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MINISTERE DE LA FORMATION ET DE L'ENSEIGNEMENT PROFESSIONNELS

INSTITUT DE FORMATION ET DE L'ENSEIGNEMENT PROFESSIONNELS

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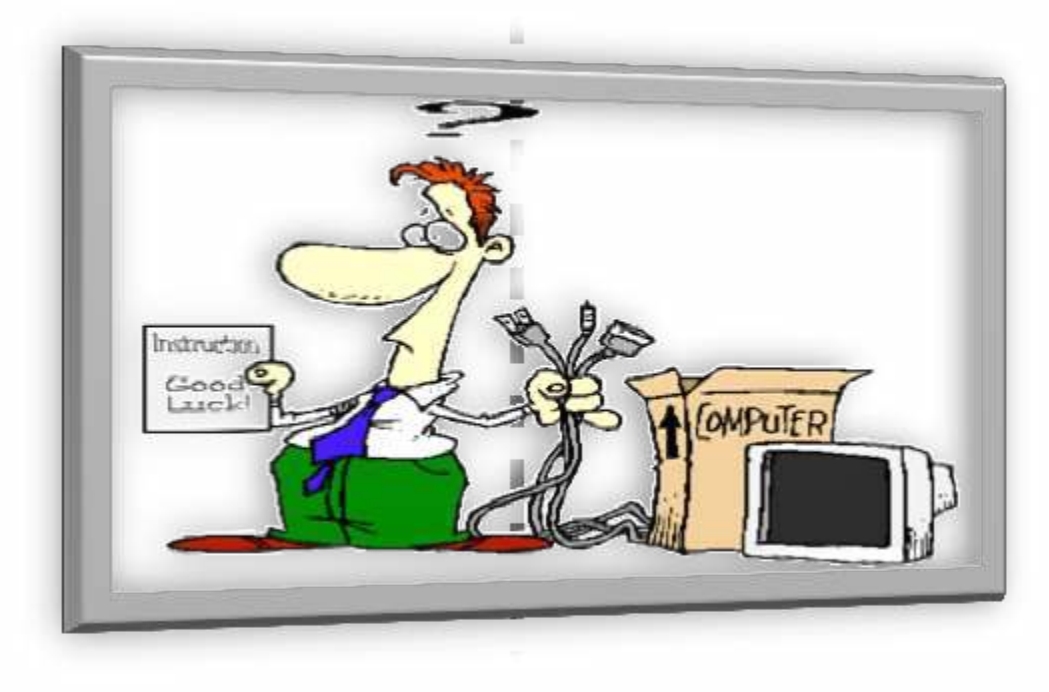
SIDI BEL ABBES

MANUEL TECHNIQUE ET PEDAGOGIQUE DU STAGIAIRE

ANGLAIS TECHNIQUE

Maintenance des équipements informatiques

Code N° ELE1212 **NIVEAU IV**



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PREFACE



The aim of this manual is to make it a useful learning tool for the trainees at the vocational Institutes studying English as a foreign language .

It is planned so that the trainees can follow a set pattern in the book .

This manual consists of two main parts :

The first part is Grammar, the second one is to study and translate technical texts using technical vocabulary related to the speciality.

The grammar section emphasizes various grammar rules that the trainnee will need in learning English language.

The trainees are then given a reading section where they can read about something related to the theme . The vocabulary preview section mainly concentrates on the words used in the theme so as to help the trainees be familiar with the language.

Practise activities also present the trainees with the opportunity to practice their speaking skills with their trainers as well as with each other. **The Audio Tape/CD**

The tape/CD that accompanies the courses consists of English spoken from the British accent. Trainer and trainees will follow the instructions from the trainee book and the tape carefully.

This Manual has the following goals:

1- To help trainees understand and manipulate some of the fundamental English grammar rules.
2- To teach trainees how to use productively and receptively some English high frequency vocabulary and social expressions.
3- To help trainees acquire a basic ability of listening comprehension to English sounds, words, and simple sentences. To improve trainees' hand-writing in English.
4- To enable trainees to read and write English simple sentences.
5- To improve trainees' hand-writing in English.

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6- To enable trainees to read and write English simple sentences.

I. STRUCTURE DU PROGRAMME D'ETUDES.

Spécialité: Maintenance des équipements informatiques.

Durée de la formation: 2448h

Code	Désignation des modules	Durée (heures)
MQ1	Assemblage d'un ordinateur.	**119**
MQ2	Installation logicielle d'un ordinateur.	**119**
MQ3	Entretien d'un ordinateur et ses périphériques.	**119**
MQ4	Réparation d'un ordinateur et ses périphériques.	**119**
MQ5	Analyse des circuits électroniques simples.	**119**
MQ6	Analyse des circuits numériques simples.	**119**
MQ7	Microprocesseurs et Microcontrôleurs	**119**
MQ8	Mesures électriques et électroniques.	**119**
MQ9	Installation d'un réseau informatique.	**111**
MC1	Mathématiques.	**119**
MC2	Electricité.	**119**
MC3	Electrotechnique.	**102**
MC4	Hygiène et sécurité.	**68**
MC5	Technique d'expression.	**119**
MC6	Anglais technique**.**	**119**
MC7	Logiciels.	**119**
MC8	Technologie des composants électriques et électroniques	**68**
MC9	Principes d'élaboration d'un rapport de stage.	**60**

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MC10	Gestion et organisation des entreprises.	**60**
S.P.E	Stage pratique en entreprise.	**432**
Total		**2448**

FICHE DE PRESENTATION DU MODULE

Module : Anglais technique.

Code du module : MC6
Durée : 119 heures

Objectif modulaire

Comportement attendu :

A l'issue de ce module, le stagiaire sera capable de lire et interpréter des textes d'anglais technique,

Conditions d'évaluation :

A partir :

- Documentations

A l'aide :

- Data show.
- Supports audio- vidéo.

Critères généraux de performance :

- Traduction fidèle des termes et des textes,
- Compréhension intégrale du texte.

Objectifs intermédiaires.	**Critères particuliers de performance.**	**Eléments de contenu.**
Reconnaître le vocabulaire propre au domaine électronique et informatique .	• Utilisation correcte de l'anglais.	• Anglais de base. • Mise à niveau des connaissances • Enseignement assisté par audio visuel.
Faire une étude de textes techniques sur les appareils et les équipements.	• Maîtrise de l'étude de textes techniques.	• Etude de textes techniques sur les appareils et les équipements.
S'exprimer en langue anglaise et traduire des textes techniques.	• Maîtrise de la technique d'expression et de traduction en langue anglaise	• Traduction de textes techniques liés à l'informatique et à l'électronique - du français (ou de l'arabe) à l'anglais. - De l'anglais au français (ou à l'arabe).

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DONNEES GENERALES SUR LA PROFESSION

1.1 Présentation de la profession :

- **Branche professionnelle** : Electricité/Electronique/Energétique.
- **Famille de métier :**
- **Dénomination de la profession :** Maintenance des équipements informatiques**.**
- **Définition de la profession :**
  Le technicien en maintenance des équipements informatiques doit être en mesure d'assurer toutes les activités de maintenance de l'outil informatique. Il doit agir selon ses connaissances techniques et scientifiques pour assurer le bon fonctionnement du matériel.

