.

Q(e) : What would not be liable for duty?

Answer : Our Office equipment.

**C. Place the adjective in brackets correctly**

1. A good-looking young black man
2. A nice hot bath
3. A little old grey car
4. A small black metal box
5. An interesting old French painting

## NEW PEOPLE PARTNERSHIP ?

8

### TEXT

#### **Why New people Partnership?**

New People Partnership is the full implementation of the new realities that exist between the corporation and its employees. While we talk about how fast business environment has changed, probably no dimension is changing faster than the dynamics between employer and employee. In today's volatile times, companies can no longer guarantee lifetime job security "Specialized skills are increasingly required by firms, yet these skills are what make employees more mobile in the market place. "For instance, in the 40's people held on average 2 jobs during their entire lifetimes. But today, that number has risen to 14 and still growing. Thus, the New People Partnership that establishes a new quid pro quod.

#### **Harnessing the People Power**

Today, people are your firm's most precious and underutilized resource. They are your firm's repository of knowledge and they are central to your company's competitive advantage. Well coached, and highly motivated people are critical to the development and execution of strategies, especially in today's faster-paced, more perplexing world, where top management alone can no longer assure your firm's competitiveness.

#### **Establishing a New Environment**

At all levels, your company needs people who can deliver at the frontier of performance. They must understand where your company is going and be able to influence this path. They must share in your company's fortunes and be motivated to push for greater achievements. "New People Partnership" will help you attract this vital resource.

Recognizing that lifetime employment is no longer feasible, this "partnership" involves a mutual commitment to establishing the environment for learning, self-leadership, and for ongoing employability. In essence, the New People Partnership is a fresh perspective that dictates that the company owns the work rather than the employee's career.

### **Key Principles**

A successful people partnership is a coherent set of people systems and processes that reflect the business environment, the enterprise strategy, and organization values. Each one will be unique to an organization and its employees, but there are some key principles that are common to all the companies that are exploring the New People Partnerships.

## **New People Partnership**

### **New Company-Employee Relationship for the New Knowledge Economy**

#### **Ten 3 Business e-Coach**

#### **WORDS AND PHRASES**

*Partnership*: the state of being a partner in business / arrangement or business with two or more partners / association

*A partner*: one of the people who own a business

*Implementation (N)*

*To implement* : to start using a plan, system... / to carry out sth

Ex: Some teachers are finding it difficult to implement government's educational reforms.

*Corporation* : a large business company (société commerciale)

*Dynamics (N)*

*Anglais*

DFP - Cntemad

*Dynamic* (adj) : full of energy and ideas; active (person); force or power that causes movement.

*Volatile* (times) : that can change suddenly.

*Skill* (N) : the ability to do sth well because of training practice... or ability required to do a job, actions.

*To harness* : to value / to give importance to sth

*Repository* : place where you keep information.

*To coach* : to train or teach s.o to compete in a sport or to pass an exam.

*Critical* (adj)

*A critic* (N) : s.o who says what he / she thinks is bad or wrong

*A strategy* : a plan that you use in order to achieve sth.

*Top management* : the highest management

*To establish sth* : to start sth / to make sth exist.

*Feasible* : possible to do

*Leadership* : the state of being a leader (the head of)

*A leader* : s.o in charge of sth.

*Ongoing* (adj) : continuing to exist now

*Employability* (N)

*Employable* (adj) : that you can employ

*Employment* (V) : the state of having a paid job

Ex: She is in / out of employment (employment ≠ unemployment [chômage])

*Perplexing* (word) : confusing; that is not understood.

GRAMMAR**I. No longer – no more**

No longer / not any longer

No more / not any more

No longer / no more are used when a situation has changed (ne... plus)

"No longer" is placed in the middle of a sentence

Ex: She no longer loves him.

"Any longer" is put at the end of a sentence

Ex: She doesn't love him any longer

Notice : Ex: We were good friends once but we aren't friends any more / any longer.

Ex: He is no longer a student

But not : He is no more a student.

**II. The possessive case**

The possessor is placed before the possessed.

Its uses :

## 1. We use's (for singular possessor)

Ex : The employee's career

Ex : Her mistress's bell rang (singular possessor ending in - s)

Ex : Keats's poems

Ex : Your Grace's name (English name)

Lawrence's silences (First names)

Ex : Mary's work – basket

Ex: Smith and company's employees.

## 2. Ex : I wonder at your friends' surprise:

Only 's apostrophe when it is a plural noun ending in - s but's on the contrary

Ex : Children's toys.

3. In general the possessive case is not used with collective nouns, with things and animals but today it tends to be used in all cases.

Ex : The door of the house.

Ex : The bark of the dog.

Ex : Company's fortunes.

4. In elliptic form.

Ex : The book is my brother's

5. In compound words

Ex : The Princess of Belgium's brother.

6. If two proper names are possessors / owners.

Ex : Beaumont and Hetcher's works (they are partners working together)

Ex : Chance's and Shakespeare's spelling. (They are different and act separately)

7. It is not used with adjectives taken as substantives.

Ex : The budget of the poor.

Ex : The qualities of the French.

**But** : Ex : The Germans' ambitions (The name of the people is a substantive)

8. It is not used with geographical nouns and some titles.

Ex : The lake of Geneva

Ex : The Queen of England.

9. It is used in some expressions.

A girl's school

A lovers' quarrel

A grandfather's clock

## All Fools' Day

- For justice's sake
- For truth's sake
- The spider's web. (La toile d'araignée)
- A bird's - eye view (Vue à vol d'oiseau)

## 10. Used with places :

- churches Ex: St Paul's
- public places Ex: St James's Square
- Universities / Colleges Ex: King's College

## 11. With times – measures – distance

Ex : A fortnight's holiday.