- **Tâches principales :**
  Le technicien en maintenance des équipements informatiques est chargé de :

  - Assembler un ordinateur.
  - Installer les différents types de programmes.
  - Entretenir un PC et ses périphériques standards.
  - Réparer un PC et ses périphériques standards.
  - Analyser les circuits électroniques simples.
  - Analyser les circuits numériques simples.
  - Utiliser les microprocesseurs et les microcontrôleurs.
  - Utiliser les appareils de mesures électriques et électroniques.
  - Installer un réseau informatique.

1.2 Conditions de travail

- **Lieu de travail** : laboratoire, salle de cours.
- **Eclairage** : Très bon éclairage.
- **Température** :
  - 25° C max
  - Taux d'humidité < 25%.
- **Bruits et vibrations** : Environnement calme, sans vibration.
- **Poussière** : Pas de poussière.
- **Risques professionnels** :
  - Allergies (poussière, produits chimiques)
  - Risque d'électrocution.
  - Brûlures.
- **Contacts sociaux professionnels** :
  - Clientèle (dans le cas d'une activité privé)
  - Hiérarchie.
  - Fournisseurs.

1.3Exigences de la profession

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- **Physiques :**
  - Bonne acuité visuelle.
- **Intellectuelles :**
- Esprit d'initiative, de synthèse et d'organisation.
- **contre- indications**
  - Ne pas présenter un handicap moteur empêchant l'autonomie.
  - Pas d'handicap visuel et auditif.
  - Pas d'allergie à la poussière.

1.4 Responsabilité de l'opérateur

Matérielle :

- Responsabilité sur l'état de l'équipement et l'outillage de travail.
- Responsabilité sur son lieu de travail.

- **Décisionnelle** :
  Prise de décisions en ce qui concerne l'estimation du temps et du type de réalisation pour un travail donnée.
- **Morale :**
  Doit répondre aux besoins de ses supérieurs en matière de qualité et de délais
- **Sécuritaire :**
  Respect des mesures hygiènes et de sécurité.
- **Possibilités de promotion** :

Accès aux postes supérieurs : selon le cadre réglementaire

- **Formation :**
  - **Condition d'admission :**

2 années secondaires (branche scientifique, ou technique).

  - **Durée de formation :**

24 mois dont 3 mois de stage en milieu professionnel.

- **Niveau de qualification** : Niveau 4
- **Diplôme :** Brevet de Technicien (BT)

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CHAPTER 1 :*General review of grammar :*

The grammar section emphasizes various grammar rules that the trainnee will need in learning English language.

1.1 -PRESENT SIMPLE & PROGRESSIVE

1.1.1-Definition :



SIMPLE PRESENT TENSE

The simple present tense is one of several forms of present tense in English. It is used to describe **habits, unchanging situations, general truths, and fixed arrangements**. The simple present tense is simple to form. Just use the base form of the verb: (I take, you take, we take, they take) The 3rd person singular takes an -s at the end. (he takes, she takes)

.THE SIMPLE PRESENT TENSE IS USED:

To express habits, general truths, repeated actions or unchanging situations, emotions and wishes:
I smoke (habit); **I work in London** (unchanging situation); **London is a large city** (general truth)

To give instructions or directions:
You walk for two hundred meters, then **you turn** left.

To express fixed arrangements, present or future:
Your exam **starts** at 09.00

To express future time, after some conjunctions: ***after, when, before, as soon as, until*:**
He'll give it to you when you come next Saturday.

EXAMPLES

- **For habits,**
  He drinks tea at breakfast.
  She only eats fish.
  They watch television regularly.
- **For repeated actions or events**
  We catch the bus every morning.
- It rains every afternoon in the hot season.
  They drive to Monaco every summer.

- **For general truths**
  Water freezes at zero degrees.
  The Earth revolves around the Sun.
  Her mother is Peruvian.

- **For instructions or directions**
  Open the packet and pour the contents into hot water.
  You take the No.6 bus to Watney and then the No.10 to Bedford.
- **For fixed arrangements**
  His mother arrives tomorrow.
  Our holiday starts on the 26th March
- **With future constructions**
  She'll see you before she leaves.
  We'll give it to her when she arrives.

NOTES ON THE SIMPLE PRESENT, THIRD PERSON SINGULAR

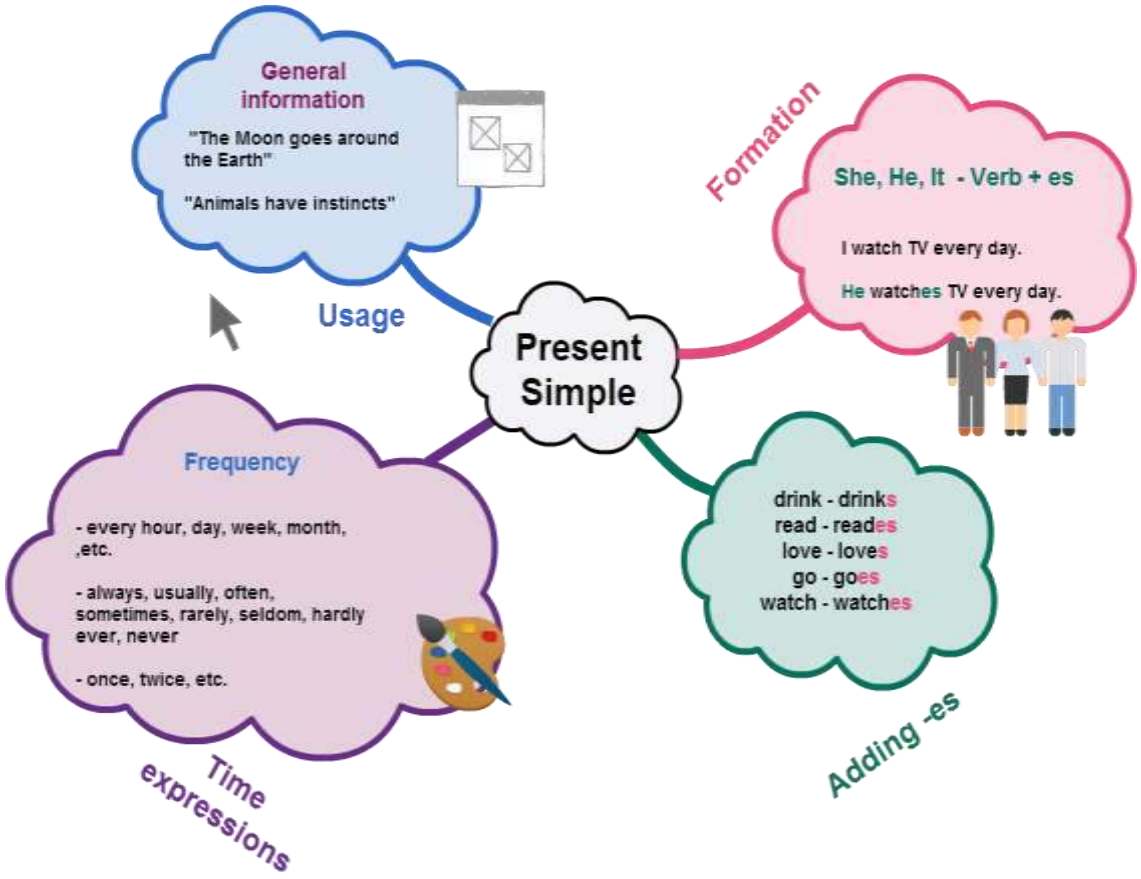
- In the third person singular the verb **always ends in -s**:
  *he want**s**, she need**s**, he give**s**, she think**s.***
- Negative and question forms use DOES (= the third person of the auxiliary 'DO') + the infinitive of the verb.
  *He want**s** ice cream. **Does** he want strawberry? He **does** not want vanilla.*
- Verbs ending in **-y** : the third person changes the **-y** to **-ies**:
  *fly --> fl**ies**, cry --> cr**ies***
  Exception: if there is a vowel before the -**y**:
  *play --> play**s**, pray --> pray**s***
- Add **-es** to verbs ending in:**-ss, -x, -sh, -ch**:
  *he pass**es,** she catch**es,** he fix**es,** it push**es***

EXAMPLES

- **He goes** to school every morning.
- **She understands** English.
- **It mixes** the sand and the water.
- **He tries** very hard.
- **She enjoys** playing the piano.

IN GENERAL :

FIGURE 1



▪ Present Continuous

- The **present continuous** can be used to express different things, and in different circumstances:
- To refer to actions that are developing at the time of speaking.
- Go away, I am read**ing** a book! (right now)
- We also use the present continuous to describe things that happen around the time we are talking.
- She is study**ing** English. (not just now)
- We can use the present continuous to refer to actions that have taken place with some frequency.
- You are always work**ing**. (it happens frequently)

- When we speak of a future action that we know will be done. In this case we must mention the time in which we will complete the action.

- I am go**ing** to Madrid next week.

1.1.2 Use

Simple Present	Present Progressive/Continuous
- repeated actions - fixed arrangements, scheduled events (e.g. timetable) - sequence of actions in the present (first - then, after that) - instructions - things in general -after special verbs	- actions happening at the moment of speaking or around the moment of speaking - fixed plan in the near future - temporary actionstrends - repeated actions which are irritating to the speaker (with always, constantly, forever)

. Signal words

Simple Present	Present Progressive/Continuous
Always	
often	
usually	Now
sometimes	at the moment
seldom	Look!
never	Listen!
every day	
every week	

Simple Present	Present Progressive/Continuous
every year on Mondays	

. Form

Simple Present	Present Progressive/Continuous
infinitive → 3rd person singular *(he, she, it)*: **infinitive** + **-s**	to be (**am**, **are**, **is**) + **infinitive** + **-ing**

Examples

. Affirmative sentences

Simple Present	Present Progressive
I **play** football.	I **am playing** football.
You **play** football.	You **are playing** football.
He **plays** football.	He **is playing** football.

Negative sentences

Simple Present	Present Progressive
I **do not play** football.	I **am not playing** football.
You **do not play** football.	You **are not playing** football.
He **does not play** football.	He **is not playing** football.

Questions

Simple Present	Present Progressive
Do I **play** football?	**Am** I **playing** football?
Do you **play** football?	**Are** you **playing** football?
Does he **play** football?	**Is** he **playing** football?

Spelling

Simple Present	Present Progressive/Continuous
watch**es** (*-es* after sibilant)	si**tt**ing (**Double** the consonant after a short vowel.)

Simple Present	Present Progressive/Continuous
go**es** (*-es* after *-o*) hurr**ies** (Change *-y* to *-ie* after consonant)	writ**ing** (Drop the *-e*.) l**y**ing (Change *-ie* to *-y*.)

1.1.3 –practise :

Put in the verbs in brackets in **Simple Present** or **Present Progressive**.

1. Amina sometimes …… comics. ***(to read)***
2. We never ……. TV in the morning. ***(to watch)***
3. Listen! Ahmed …….. in the bathroom. ***(to sing)***
4. My sister usually …….. in the kitchen. ***(to help)***
5. My mother …… breakfast now. ***(to make)***
6. They often ……. the bathroom. ***(to clean)***
7. Look! The boys …… home. ***(to come)***
8. Every day his grandfather ……. for a walk. ***(to go)***
9. I …….. with my friend at the moment. ***(to chat)***
10. Cats …….. mice. ***(to eat)***

1.2 - SIMPLE PAST VS. PAST PROGRESSIVE TENSE

1.2.1 Definition :

The simple past :

talks about something that happened before. It happened and it finished. Some words are regular and just have *-ed* added at the end like *walked*, *helped*, and *played*. Others are irregular and have many variations like *ate*, *began*, and *slept*.

The past progressive :

talks about something that was happening before, *but* for a period of time. It uses *was* or *were* + *verb-ing* like *was eating* or *were playing*. It gives a background for something that was happening while a different event happened.

Example: While I was eating, the telephone rang.

So, during the time I was eating (let's say from 6:30-7:00 p.m.) somebody called my house (let's say they called at 6:49p.m.) One thing happened (simple past) during the period of time another thing was happening (past progressive.)

1.2.2 Use

Simple Past	Past Progressive
action finished in the past (single or repeated) series of completed actions in the past	action was in progress at a special time in the past two actions were happening at the same time (the actions do not influence each other)

. Form

Simple Past	Past Progressive
regular verbs: **infinitive** + **-ed** irregular verbs: **2nd column** of the table of the irregular verbs	(**was** or **were**) + **infinitive** + **-ing**

. Examples

Affirmative sentences

Simple Past	Past Progressive
I played football.	He was playing football.
You played football.	You were playing football.
He played football.	He was playing football.

Negative sentences

Simple Past	Past Progressive
I did not play football.	He was not playing football.
You did not play football.	You were not playing football.
He did not play football.	He was not playing football.

Questions

Simple Past	Past Progressive
Did I **play** football?	**Was** I **playing** football?
Did you **play** football?	**Were** you **playing** football?
Did he **play** football?	**Was** he **playing** football?

Spelling

Simple Past	Past Progressive
stopped (**Double** the consonant after a short vowel.) loved (one *-e* at the end of the word → Add only *-d*.) worried (consonant before *-y* → Change to *-i*.)	sitting (**Double** the consonant after a short vowel.) writing (Drop the *-e*.) lying (Change *-ie* to *-y*.)

Both tenses are often used in one sentence:

While we **were** **sitting** at the breakfast table, the telephone **rang**.

We **were** **sitting** at the breakfast table **when** the telephone **rang**.

- *Past Progressive* → we **were** **sitting** at the table
- *Simple Past* → the telephone **rang**.

The action in the **Simple Past** (pink) interrupts the action in the **Past Progressive** (blue).

FIGURE 2



1.2.3 PRACTISE :

Put the verbs into the correct tense (Simple Past or Past Progressive).

1. As I …… (open) my eyes, I …… (see) a strange sight.

2. While you …… .. (play) in the garden, I …… (work).

3. As I …… . (walk) down the street, I …….. Ann driving a Ferrari.

4. While they …….. (work) in the backyard, someone …… .. (break) into the house.

5. When I was a child, we …… .. (live) in Singapore.

6. When I …… . (sit) under the tree, an apple …… (fall) on my head.

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1.3 THE PRESENT PERFECT

1.3.1 Definition :

The present perfect simple expresses an action that is still going on or that stopped recently, but has an influence on the present. It puts emphasis on the result.