Ex : A week's wages.

Ex : At ten miles distance.

## 12. With indefinites

Ex : Everybody's business is nobody's business.

Ex : This knife is somebody else's.

## 13. With shop – house

Ex : We are here at Mrs Brown's (house)

Ex : At the grocer's (shop)

Ex : I go to the doctor's (surgery)

## III. Compound nouns – compound adjectives

### A. Compound nouns

A compound noun is made of two or more elements: one or more modifying element with a head noun which is the last word, and which can be put in the plural.

The modifying element is in the singular but if it is usually in the plural, it will not change.

Ex : a tooth - brush / a toothbrush

Ex : a clothes - brush

We can make compound nouns :

**a- By putting two words one next to the other (juxtaposition):**

**1- Noun + noun**

Ex : A race – horse (a horse for racing: un cheval de course)

**2- Adverb + noun**

Ex : An insight (un aperçu)

A byword (un synonyme)

**3- Gerund + noun**

Ex : A walking – stick (une canne)

**b- By grammatical formation**

**1- Verb + object**

Ex : A pick pocket

**2- Object + verb + - ER / - ING**

Ex : A football – player

Cotton – spinning (filature)

**3- Adj + noun**

Ex : blackboard

**4- Participle + noun**

Ex : a flying – fish (a fish which can fly) (poisson volant)

**5- Possessive case**

Ex : Doomsday (le jour du jugement dernier)

**6- Noun or pronoun + apposition**

Ex : A maid – servant (une servante)

**7- Various expressions**

Ex : a father – in – law

A one – man show

**In translation**

The head noun comes first, followed by the modifying element before it and the others:

Ex: A car rental business = une affaire de location de voitures.

***B. Compound adjectives***

Compound adjectives are formed with :

**1- Adj + noun +- ED**

Ex : A blue - eyed girl is a girl whose eyes are blue/ who has blue eyes / with blue eyes.

**2- Noun + adj**

Ex : A snow - white goose is a goose as white as snow.

**3- Noun + past participle or noun + adv :**

Ex : A home - made dress is a dress which has been made at home.

Ex : A well - known man is a man who is known very well.

**4- Adv + present participle or adj + present participle**

Ex : A fast - running car is a car which runs fast.

Ex : A familiar - looking face is a face which looks familiar.

**EXERCISES****I- Comprehension of the text****A. Answer the following questions in your own words**

1. What is New People Partnership ?
2. Why New People Partnership ?
3. True or False? Justify your answer

Specialized skills become useless in today's volatile times.

4. Why do people play a very important role in partnership ?
5. What should the firm do then?
6. What make its success?

**B. Reference Questions**

1. What does "these" refer to in "yet these skills are in what make employees more mobile"? (§1)
2. What does "this path" mean in "... to influence this path"? (§3)
3. What does the author refer to when he says 'this partnership involves a mutual commitment...'? (§4)
4. What does "each one" refer to in "each one will be unique"? (§5)

**C. Understanding words in context**

1. Find in §1 a synonym for:
  - starting to use a system
  - involves a sudden change
  - complete
2. Trouver un mot ou groupe de mots qu'on pourrait traduire par « erreur qui fait prendre une chose ou personne pour une autre » dans le premier paragraphe.
3. Find in §2 a word meaning: "train."
4. Find in §3 or §4 the opposite of "impossible to do"

*D. Give a short summary of the text*

*E. Translate the first paragraph into French*

## **II- Grammatical exercises**

*A- Complete with "no longer / any longer – no more / any more"*

1. I could ..... see him.
2. I couldn't wear it .....
3. I have ..... money.
4. There isn't ..... sugar.
5. He will do ..... work.

*B- Make compound nouns or adjectives out of these definitions*

1. A ring used for fixing curtains is .....
2. A boy who has a round face is .....
3. A man whose job is to sell books is .....
4. An instrument used for lighting cigarettes is .....
5. A hat as light as a feather is .....
6. A glass out of which we drink wine is .....
7. A plant which grows fast is .....
8. A place where you take petrol for your car is .....
9. A mountain that is covered with snow is .....

**GLOBALIZATION****9****TEXT**

...Nancy Birdsall, Director of the Center for Global Development observed that contemporary globalization is fundamentally asymmetric. In its benefits and its risks, it works less well for the currently poor countries and for poor households within developing countries. She was writing mainly about trade policy, where this observation has special force because, under conditions of liberalized trade, labour markets tend to reward those who already possess substantial 'human capital' or the means to acquire it. However, the observation applies as well to financial crises, which tend to exacerbate existing patterns of advantage and disadvantage; to environmental hazards, to which the poor and otherwise marginalized are systematically more vulnerable; and to the more general shift away from political accountability, admittedly often imperfect, and toward economic accountability to the holders of property rights that is a central element of contemporary globalization.

... Perhaps the most familiar element of contemporary globalization is trade liberalization: the lowering of tariffs and other barriers to imports that has been a defining characteristic of the post-World War II economic order. As a consequence, the value of world trade doubled from 24 percent of world gross domestic product (GDP) in 1960 to 48 percent in 2003 (accessed March 17, 2007). The argument that globalization is beneficial in terms of population health often starts from an equation of globalization with trade liberalization, and invokes comparative studies on national economies carried out under the auspices of the World Bank which concluded that during the 1980s and 1990s, the economies of "globalizers" grew faster than "non-globalizers," thereby expanding the resources at their disposal to provide health services and improve access to other Social Determinants of Health, notably through reduction of extreme poverty.

**WORDS AND PHRASES**

- *Globalization*: what affects the whole world [mondialisation]
- *Currently*: at present
- *To acquire*: to get, to obtain
- *To exacerbate*: to bring sth to the highest stage [exacerber]
- *Hazard*: danger, risk.
- *Drift*: change.
- *Accountability*: explanation, responsibility.
- *Admittedly*: it must be admitted / accepted that it is true [C'est vrai (que)]
- *Lowering*: decrease, reduction
- *Tariff*: a tax that has to be paid on goods brought into a country
- *Gross domestic product*: [Produit national brut]
- *Beneficial*: having a good or useful effect
- *To carry out sth*: to do or perform sth.
- *Under the auspices of sth / s.o.*: with the help and support of sth / s.o.
- *Thereby*: in that way [de ce fait]
- *At s.o.'s disposal*: available for s.o.'s use at anytime (à la disposition de quelqu'un)
- *Notably*: particularly (notamment)

**GRAMMAR****I. Indefinite – definite articles****A. Indefinite article : a / an**

In general, we use "a" in front of a word which begins with a consonant and "an" in front of a word which begins with a vowel

Ex : a table, a house, a war...

Ex : an egg, an officer

1. "an" in front of words beginning with mute "h":

Ex: an heir(ess), honour, hour, honourable (man), honest (man) but a humour

2. "a" in front of words beginning with "y":

Ex: a yard, year, yield [rendement], yoke [joug]

and in front of words beginning with the sound [ju]

Ex: a use [usage], usurer [usurier], utensil, European, ewe [brebis], uniform, universe, university  
or the sound [w]: such a one [un tel]

▪ It is used :

a. In singular

Ex: a car → cars (plural), an apple → apples

b. As a noun complement or in apposition

Ex: I am a teacher

Ex: He is a Frenchman

Ex: His father, a well-known doctor

c. With "like" or "as" meaning "en, en tant que, comme"

Ex: He behaved like a gentleman [Il s'est conduit en galant homme]

Ex: As a tax-payer, I protest [En tant que contribuable, je proteste]

d. In front of determined abstract nouns, and in some expressions :

Ex: He showed a discretion which everybody admired

[Il a montré une sagesse que tout le monde a admiré]

Ex: - What a joy you gave me! [Quelle joie vous m'avez causé!]

- What a shame! [Quelle honte!]

- What a nuisance! [Quel ennui!]

e. In some adverbs:

Ex : An eye for an eye, a tooth for a tooth

[Oeil pour oeil, dent pour dent]

f. In exclamation sentences formed with "what + a concrete noun".

Ex : What a great artist!

g. In front of words ending in -S but singular ones.

Ex : an almîs (une aumône), a means (un moyen), a barracks  
(une caserne), a munition works (une usine à munitions)

h. Before Mr / Mrs / Miss + name :

Ex : a Mr Jones = a man called Jones (Un certain Mr Jones)

*But the Smiths* = the family Smith.

i. In some numeral phrases: a great deal of, a great many of, a lot of, a million..., a score (twenty), a dozen, half a dozen, a couple.

j. In expression of price, speed...

Ex : Sixty francs a kilo – 70 km an hour – Three times a day.

k. With "little – few":

Ex : Put just a little sugar in my tea.

Ex : Only a few people came to the meeting.

\* It is not used :

a. With plural nouns:

Ex : a country – countries.

b. Before uncountable nouns:

- Furniture, luggage, news, information, advice  
(a piece of furniture = un meuble)

- Materials : wood, paper...

- Matters : milk, butter...

c. Before abstract nouns: beauty, love, hope, death, life.

Ex : Death should be faced with courage

d. Before names of meals:

- Breakfast, lunch, dinner, supper except when it is preceded by an adjective or determined.

- Illnesses : cancer, malaria...

- Games : Football attracts a lot of people.

e. Before names of countries, towns, proper names in singular

Ex : France – England but The Sudan, The Congo...

f. Before activities

Ex : We go to school (to study), church (to pray), court (to get a judgement), market (to buy or sell), sea (as sailors), hospital (as patients), prison (as prisoners), work (as workers), bed (to sleep).

g. Before languages, sciences, school subjects, arts.

Ex : He speaks English

He is studying Economics

Ex : Are you good at mathematics?

I like painting

### B. *Definite article*

“THE” is followed by a singular or plural noun

Ex : The man : the men

The tomato : the tomatoes

The play : the plays

The apple : the apples

- It is used :

- a. Before a noun representing a thing unique of its kind.

Ex : The sun, the moon, the sea, the North Pole...

- b. Before a noun which has become definite because it is mentioned a second time.

Ex : She bought a red dress. She is wearing the dress

or by an addition of a phrase or a clause.

Ex : The boy that you have just met.

- c. Before, "first, second, ... , only" and the superlative.

Ex : She is the first to come.

Bob is the most intelligent pupil in the class.

- d. Before a substantive adjective:

Ex : The rich = all the rich people

- e. Before names of rivers, seas, chains of mountains, groups of islands, plural names of countries.

Ex : The Thames – The Indian Ocean – The Alps – The Comoro

Islands – The USA – The Netherlands.

- f. Before musical instruments:

Ex : She plays the guitar

- g. Before common nouns like "cinema -- theatre -- office..."

Ex : He went to the office.

- h. Before a singular noun which represents a class of objects or animals.

Ex : The cow constitutes the wealth of the South

- It is not used :

- a. Before abstract nouns unless they have a definite sense.

Ex : Ugliness (la laideur) – old age (la vieillesse) – Men fear death

but The death of Jesus Christ

b. Before names of meals unless they are definite.

Ex : They enjoyed the dinner the owner of the hotel offered them.

c. Before "home, college, school, hospital..."