Form of Present Perfect

	Positive	Negative	Question
I / you / we / they	I have spoken.	I have not spoken.	Have I spoken?
he / she / it	He has spoken.	He has not spoken.	Has he spoken?

For irregular verbs, use the participle form (see list of irregular verbs, 3rd column). For regular verbs, just add "ed".

Exceptions in Spelling when Adding 'ed'

Exceptions in spelling when adding *ed*	Example
after a final *e* only add *d*	love – loved
final consonant after a short, stressed vowel or *l* as final consonant after a vowel is doubled	admit – admitted travel – travelled
final *y* after a consonant becomes *i*	hurry – hurried

1.3.2 Use of Present Perfect

- puts emphasis on the result

  Example: She *has written* five letters.

- action that is still going on

  Example: School *has* not *started* yet.

- action that stopped recently

  Example: She *has cooked* dinner.

- finished action that has an influence on the present

  Example: I *have lost* my key.

- action that has taken place once, never or several times before the moment of speaking

  Example: I *have* never *been* to Australia.

Signal Words of Present Perfect

- already, ever, just, never, not yet, so far, till now, up to now

1.3.3 practise :

Put the verbs into the correct form (present perfect simple).

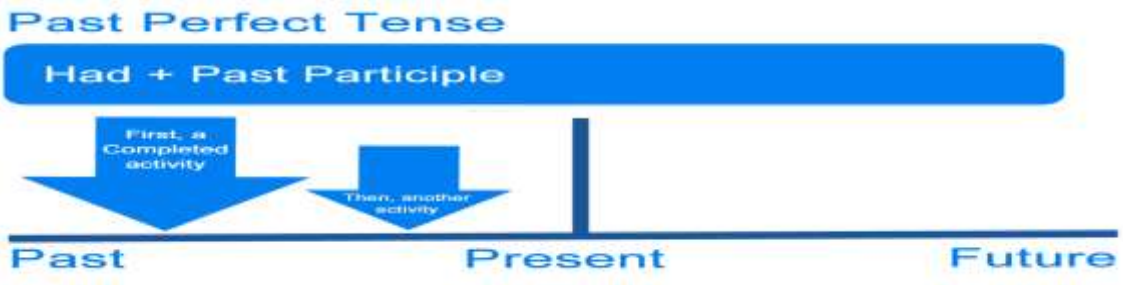
1. I (not / work) ……. today.
2. We (buy) …… a new lamp.
3. We (not / plan) ……. our holiday yet.
4. Where (be / you) ……..?
5. He (write) …… five letters.
6. She (not / see) …… him for a long time.
7. (be / you) …… at school?
8. School (not / start) ……. yet.
9. (speak / he) …… to his boss?

1.4 THE PAST PERFECT

1.4.1 Definition :

The past perfect refers to a time **earlier than before now**. It is used to make it clear that **one event happened before another** in the past. It does not matter which event is mentioned first - the tense makes it clear which one happened first.

FIGURE 3



1.4.2 USE :

1- A finished action before a second point in the past.

-When we arrived, the film had started (= first the film started, then we arrived).

We usually use the past perfect to make it clear which action happened first. Maybe we are already talking about something in the past and we want to mention something else that is further back in time. This is often used to explain or give a reason for something in the past.

I'd eaten dinner so I wasn't hungry.

It had snowed in the night, so the bus didn't arrive.

If it's clear which action happened first (if we use the words 'before' or 'after', for example), the past perfect is optional.

- The film started before we arrived / the film had started before we arrived.

2- Something that started in the past and continued up to another action or time in the past. The past perfect tells us 'how long', just like the present perfect, but this time the action continues up to a point in the past rather than the present. Usually we use 'for + time'. We can also use the past perfect continuous here, so we most often use the past perfect simple with **stative verbs**.

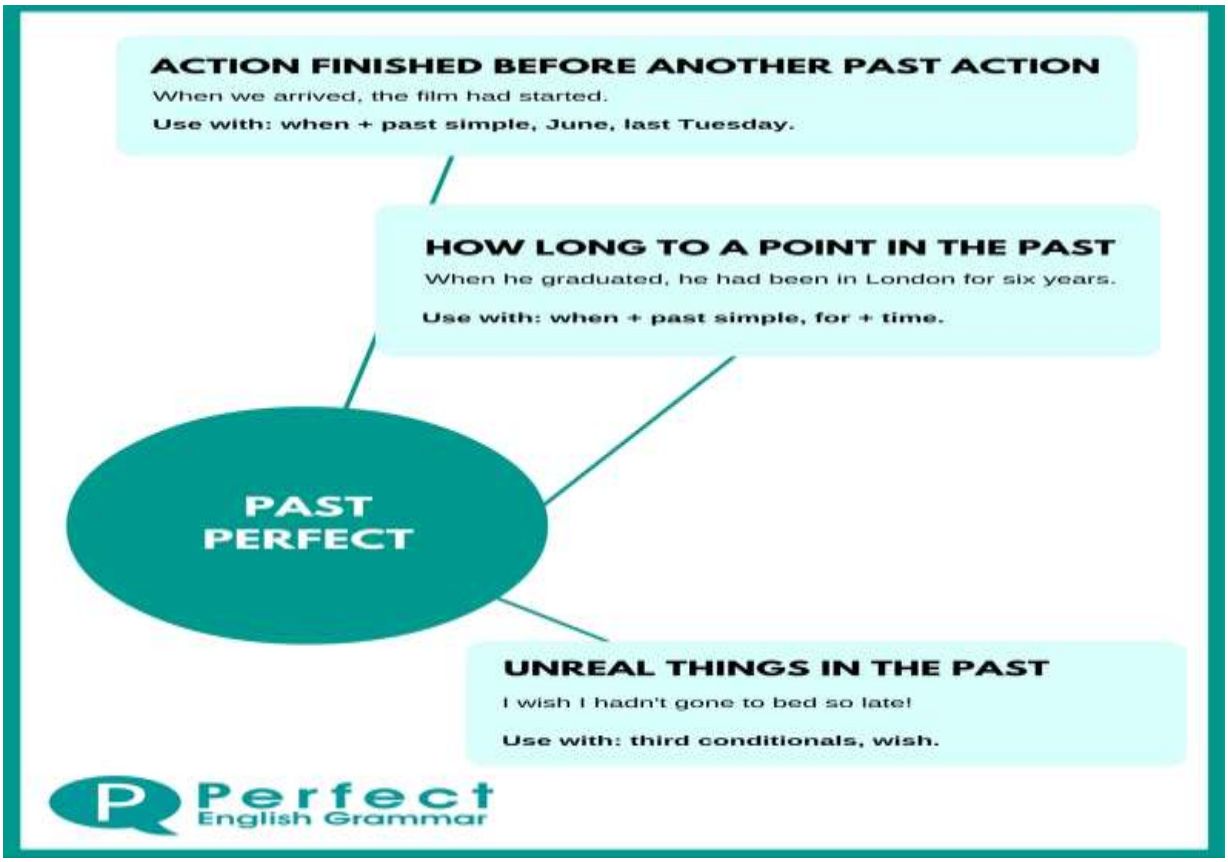
- When he graduated, he had been in London for six years. (= He arrived in London six years before he graduated and lived there until he graduated, or even longer.)
- On the 20th of July, I'd worked here for three months.