Ex : She left home

d. Before collective nouns: Christendom (la chrétienté), Protestantism (le Protestantisme), mankind / humanity (l'humanité), people (gens)...

e. Before names of matters :

Ex : Water is rare in the desert [L'eau est rare dans le désert]

f. Before names of games, sciences, arts, music (la musique), grammar (la grammaire), tennis (le tennis).

g. With languages : French – English.

h. Before proper names preceded by a title or designation

Ex : Prince Albert (le Prince Albert)

Doctor Johnson (le Docteur Johnson)

Salt Lake (le Lac Salé)

i. Before singular names of countries or mountains

Ex : Wales (le pays des Galles)

Italy

j. Before days in a week and holidays.

Ex : Monday is my free day

Mother's Day (la Fête des Mères)

k. Before meals: breakfast, lunch...

## II. The future

### A. The future tense is formed with: shall / will + Verb incomplete infinitive

There are signals like: tomorrow, next...

1. **Ex :** I will inform Ms Thompson of her decision ("shall" is less used in the first person). – They will not be long

"shall" is often used if the speaker expresses an intention in the second or third person (often a promise or threat)

**Ex :** You shall get what I promised you [Tu auras ce que je t'ai promis]

**Ex :** They shall pay for this! [Ils / elles vont me le payer!]

But if the intention or will isn't the speaker's, « will » is used.

**Ex :** He will do it, I'm sure [Il le fera, j'en suis sûre]

2. "shall" is used to express suggestions.

**Ex :** Shall we go? [on y va?]

3. "will" is used when we ask someone to do something.

**Ex :** Will you step this way, please?

[Pouvez-vous venir par ici, s'il vous plaît?]

Or when we propose to do something or assert something in the near future.

**Ex :** Leave that, I'll do it. [Laisse ça, je vais le faire].

**Ex :** There's the phone – OK, I'll answer it.

[Le téléphone sonne – bon, je réponds]

### B. The continuous future is formed with :

Shall / will + V – ing and can be used when there is a continuity of the action.

**Ex :** I'll be marking essays and you'll be looking after the baby.

[Je corrigerais les dissertations et tu t'occuperas du bébé]

It is used in questions too.

**Ex :** Will you be bringing that up at the meeting?

[Est ce que tu comptes en parler à la réunion?]

Ex : Will you bring that up at the meeting (rather a request)  
 [Tu en parleras à la réunion?]

**C. "be going to" + *Vinf* is used when there is an intention**

Ex : I'm going to go to London tomorrow [Je vais aller à Londres demain]

Or the reason justifying a prevision is tied to the present

Ex : It's going to rain (look at those clouds) [Il va pleuvoir (Regarde ces nuages)]

The simple present is used

- When we refer to a plan or schedule

Ex : When does university start?

Classes start on October 6<sup>th</sup>

Ex : The train for London leaves at 11 a.m.

[Le train qui va à Londres part à 11 heures]

- In time and conditional clauses

Ex : You'll be surprised when you see him

[Vous serez surpris quand vous le verrez]

Ex : He will get angry if you tell him this

[Il se mettra en colère si tu lui dis cela]

The continuous present is used when there is an intention.

Ex : I'm taking this book with me

[J'emporte / je vais emporter ce livre]

"Be to" is used when we refer to a perspective, chance or destiny.

Ex : The President is to visit the disaster zone

[Le Président doit visiter la zone sinistrée]

"Be about to" is used to express a near future

Ex : You are about to meet a great artist (very shortly you will meet a great artist).

[Vous êtes sur le point de rencontrer un grand artiste].

- The future perfect is formed with :

Shall / will + Have + Verb past participle.

It expresses a future action happening before another future action.

Ex : By the time we get there he will already have left.

[D'ici à ce que nous arrivions, il sera déjà parti].

### III. The conditional

The conditional clause is introduced by "if / unless..."

#### A. When we refer to the present or future

1. For probable possibility : We use the present or the present perfect in the conditional clause and the future in the main clause.

Ex : If you see her, you will not recognize her.

[Si tu la vois, tu ne la reconnaîtras pas]

Ex : If you are sitting comfortably, we will begin.

[Si vous êtes assis confortablement, nous allons commencer]

Ex : If you have completed the forms, I will send them off.

[Si vous avez / tu as rempli les formulaires, je les enverrai]

#### Exceptions :

- a. If the verb in the main clause is in the present it implies an automatic habitual result, and "if" nearly means when(ever)

[lorsque, à chaque fois que]

Ex : If the sun shines, people look happier.

[Quand le soleil brille, les gens ont l'air heureux]

Ex : If you don't increase your offer, you don't get the house

[Si vous n'offrez pas plus, vous n'aurez pas la maison]

- b. If "will" is also used in the clause, the speaker refers to the goodwill of someone or his/her intention to do something

Ex : If you will be kind enough to stop singing, we will be able to get some sleep.

[Si vous voulez bien arrêter de chanter, nous pourrons dormir]

Ex : If you will insist on eating all that fatty food, you will have to put up with the consequences

[Si tu continues à manger aussi gras, tu devras en supporter les conséquences].  
More polite request .

Ex : If you would be kind enough to stop playing the trombone, we would be able to get some sleep.

[Si vous avez la bonté d'arrêter de jouer du trombone, nous pourrions dormir].

- c. When "should" is used in the clause (in all persons), it implies a less probable condition.

Ex . If you should see him, ask him to call.

[Au cas où vous le verriez, demandez-lui de m'appeler].

Ex : If they should attack you, you will have to fight them.

[S'ils venaient à vous attaquer, il vous faudrait vous défendre].

2. For less probable or unreal possibility (the condition is not realized).

Ex : If she had a car, she would visit you more often

[Si elle avait une voiture, elle te rendrait visite plus souvent]

Ex : If you tried harder, you would pass the exam

[Si tu faisais plus d'efforts, tu réussirais ton examen]

There is more friendly and polite tone here

**B. When we refer to the past, the condition is not realised**

We use the conditional perfect which is formed with :

Should / would + have + Verb past participle

Ex : If I had been there, I would have ignored him

[Si j'avais été là, j'aurais fait semblant de ne pas le voir]

Or Had I been there, I should / would have ignored him

Exceptions :

- a. If the main clause refers to the present non realization of a past condition, we use "would".