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3- To talk about unreal or imaginary things in the past. In the same way that we use the past simple to talk about unreal or imaginary things in the present, we use the past perfect (one step back in time) to talk about unreal things in the past. This is common in the **third conditional** and after **'wish'**.

- If I had known you were ill, I would have visited you.
- She would have passed the exam if she had studied harder.
- I wish I hadn't gone to bed so late!

FIGURE 4



1.4.3 Practise :

Put the verbs into the correct form (past perfect simple).

1. The storm destroyed the sandcastle that we (build) ……..
2. He (not / be) …… to Cape Town before 1997.
3. When she went out to play, she (do / already) ……. her homework.
4. My brother ate all of the cake that our mum (make) ……..
5. The doctor took off the plaster that he (put on) …… six weeks before.
6. The waiter brought a drink that I (not / order) ……..
7. I could not remember the poem we (learn) …… the week before.
8. The children collected the chestnuts that (fall) …….. from the tree.
9. (he / phone) ……. Angie before he went to see her in London?
10. She (not / ride) …….. a horse before that day.

1.5 SIMPLE FUTURE TENSE

1.5.1 Definition :

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The simple future refers to a time later than now, and expresses facts or certainty. In this case there is no 'attitude'.

The forms of the simple future:

The simple future is formed as follows:

will / 'll + verb

will = 'll

The affirmative form of the simple future:

I, you, he, she, it, we, they	will / ''ll	go.

Examples:

- I think I**'ll buy** a new computer.
- I **will open** the door. Someone is ringing the bell.

The interrogative form of the simple future:

Will	I, you, he, she, it, we, they	go?

Examples:

- **Will you buy** a computer?
- **Will you go** to the party?

The negative form of the simple future:

I, you, he, she, it, we, they	will not won't	go.

will not = won't

Examples:

- I **will not stay** at home if I finish the homework.
- I **won't visit** Big Ben if I go to London.

1.5.2 The use of the simple future:

FIGURE 5



- We use the simple future for instant decisions.
  Example: "I've left the door open; I'**ll close** it."

- We use the simple future , when we predict a future situation:
  Example: "She'**ll pass** the exam. She's hardworking"

- We use the simple future with: "I (don't) think...", "I expect...", "I'm sure...", "I wonder...", "probably".
  Example: "It **will** *probably* **rain** tonight" , "I *wonder* what **will happen**?

- We use the simple future in conditional sentences type one. (More on conditional sentences here):
  Example: "If I have enough time, **I'll watch** the film."

Things to remember:

1. We don't use the simple future to say what somebody has already decided or arranged to do in the future. We use instead either the present continuous or "going to + verb" (Future plan) :

- Ann is traveling to New York next week. (NOT, "Ann ~~will travel~~ ")
- Are you going to watch television? (NOT "~~will you watch~~").

2. You can use **shall** instead of **will** for **I** and **we**:

- I **shall play** football.(Or, I will play ...)
- We **shall play** football. (Or, we will play ...)

3. **'ll** is the short form of **will**. You can say either:

- I **will go**, or
- I **'ll go**.

4. **Won't** is the short form of **will not**. You can say either:

- I **will not go**, or
- I **won't go**.

1.5.3 Practise :

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Put the verbs into the correct form (future I simple). .

Jim asked a fortune teller about his future. Here is what she told him:

1. You (earn) …… a lot of money.
2. You (travel) …… around the world.
3. You (meet) …… lots of interesting people.
4. Everybody (adore) ……. you.
5. You (not / have) …….. any problems.
6. Many people (serve) ……. you.
7. They (anticipate) …….. your wishes.
8. There (not / be) ……. anything left to wish for.
9. Everything (be) ……. perfect.
10. But all these things (happen / only) …… if you marry me.

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1.6 PASSIVE VOICE

1.6.1 Definition :

What is the passive voice?

In general we tend to use the active voice. That is when a subject does an action to an object.

1. Somebody stole my laptop. (subject = Somebody / action(verb) = stole / object = my laptop)

The passive voice is used when we want to emphasize the action (the verb) and the object of a sentence rather than subject. This means that the subject is either less important than the action itself or that we don't know who or what the subject is.

1. My laptop **was stolen**. (The object – now the subject = My laptop / action= was stolen)

1. Passive: Twenty civilians **were killed** in the bomb explosion.
2. Active: Someone killed twenty civilians in the bomb explosion.

The passive agent

When we know who the subject is, we put it at the end with by. We call this an agent.

1. Passive: The Mona Lisa was painted **by Leonardo Da Vinci**. (agent =Leonardo Da Vinci)
2. Active: Leonaro Da Vinci painted the Mona Lisa.

Most writing instructors and editors recommend against using the passive voice, when possible. The reason for this is that when you use the active voice, your writing is clearer and less complicated.

1. Active: While Mr. Taylor was driving down Highway 101, a police officer pulled him over and gave him a speeding ticket.
2. Passive: While Mr. Taylor was driving down Highway 101, he was pulled over and given a ticket by a police officer.

If it's a long sentence and you know who the subject is, it's best to use the active voice.

The passive is often used to report something or to state a fact.

1. Highway 15 was closed yesterday due to a serious road accident.

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1.6.2 Forming the passive voice

The passive voice is not a tense in English. Each tense has its own passive voice which is created by using a form of the **auxiliary verb** to be + V3 (past participle)
The passive voice in each tense:

Tense	Auxiliary verb + sample V3 (past participle)	Examples
Present simple	**am**, **is**, **are** + made	juice is made from fruits. Many cars are made in Japan.
Present progressive	**am**, **is**, **are** + **being** + sent	The document is being sent right now. I am being sent to work in the London office.
Past simple	**was**, **were** + invited	John was invited to speak at the conference. We were invited to Daniel and Mary's wedding.
Past progressive	**was**, **were** + **being** + washed	The dog was being washed when I got home. Their cars were being washed while they were in the mall shopping.
Future (will)	**will be** + signed	The contract will be signed tomorrow. The documents will all be signed by next week.
Future (going to)	**am**, **is**, **are** + **going to be** + built	A bridge is going to be built within the next two years. New houses are going to be built in our neighborhood.

Tense	Auxiliary verb + sample V3 (past participle)	Examples
Present perfect	**has**, **have** + **been** + sold	That start-up has been sold for $5 million. The rights to his book have been sold for $250,000.
Past perfect	**had** + **been** + hired	The new manager had been hired before John left the company. All the employees had hired before the store opened.
Modals: can/could	**can**, **could** + **be** + issued	A passport can only be issued at the embassy. He said the documents could be issued within the week.
Modal: have to	**have to**, **has to**, **had to** + **be**+ arranged	A babysitter has to be arranged for this evening. Joan's travel plans have to be arranged by December.
Modal: must	**must** + **be** + stopped	Criminals must be stopped before they commit crimes.

All of the rules for passive negatives and questions are the same as for the active voice.

Note:

Verbs that have no object (no one to "receive" the action) cannot be put into the passive, such as, arrive, come, die, exist, go, happen, have, live, occur sleep, etc.

1.6.3 PRACTISE

Rewrite the sentences using Passive voice.

1. Julia rescued three cats.

   ……..
2. The students handed in the reports.

   …….
3. Maria crashed into the blue car.

   ……...
4. Alex learned the poem.