Ex : If I had studied harder, I would be an engineer today.

[Si j'avais étudié davantage, je serais ingénieur maintenant]

- b. Use of the past in both clauses: if = when(ever)

Ex : If people had influenza in those days, they died.

[Si les gens attrapaient la grippe en ce temps-là, ils en mouraient]

- c. If we expect the realization of the condition: "if" means "as (comme), since (puisque)".

Ex : If he was rude to you, why did you not walk out?

[S'il a été grossier avec toi, pourquoi est-ce que tu n'es pas parti(e)?]

Ex : If he was rude to you, why have you still kept in touch?

[S'il a été grossier avec toi, pourquoi est-ce que tu es resté en contact avec lui?]

Ex : If he was rude to you, why do you still keep in touch?

**EXERCISES****I. Comprehension of the text**

*Answer the following questions in your own words*

1. How does Nancy Birdsall find globalization today? Why?
2. What policy is adopted in trade?
3. What does liberalization consist in?
4. What is the impact of liberalized trade?
5. What results is it supposed to bring about?
6. Who take advantage of it in fact?

**II. Translate the 2<sup>nd</sup> paragraph into French****III. Grammatical exercises****A. Put in "a / an", "the", "Ø article"**

1. ... elephant is ... patient animal
2. ... French is spoken in many countries outside ... France
3. I'm not in ... hurry to go to ... dentist
4. ... love is ... noblest feeling.
5. ... iron is ... stronger material than ... wood.
6. They generally buy ... eggs by ... hundreds.

**B. Use the correct form and tense of the verbs in brackets**

1. You will come as soon as you (finish) dinner.
2. If the plane (arrive) after the fog (clear), it will be able to land.
3. He will come at once because I (tell) him by phone that you (need) him urgently.  
I'm sure he (find) way easily, although he never (visit) this house before.
4. By the time I get back I (finish) all my correspondence and then I (can) help you with yours.
5. If I (be) a ghost, I (try) to frighten all the people I dislike.
6. I hope it (not rain) when the bride (leave) the church tomorrow.
7. I shouldn't have thought it was possible if I (not see) it.

KEYS TO EXERCISES PART 8**I. Comprehension****A.**

1. The full implementation of the new realities that exist between the corporation and its employees.
2. Because the dynamics between employer and employee is changing faster.
3. False. They are increasingly required by firms
4. They are the most precious resource firm's repository of knowledge. They are central to company's advantage and can assure firm's competitiveness.
5. It should establish a new environment for learning, self-leadership and for ongoing employability
6. A coherent set of people systems and processes that reflect the business environment, the enterprise strategy and organizational values: the key principles that is: New People Partnership:

New company – Employee Relationship for the New Knowledge Economy.

Ten 3 Business e- Coach

**B. Reference Questions**

1. Specialized skills (§1)
2. Way to performance (§3)
3. New People Partnership
4. Business environment – Enterprise strategy – Organizational values.

**C. Understanding words in context**

1. "implementation".  
"volatile".  
"entire".
2. "quid pro quod".
3. "coach"
4. "feasible"

**D. Give a short summary of the text**

The business environment has changed so fast and so must be the situation employer - employee in order to guarantee lifetime job security. The success of a firm depends above all on its employees, and coaching reveals essential.

"A new integrating atmosphere must be established: New People Partnership" involving training, self leadership and employability.

The key principles to success are: New Company Employee Relationship for the New Knowledge Economy.

**E. Translation**

Le "New People Partnership", un nouveau partenariat, est la mise en exécution des nouvelles réalisés qui existent entre l'entreprise et ses employés.

Nous parlons de changement rapide du milieu des affaires mais probablement la dynamique entre employeur et employé va encore changer plus vite. La cause de ces changements constants, les compagnies ne peuvent plus garantir la sécurité du travail. Les firmes demandent de plus en plus de compétences professionnelles, cependant, ces dernières rendent les employés plus mobiles dans le marché du travail. Dans les années 40 par exemple, les gens avaient en moyenne deux métiers pendant leurs existences. Mais aujourd'hui ce nombre a augmenté de 14 et continue de s'accroître. D'où un nouveau quiproquo établi par ce nouveau partenariat « New People Partnership »

**II. Grammatical exercises****A.**

1. I could no longer see home
2. I could not wear it any longer.
3. I have no more money.
4. There isn't any more sugar.
5. He will do no more work.

**B.**

1. A curtain-ring
2. A round-faced boy
3. A book-seller
4. A cigarette-lighter
5. A feather-light hat
6. A wine-glass
7. A fast-growing plant
8. A petrol-station/filling-station
9. A snow-covered mountain.

**KEYS TO EXERCISES PART 9****I. Comprehension of the text**

1. It is asymmetric because it isn't advantageous to poor countries
2. Liberalization
3. The lowering of tariffs and other barriers to imports
4. Labour markets tend to reward those who already possess substantial "human capital" or the means to acquire it.
5. World economic growth which provides health services and reduction of extreme poverty.
6. Globalizers

**II. Translation**

C'est peut-être la libéralisation du commerce qui est l'élément le plus connu de la mondialisation: la réduction des tarifs douaniers et des autres barrières aux importations a été une caractéristique précise de l'ordre économique de l'après guerre. Par la suite, la valeur du commerce a doublé de 24% du produit national brut en 1960 à 48% en 2003. On raisonne que l'avantage de la mondialisation en termes de santé publique commence souvent par une équation de mondialisation avec la libéralisation du commerce en faisant appel à des études comparatives des économies nationales réalisées sous la protection et l'appui de la Banque Mondiale qui conclut que pendant les années 80 et 90, les économies des promoteurs de la mondialisation ont augmenté plus vite que celles des autres, de ce fait l'expansion des ressources à leur disposition pour pourvoir des services sanitaires et améliorer l'accès aux autres déterminants sociaux de la santé notamment dans la réduction de l'extrême pauvreté.