   ……..
5. Steven has forgotten the book.

   ……..
6. The mechanic has not repaired the DVD recorder.

   …….
7. They play handball.

…….

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1.7 THE CONDITIONNAL :

1.7.1 Definition :

Conditional Clause and Main Clause

If I have enough money, **conditional clause**	I will go to Japan. **main clause**
I will go to Japan, **main clause**	if I have enough money **conditional clause**

First, Second, and Third Conditional

1. First conditional:	If I have enough money, I will go to Japan.
2. Second conditional:	If I had enough money, I would go to Japan.
3. Third conditional:	If I had had enough money, I would have gone to Japan.

Conditional clause	Main clause
1. If + Present Tense	will + inf / present tense / imperative
a. If you help me with the dishes (if + pres), I will help you with your homework. (will + inf) b. If the sum of the digits of a number is divisible by three, the number is divisible by three (Pres. tense) c. If you see Mr Fox tonight, tell him I am ill. (imperative).	
2. If + Past Tense	would + inf
3. If + Past Perfect Tense	would have + past participle
We do not normally use <u>will</u> or <u>would</u> in the conditional clause, only in the main clause.	

1.7.2 Uses of the Conditional

1. **First conditional**
    a. Nature: Open condition, what is said in the condition is possible.
    b. Time: This condition refers either to present or to future time.
    e.g. If he is late, we will have to go without him.
    If my mother knows about this, we are in serious trouble.
2. **Second conditional**
    a. Nature: unreal (impossible) or improbable situations.
    b. Time: present; the TENSE is past, but we are talking about the present, now.
    e.g. If I knew her name, I would tell you.
    If I were you, I would tell my father.
    Compare: If I become president, I will change the social security system. (Said by a presidential candidate)
    If I became president, I would change the social security system. (Said by a schoolboy: improbable)
    If we win this match, we are qualified for the semifinals.
    If I won a million pounds, I would stop teaching. (improbable)
3. **Third conditional**
    a. Nature: unreal
    b. Time: Past (so we are talking about a situation that was not so in the past.)
    e.g. If you had warned me, I would not have told your father about that party.(But you didn't, and I have).

Remember!

1. The conditional construction does not normally use *will* or *would* in if-clauses. **EXCEPTION:** If *will* or *would* express willingness, as in requests, they can be used in if-clauses.

e.g. If you will come this way, the manager will see you now.
I would be grateful if you would give me a little help.
(= ± please, come this way; please, give me...)

2. For the second conditional, *were* replaces *was:*

If I were a rich man..
.

3. After *if*, we can either use "some(-one, -where...)" or "any(-one, -where...).

If I have some spare time next weekend....or :
If I have any spare time...

4. Instead of *if not,* we can use *unless.*

e.g. I'll be back tomorrow unless there is a plane strike.
He'll accept the job unless the salary is too low.

5.There is a "mixed type" as well, for the present results of an unreal condition in the past:

If + Past Perfect - would + inf.
If you had warned me [then], I would not be in prison [now].

1.7.3 Practise :

Complete the following sentences, using the suggested verb and choosing the correct conditional.

1. If you practice your English often, (**to improve**)
2. If I looked like him, (**to be**)
3. If we had taken the earlier train, (**to arrive**)
4. If it rains on their wedding day, (**to cancel**)
5. If you read this English book, (**to learn**)
6. If she had practiced speaking, (**to pass**)
7. If they cheated in the test, (**to report**)
8. If you eat too much chocolate, (**to get**)
9. If I take more classes, (**to do**)
10. If the motorway had been less busy, (**to get**)
11. If you look at the picture closely, (**to see**)
12. If he had asked me for the pen, (**to give**)

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1.8 MODALS :

1.8.1 Definition :

What are modal verbs?

Modals (also called **modal verbs, modal auxiliary verb**s, **modal auxiliaries**) are special verbs which behave irregularly in English. They are different from normal verbs like "work, play, visit..." They give

Here are some characteristics of modal verbs:

- They never change their form. You can't add "s", "ed", "ing"...
- They are always followed by an infinitive without "to" (e.i. the bare infinitive.)

1.8.2 Use of modal verbs:

Modal verbs are used to express functions such as:

1. Permission
2. Ability
3. Obligation
4. Prohibition
5. Lack of necessity
6. Advice
7. possibility
8. probability

Examples of modal verbs

Here is a list of modals with examples:

Remember

Modal verbs are followed by an infinitive without "to", also called the bare infinitive.

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:

Modal Verb	Expressing	Example
Must	Strong obligation	You must stop when the traffic lights turn red.
	logical conclusion / Certainty	He must be very tired. He's been working all day long.
must not	Prohibition	You must not smoke in the hospital.
Can	Ability	I can swim.
	Permission	Can I use your phone please?
	Possibility	Smoking can cause cancer.
Could	ability in the past	When I was younger I could run fast.
	polite permission	Excuse me, could I just say something?
	Possibility	It could rain tomorrow!
may	Permission	May I use your phone please?
	possibility, probability	It may rain tomorrow!
might	polite permission	Might I suggest an idea?
	possibility, probability	I might go on holiday to Australia next year.
need not	lack of necessity/absence of obligation	I need not buy tomatoes. There are plenty of tomatoes in the fridge.
should/ought to	50 % obligation	I should / ought to see a doctor. I have a terrible headache.
	Advice	You should / ought to revise your lessons
	logical conclusion	He should / ought to be very tired. He's been working all day long.
had better	Advice	You 'd better revise your lessons

1.8.3 PRACTISE :

Choose the right modal

Q1. I didn't feel very well yesterday. I ..... eat anything.

Cannot

couldn't

mustn't

Q2. You ..... look at me when I am talking to you.

could

should

would

Q3. I was using my pencil a minute ago. It ..... be here somewhere!

can

could

must

would

Q4. You really ..... be late again.

must not

don't have to be

Q5. If you don't start working harder, you ..... repeat the course next year.

have to

must

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will have to

Q6. His parents spoil him. He's always ..... to do whatever he wants.

been able

been allowed

Q7. Phone her now. She ..... home by now.

has to be

must be

would be

Q8. You ..... forget your sun cream. It's going to be very hot!

don't have to

mustn't

needn't

Q9. I ..... be able to help you, but I'm not sure yet.

might

would

Q10. Entrance to the museum was free. We ..... pay to get in.

needn't

didn't need to

1.9 COMPARATIVE AND SUPERLATIVE

1.9.1 Definition :

Comparative is the name for the grammar used when comparing two things. The two basic ways to compare are using **as ..as** or **than**. Examples of each are shown below:

- She's twice **as** old **as** her sister.
- He's not **as** stupid **as** he looks!
- I'm almost **as** good in maths **as** in science.
- This book is not **as** exciting **as** the last one.
- The cafeteria is not **as** crowded **as** usual.
- Russian is not quite **as** difficult **as** Chinese.

- This computer is better **than** that one.
- She's stronger at chess **than** I am.
- It's much colder today **than** it was yesterday.
- Our car is bigger **than** your car.
- This grammar topic is easier **than** most others.
- I find science more difficult **than** mathematics.
- Today's ESL lesson was more interesting **than** usual.

Note: In each of the example sentences above, the comparative form of the **adjective** is shown. See the foot of this page for information about the comparison of **adverbs**.