**III. Grammatical exercises****A.**

1. The elephant is a patient animal
2. Q French is spoken in many countries outside Q France

3. I'm not in a hurry to go to the dentist.
4. Q love is the noblest feeling.
5. Q iron is a stronger material than Q wood.
6. They generally buy Q eggs by Q hundreds.

**B.**

1. You will come as soon as you have finished dinner.
2. If the plane arrives after the fog has cleared, it will be able to land.
3. He will come at once because I have told / will tell him by phone that you need him urgently. I'm sure he will find way easily, although he has never visited this house before.
4. By the time I get back I'll have finished all my correspondence and then I can / shall be able to help you with yours.
5. If I were a ghost, I would / should try to frighten all the people I dislike.
6. I hope it won't be raining / won't rain / doesn't rain when the bride leaves the church tomorrow.
7. I shouldn't have thought it was possible if I had not seen it.

**ANGLAIS I****EXERCICES DE SYNTHESE****TEXT : NEW PEOPLE PARTNERSHIP ?**

New People Partnership is the full implementation of the new realities that exist between the corporation and its employees. While we talk about how fast business environment has changed, probably no dimension is changing faster than the dynamics between employer and employee. In today's volatile times, companies can no longer guarantee lifetime job security. "Specialized skills are increasingly required by firms, yet these skills are what make employees more mobile in the market place". For instance, in the 40's people held on average 2 jobs during their entire lifetimes. But today, that number has risen to 14 and still growing. Thus, the New People Partnership that establishes a new quid pro quod.

...A successful people partnership is a coherent set of people systems and processes that reflect the business environment, the enterprise strategy and organization values. Each one will be unique to an organization and its employees, but there are some key principles that are common to all the companies that are exploring the New People Partnership.

**QUESTIONS****I- COMPREHENSION AND VOCABULARY : (5pts)****A- Vocabulary:** 1pt

- 1- Find in the text a word having the same meaning as: (0,5pt)  
"execution"
- 2- Find an antonym of "diminishing": (0,5pt)

**B- True or False? Justify your answer: (1pt)**

- 1- The relationship between employers and employees has never changed.
- 2- Companies need skilled workers

**C- Answer these questions: (3 pts)**

- 1- Why New People Partnership?
- 2- What make it successful?
- 3- How do you find New People Partnership? Why?

**II- Give a short summary of the passage (in English): (2,5pts)****III- Translate the following into French: (2,5pts)**

"Specialized skills are increasingly required by firms, yet these skills are what make employees more mobile in the market place. For instance, in the 40's people held on average 2 jobs during their entire lifetimes".

**IV- GRAMMAR:** 5pts

- A- Put the verbs brackets into the correct form and tense : (1 pt)  
- You (not finish) (type) those letters yet?
- B- Join the two sentences by using a relative pronoun: (1 pt)  
- The women do their shopping in the evening. They have jobs.
- C- Place the adverbs in brackets correctly : (1pt)  
- Mrs. Green meets her husband (in the evening, at the factory gate, everyday).
- D- Complete the following sentence: (1pt)  
- The company would not be really competitive unless...
- E- Put into the active: (1pt)  
- An old house is being pulled down.

**V- GENERAL QUESTIONS:** (5pts)

- What is Human Resources Department? What are its roles?  
(at least five good sentences).

-----&-----

## Text : HOME SWEET HOME

Still, it's hard to say what kind of content will make the electronic information highway a necessity in every home. Is it pay-per-view movies, where the network replaces the local video store? Is it at-home shopping? Is it video phone calls to the grand-parents? No matter what, we'll probably need to make video-quality on-line services commonplace.

How will the highway reach your home? I don't know, and neither does anyone else. All we know is that the technology is evolving to allow for these kinds of applications, and as a result, people think there will be a demand. My guess is that the actual applications that drive people to install this kind of technology in their homes won't be exactly like anything that's being envisioned today. After all, 30 years ago, who would have predicted MTV?

**QUESTIONS****I. Comprehension and vocabulary : 6pts****A. Vocabulary : 2 pts**

1. find in the text a synonym for : 1 pt  
- in my opinion § 2
- foretold § 2

2. Give the opposite of : 1 pt

- commonplace § 1
- evolving § 2

**B. Ask and answer : 1 pt**

1. Ask if it is possible to predict what kind of electronic facility people will want in their homes.
2. Answer the question.

**C. Answer these questions : 3 pts**

1. What applications does the writer have in mind when he says "allow ~~X~~ these kinds of applications"? (1 pt)
2. How do you imagine the corporate and domestic future in the light of the development of electronic communications? (2 pts)

**-II. Give a short summary of the passage ( in English) : 3 pts**

**III. Grammar : 7 pts**

A. Put the verbs in brackets into the correct form and tense : 2 pts

- What you (plan) (do) when you (finish) your studies ?

B. Find the corresponding questions to these answers : 2 pts

Reference sentence : John Martin was so angry that he left Mr Grant's office.

- Question (a) : ..... ?

Answer : He was so angry.

- Question (b) : ..... ?

Answer : John Martin did.

C. Turn into the passive : 1 pt

- They are looking for people's necessary services.

D. Rewrite the pair of sentences so as to make a single sentence using a relative clause : 1 pt

- Internet gives me invaluable information. My PC is now connected to it.

E. Translate the following sentence into English : 1 pt

- Un ordinateur peut résoudre des tas de problèmes.

**IV. General question : 4 pts**

How do you find computing ? State your ideas in about 100 words.

..... & .....

## Examen national du 03 octobre 2012 (INFOCOM 1)

## TEXT : NEW PEOPLE PARTNERSHIP

## I. A. Vocabulary

1 execution = implementation

2 diminishing ≠ growing

B 1 False "no dimension is changing faster than the dynamics between employer and employee"

2. True "specialized skills are increasingly required by firms"

C 1 Because the dynamics between employer and employee is changing faster

2. A coherent set of people systems

- Processes that reflect the business environment

- Enterprise strategy

Organization values

3. Personal opinions

II. New People Partnership is the execution of the new realities / today's situation between employers and employees. It is changing rapidly Lifetime job security is not sure. Companies need skilled workers which entails employees' mobility in the market place.

It will be successful with a coherent set of people systems, new business environment, the enterprise strategy and organization values.

III. Les firmes demandent de plus en plus des employés qualifiés et compétents, cependant cela les rend plus mobiles dans le marché du travail. Par exemple, dans les années 40, on avait en moyenne deux métiers toute sa vie

## IV. Grammar

A. Haven't you finished typing those letters yet ?

B. The women who have jobs do their shopping in the evening

C. Everyday Mrs Green meets her husband at the factory gate in the evening

D. The company would not be really competitive unless ... (past tense)

E. They are pulling down an old theatre.

V. HRD develops and maintains good human relations with employees, gives them counsel and advice

It helps the HRD manager organize interviews with applicants for employment and carry out training programmes.

It keeps employees records and details relating to promotions, salary wage increases.

It maintains social security records for employment.

## Examen national du 03 octobre 2012 (INFO 1)

**TEXT : HOME SWEET HOME****I. A. Vocabulary**

1. - in my opinion = my guess  
- foretold = predicted
2. - commonplace ≠ extraordinary / unusual / original  
- evolving ≠ regressing / decreasing / not developing

**B. It is possible to predict what kind of electronic facility people will want in their homes ?**

- No. "It's hard to say what kind of content will make the electronic information highway a necessity in every home".

**C. 1. Video – quality on-line services****2. Personal opinions****II. With electronic communications, it is difficult to know what a necessity in every home is. However we'll need video – quality on-line services. A demand will be the result of this developing technology.****III. Grammar**

A. What are you planning to do when you finish / have finished your studies ?

B. Question (a) : Why did John Martin leave Mr Grant's office ?

Question (b) : Who left Mr Grant's office ?

C. People's necessary services are being looked for.

D. Internet, to which my PC is connected, gives me invaluable information.

E. A computer can solve a lot of problems.

**IV. Personal opinions.**

**DTS 1<sup>ère</sup> ANNEE - EXERCICES**

synonym of... to improve - giving

2. Find the opposite of... reducing - modern

**EXERCICES DE SYNTHESE****Exercice I:** the following questions**TEXT:** what do sponsors do ?

3. What differs a sponsor from an advertiser ?

Sponsorship refers to the investment in social causes or events that support corporate objectives, such as enhancing corporate reputation or increasing brand awareness.

Sponsors can associate their name and brand with social causes or events to reach specific target audiences by providing cash and other financial support. Sponsorship is fundamentally different from traditional advertising because sponsors indirectly persuade target audiences. For instance, traditional advertising seeks to affect consumers directly through the favorable presentation of products. However, sponsorship tries to enhance the perception of the brand and corporate sponsor by associating with events or social causes that are already highly valued among target audiences with the expectation that credibility will transfer from events / causes to the sponsors themselves.

Answer: It tries to enhance the perception of the brand

**QUESTIONS**

B. Put the verbs in brackets into the correct form and tense

C. Supply the right modal

D. Put into the passive

E. Answer the following questions

- The painter was painting the walls blue

1. What do sponsors do ?

2. Supply the right modal

2. What differs a sponsor from an advertiser ?

II. Give a short summary of the passage

III. Translate : "Sponsor can associate their name and brand with social causes or events to reach specific target audiences by providing cash and other financial support"

IV. Grammar (How do you find the telephone use today ? (at least 5 good sentences))

A. Ask a question corresponding to the given answer

Given Reference sentence: Sponsorship tries to enhance the perception of the brand

Question: ...

Answer: It tries to enhance the perception of the brand

B. Put the verbs in brackets into the correct form and tense

- She always (avoid) (drive) fast.

C. Supply the right prepositions

- I'm tired telling him to be careful... his handwriting.

D. Put into the passive

- The painter was painting the walls blue

E. Supply the right modal

- "I have a terrible stomachache"

- "You go to the doctor"

V. General question: How do you find the telephone use today ? (at least 5 good sentences)

## CORRIGE

I. A. 1. - to enhance

- providing

2. - increasing

- traditional

B. 1. Support / help social causes or events financially

2. A sponsor indirectly persuades target audiences by associating with social causes and events.

An advertise wants to affect consumers directly by enhancing the perception of the brand.

II. Sponsoring is different from advertising. It uses social causes and events but advertising works on the favourable presentation of products.

III. Traduction

Les sponsors peuvent associer leur marque aux causes et événements sociaux pour atteindre des cibles spécifiques en donnant de l'argent liquide et autre appui financier.

IV. A. Question : What does sponsorship do ?

B. She always avoids driving

C. of - with

D. The walls were being painted blue

E. should

**Exercice II****TEXT : Welcome to the world of exhibitions**

There is no doubt that exhibitions are an extremely powerful sales and marketing tool for the travel industry, whether they are exhibitions aimed at the international travel trade itself or those targeted at members of the travel – buying public. Relationships are built, contracts are signed and business gets done. We at the International Tourism Trade Fairs Association, ITTFA, aim to make the travel exhibition business as productive and professional as possible.