1.9.2 USE :

When comparing with **as ..as**, the adjective does not change. When comparing with **than**, however, some changes are necessary, depending on the number of syllables the adjective has:

1-syllable adjectives: add **-er** to the adjective

- My sister is much **taller** than me.†
- It's **colder** today than it was yesterday.

Note: If the word ends: *consonant-vowel-consonant*, then the last consonant is usually doubled in the comparative. Examples: *big-bigger, fat-fatter, hot-hotter.*

2-syllable adjectives ending in *-y*: change the **-y** to **-ier**

- She's looking **happier** today.
- This grammar topic is **easier** than the last one.
- Why is everyone else **luckier** than me? †

Beware: Do not confuse adjectives and adverbs. 2-syllable adverbs ending in **-y** must be compared with the word *more*. Example: *I drive more quickly (~~quicklier~~) than my brother.*

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Other 2-syllable adjectives: use **more** with the unchanged adjective

- The shops are always **more crowded** just before Christmas.
- Is there anything **more boring** than reading about grammar?
- My sister is **more careful** with her writing than I am with mine.

Note: The comparative of some shorter 2-syllable adjectives can be formed with **-er**. Examples: *simple-simpler, clever-cleverer, narrow-narrower*. To be sure which comparative method to use, you will need to consult a good dictionary.

Adjectives with 3 or more syllables: use **more** with the unchanged adjective

- Russian grammar is **more difficult** than English grammar.
- My sister is much **more intelligent** than me.†
- I find maths lessons **more enjoyable** than science lessons.
- The older you get, the **more irritating** you become.

In the *superlative* you talk about *one* thing only and how it is the best, worst, etc. You do not compare *two* things. The following guidelines apply to the superlative:

1-syllable adjectives: add **-est** to the adjective (plus *the*)

- My sister is **the tallest** in our family.
- Yesterday was **the coldest** day of the year so far.

Note: If the word ends: *consonant-vowel-consonant*, then the last consonant is usually doubled in the superlative. Examples: *big-biggest, fat-fattest, hot-hottest*.

2-syllable adjectives ending in *-y*: change the **-y** to **-iest** (plus *the*)

- The richest people are not always **the happiest**.
- Which do you think is **the easiest** language to learn?
- She's **the luckiest** person I know.

Beware: Do not confuse adjectives and adverbs. 2-syllable adverbs ending in **-y** form their superlative with the words *the most*. Example: *Of all the people I know my father drives the most quickly (~~quickliest~~).*

Other 2-syllable adjectives: use **the most** with the unchanged adjective

- **The most boring** thing about ESL class is doing grammar exercises.
- My sister is **the most careful** person I know.

Note: The superlative of some shorter 2-syllable adjectives can be formed with **-er**. Examples: *simple-simplest, clever-cleverest, narrow-narrowest*. To be sure which superlative method to use, you will need to consult a good dictionary.

Adjectives with 3 or more syllables: use **the most** with the unchanged adjective

- Some people think that Russian is **the most difficult** language.
- Albert Einstein was **the most intelligent** person in history.
- My **most enjoyable** class is English.
- You are **the most irritating** person I have ever met!

Following are two common irregular comaparative/superlative forms:

- good-better-the best
- bad-worse-the worst

The following guidelines apply to the *comparative/superlative* of most *adverbs*:

1-syllable adverbs: add **-er/-est**

- I can run **faster** than you. / I can run **the fastest** in my class.
- She works **harder** than me.† / She works **the hardest** of all students.

Other adverbs: use **more / the most***

- She ran **more quickly** than me.† / Of all the students she ran **the most quickly**.

EXCEPTIONS:

1. If a word ends with a **consonant-vowel-consonant,** double the last letter (except if the word ends with a **w, x,** or **z**).

FOR EXAMPLE: Big = Bigger, Biggest, Small = Smaller, Smallest,

Hot = Hotter, Hottest.

2. If the adjective ends in "e", just add "r" or 'st'.

FOR EXAMPLE: Large = Larger, Largest, Nice = Nicer, Nicest

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1.9.3 PRACTISE :

Complete the sentences with the most appropriate comparative or superlative phrase of the adjective given.

1. Mary is _____ (lazy) student in the class.
2. Rob's apartment is _____ (nice) mine.
3. Elephants are _____(fat) camels.
4. Miami is _____(superficial) city in the U.S.
5. Kim is _____(small) of all my friends.
6. I think tornadoes are _____(bad) hurricanes because they occur more often and are much more unpredictable.

7. Laura speaks English _____ (good) Susan.

Fill in the gaps with the comparative form of the adjectives given.

1. A rock is……. than a leaf. (heavy)
2. Our house is ……than yours. (big)
3. The princess is ……than the witch. (beautiful)
4. Tom is a ……student than Mary. (good)
5. Bicycles are ……than motorbikes. (safe)
6. July is ……than January. (hot)
7. A lion is ……..than a cat. (dangerous)
8. Helen is…….. than Mary. (happy)
9. Computers are……. than telephones. (expensive)
10. I think golf is ……than football. (boring)

Fill in the gaps with the superlative form of the adjectives given.

1. It is the ……shop in town. (large)
2. Monday is the ……day of the week. (bad)
3. Ben was the ……person in his family. (noisy)
4. Sam is the in the ……class. (popular)
5. Which is the ……subject at school? (difficult)
6. Jim is the ……..player in the football team. (good)
7. Elephants are the ……..animals. (heavy)
8. Let's pick the ……apple of the tree. (big)
9. Mary is the ……girl in the class. (thin)
10. That is the ……sofa in our house. (comfortable)

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1.10 SUMMARY :

This grammar section explains English grammar in a clear and simple way. There are example sentences to show how the language is used and there are interactive

exercises so you can practise what you learn.

1.11 GENERAL ACTIVITY :

Fill the gaps with the correct tenses.

1. I (learn) …… English for seven years now.
2. But last year I (not / work) …… hard enough for English, that's why my marks (not / be) …… really that good then.
3. As I (pass / want) …… my English exam successfully next year, I (study) …… harder this term.
4. During my last summer holidays, my parents (send) …….. me on a language course to London.
5. It (be) …… great and I (think) …….. I (learn) …… a lot.
6. Before I (go) …….. to London, I (not / enjoy) …… learning English.
7. But while I (do) …… the language course, I (meet) ……. lots of young people from all over the world.
8. There I (notice) …….. how important it (be) …….. to speak foreign languages nowadays.
9. Now I (have) …… much more fun learning English than I (have) ……. before the course.
10. At the moment I (revise) ……. English grammar.
11. And I (begin / already) …… to read the texts in my English textbooks again.
12. I (think) ……. I (do) ……. one unit every week.
13. My exam (be) ……. on 15 May, so there (not / be) ……. any time to be lost.
14. If I (pass) ……. my exams successfully, I (start) …… an apprenticeship in September.
15. And after my apprenticeship, maybe I (go) ……. back to London to work there for a while.
16. As you (see / can) ……., I (become) …….. a real London fan already.

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CHAPTER TWO : STUDY AND TRANSLATION OF TECHNICAL TEXT

In the global context, trainees or learners at vocational institutions need a specific set of language skills for their success in education and in career. In this chapter, trainees will find a set of technical vocabulary that can help them to translate texts.