The International Tourism Trade Fairs Association, ITTFA, was originally set up in 1992 and brings together some of world's best tourism exhibitions.

Along with its secretariat in London it meets three times a year to seek new ways to encourage increased participation in travel shows and to provide help and encouragement to travel organizations new to exhibitions.

**QUESTIONS****I. Comprehension and vocabulary****A. Vocabulary**

- 1 Give the synonym of set up § 2
- 2 Give the opposite of increase § 2

**B True or false ? Justify your answer**

- 1 Exhibitions are advantageous for the travel business
- 2 ITTFA is promoting world tourism

**C Answer these questions in your own words**

- 1 What is ITTFA's target ?
- 2 How does it incite business people to participate in exhibitions ?

**II. Give a short summary of the passage****III. Translate into French**

"Relationships are built, contracts are signed and business gets done. We at the International Tourism Trade Fairs Association, ITTFA, aim to make the travel exhibition business as productive and professional as possible"

**IV. Grammars****A Put the verbs in brackets into the correct form and tense**

- 1 I (not see) my friend for many years when I (meet) him last week.
- 2 There never (be) such an inflation

**B Make a compound adjective**

- A valley that has been swept by the rain is ...

**C Combine the pair of sentences using a relative pronoun**

- Last week he went to see the country town. He used to live in that town.

**D Use the comparative / superlative**

- I feel well today. I think I'll have (much) appetite than before.

**V. General questions**

- 1 What is tourism ?
- 2 Why do people travel ?

## CORRIGE

- I. A. 1. Started / established  
2. decreased / reduced / diminished
- B. 1. True. "Relationships are built, contracts are signed and business gets done"  
2. True. "... it meets three times a year to seek new ways to encourage increased participation in travel shows ... exhibitions".
- C. 1. To make the travel exhibition business productive and professional.  
2. By bringing together some best tourism exhibitions, helping and encouraging them.
- II. Exhibitions are a sales and marketing tool for travel business. They're advantageous because people can meet other people and have contracts. ITTFA wants to promote it by helping and encouraging them to participate in exhibitions.
- III. On a des relations, on signe des contrats et on fait des affaires. Nous, membres de l'ITTFA, allons rendre cette affaire aussi productive et professionnelle dans la mesure du possible.
- IV. A. 1. Had not seen – met  
2. has never been  
B. - a rain-swept valley  
C. Last week he went to see the country town which he used to live in.  
D. better – more
- V. 1. Business of providing and managing holidays and services for people who are visiting a place, a country ...  
2. For pleasure, for adventure, for education, on business, to get to work ...

**Exercice III****TEXT :**

Union Square ventures have built its portfolio making small bets on young companies.

As Kalin soon discovered, the small initial stake was not the only thing that distinguished Union Square from its competitors. Grounded in a philosophy of discipline and openness, the three-partner firm focuses on services that use the web to change a market rather than simply make it more efficient.

Union Square's reputation has been burnished by its track record of helping entrepreneurs sell their companies in a tough environment. Three companies financed by Union Square have already been sold for big profits. Yahoo bought Delicio.us, a Web bookmarking service, in 2005 for a reported \$ 30 million, returning Union Square seven times its investment after only nine months. In 2007, Google bought FeedBurner, a service to help bloggers track their R.S.S. feeds, for a reported \$ 100 million, and AOL bought Tacoda, a behavioral focusing service for online advertisers, for a reported \$ 275 million.

The Union Square partners are quick to tamp down hype about their magic touch. The firm is just four years old, and their first fund is less than halfway through the typical life of a venture capital fund, which means losses in some holdings could still offset some of the early gains.

**QUESTIONS****I. Comprehension****A. Vocabulary**

Give the synonym of : - stake  
- focuses

**B. Answer these questions**

1. How has "Union Square Ventures" worked ?
2. Is such initiative successful ? Explain

**II. Give a short summary of the passage**

III. Translate : "As Kalin soon discovered, the small initial stake was not the only thing that distinguished Union Square from its competitors. Grounded in a philosophy of discipline and openness the three-partner firm focuses on services that use Web to change a market rather than simply make it more efficient".

**IV. Grammar****A. Put the verbs in brackets into the correct form and tense**

1. If you tried harder, you (pass) your exam
2. I hope it (not rain) when the bride (leave) the church tomorrow

**B. Put into the active**

- Why wasn't the car either locked or put into the garage ?

**C. Put into the reported speech**

- "Could I lose five kilos in one week ?" The fat woman said.
- "No," said the doctor

V. General questions

1. What is Managing Director ?
2. What is his function ?

CORRIGE

I. A. - share

- concentrates

B. 1. It has made small bets on young companies

2. Yes. "Three companies financed by Union Square have been sold for big profits". Their first fund is less than halfway through the typical life of a venture capital fund".

III. Comme Kalin aussitôt découvrit que l'initiale petite action ne fut pas la seule chose qui distingua Union Square de ses concurrents. Fondée sur une philosophie de discipline et de franchise, l'entreprise des trois partenaires se focalisent sur des services qui utilisent le Web pour changer un marché plutôt que de le rendre plus efficace tout simplement.

IV. A. 1. would pass

2. won't rain – leaves

B. Why didn't you either lock or put the car into the garage ?

C. The fat woman asked if she could lose five kilos in one week and the doctor answered that she couldn't.

V. 1. The chief of all Directors and Managers He is a director and a manager at the same time. He is a member of the Board of Directors, the Chairman or the President, and the first among the Managers.

2. He is responsible for management and for operating and financial results. He manages the firm with the help of the other managers, selects individuals for top management positions with the approval of the Board of Directors.