2.1 STUDY OF TECHNICAL TEXT:

2.1.1 Lesson1 : Computer Parts

2.1.1.1 Vocabulary :

What can you see in each picture ?

What is each used for ?



PERSONAL COMPUTER



SCREEN



CD DRIVE

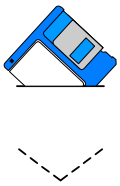


KEYBOARD



CENTRAL PROCESSING UNIT

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CD	disk	desk	mouse

			
speakers	serial port	joystick	mouse pad

			
port head	printer lead	laptop case	CD drive

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2.1.1.2 Reading

A.

Ahmad: How do I start this machine, Sir?

Teacher: You must plug in the computer first.

Ahmad: Then what?

Teacher: Then you must connect all the leads

Ahmad: Like this?

Teacher: Yes, now switch it on

Ahmad: I did it!

B.

Ahmad: How do I use the printer, Sir?

Teacher: First plug it into the computer.

Ahmad: yes and then?

Teacher: Install the printer disk.

Ahmad: How?

Teacher: Like this. Now you can print anything you like.

Ahmad: Look what I printed!

- **Read again and say whether the sentences below are true (T) or false (F).**

1. A computer must first be plugged in before it works…….
2. A printer does not need to connect to the computer to work……
3. A monitor can show you what you have written…….
4. A computer has no leads……..

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2.1.1.3 Practise

- Look at the sentences. Circle the right answer.

1. A CD is used to _____ information.
   a. lift
   b. store
   c. turn

2. A computer disk contains _____ .
   a. information
   b. problems
   c. food

3 A computer mouse moves the _____
   a. printer
   b. screen
   c. cursor

4 A _____is more mobile than a desktop.
   a. desktop
   b. laptop
   c. tabletop

5 A speaker gives quality _____ .
   a. light
   b. sound
   c. heat

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- **Connecting Sentences**

Complete the following sentences using **First… 'Next'… 'Then'…** :

Example:First I have to plug in the computer, **next** I have to connect all the leads and **then** I will switch it on.

1. _____ I will write about the college, _____ I will give it to the teacher and _____ he will mark it.

2. _____ I will use the internet, _____ I will print out some information and _____ I will put it together.

- **Make up your own sentences using first, next and then:**

1

……

……

……

2……

……

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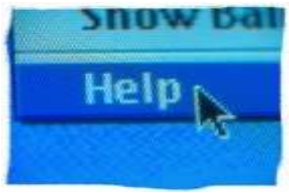
2.1.2 Lesson2: Using Computers

2.1.2.1 Vocabulary :

-What does each one mean ?

.





.







2.1.2.2 Reading

Today computers are part of our everyday life . Whatever you do at your work place may require you to use a computer.

At the supermarket a check till connected to a computer is used to read the bar codes of each product. When writing letters a computer can be used to make it easier to check for spelling errors. Newspapers need to use computers in order to organise their work.

Bookshops and libraries store information on each book they stock. Teachers use computers to store the students marks.

Whatever the job, a computer will help you make it easier. You can use the word processor on the computer to write letters. You can use 'Power Point' for a slide show presentation. You can use excel for spreadsheets to calculate your money.

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2.1.2.3 practise

- **Answer whether the following sentences are true or false.**

We do not need computers in our everyday lives……

1. Computers are used in supermarkets to identify items……
2. Printers can scan the work written……
3. Word processors can be used to write stories……..
4. For a slide show use a spreadsheet…….
5. Excel is a spreadsheet used to calculate budgets…..

- **Vocabulary preview**

-What do the words in bold mean?

1. What's on your **hard drive**?

a. A very fast speed **b.** A place to store --- information on computer

2. Change your Window **fonts**

a. the character of letters and numbers**.** **b**. the colour of the computer

3. Open a **file** or folder

a. cut your toe nails with this **b.**a piece of work saved

4. **Save** a file

a. store **b.**print your name

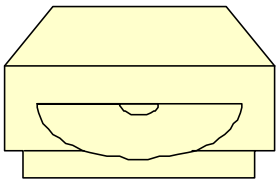
5. You can also delete files or folders by right-clicking the file or folder and then clicking **Delete**.

a. upgrade **b**. erase

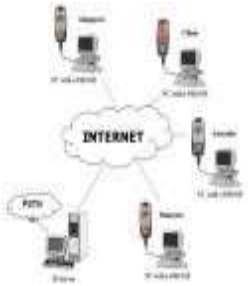
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2.1.3 Lesson 3 : The world wide

2.1.3.1 Vocabulary



Drive disk



Internet



Communication



Enter



Arrows keys

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2.1.3.2 Reading :

The internet

To use the internet, all you need is a computer, a modem and a phone line. You need to connect all o these together and buy an internet prepaid card in order to have enough time to use the Net. Thes can be bought at any computer store.

Once you have all these you will be ready to go online in no time. Go to the internet icon on you computer and double click it. Go to settings and make sure you fill the username and password.



Once that is done press connect and the computer will automatically dial and connect. You can us email by double clicking the icon mail. Then you can create your own username and password. I addition, you can use create your own messenger username and password for online chat wit different newsgroups. Moreover you can start your own newsgroup.



The screen shows the yahoo website in the background. You can use this site to look at your emails and search for information on the internet. On the left of the screen is the Paltalk log on information. This program allows you to join different groups and talk to people from all over the world who share your interest. You have to first have your own username and password. Then you will be able to use it.

2.1.3.3Practise :

- **Say if the following sentences are true (T) or false(F):**

. 1-To use the internet you don't need a modem……

2-You need to buy an internet prepaid card to connect to the internet……

3-Online means that you are connected to the internet……

4-Offline means that you are not connected to the internet……

- **Answer the following questions:**

1. What is a word processing programme used for?

   ……

2. To open Microsoft office what do you do?

   First I ……

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……...

3. How many icons are there once ‘Microsoft Word’ is opened?

There are ……

4. How can you change the size and font of letters?

……..……,

5. What is this icon ¶ used for?

……..

- **Answer the questions using a negative form of 'will'**

1. Will you use the computer today ?

_____

2. Will he play with the computer games ?

_____

3. Will she write a letter to the company ?

_____

4. Will we meet together to discuss how to use these programmes?

_____

5. Will they scan your picture on to the computer ?

_____

6. Will you type the text onto the computer ?

_____

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2.2 TRANSLATION OF TECHNICAL TEXT

- **English / French**

Read this paragraph then translate it into french :

A hard disk is a part of a unit often called « a disk drive » or « hard disk » that store and provides relatively quick accessto large amount of data on an electromagneticallycharged surface or set of surfaces .

Today's computers typically come with a hard disk that contains several billion bytes (gigabytes) of storage.

- **French / English**

Read this paragraph then translate it into English :

Ordinateur

Un **ordinateur** est un système de traitement de l'information programmable tel que défini par Turing et qui fonctionne par la lecture séquentielle d'un ensemble d'instructions, organisées en programmes, qui lui font exécuter des opérations logiques et arithmétiques. Sa structure physique actuelle fait que toutes les opérations reposent sur la logique binaire et sur des nombres formés à partir de chiffres binaires.

Dès sa mise sous tension, un ordinateur exécute, l'une après l'autre, des instructions qui lui font lire, manipuler, puis réécrire un ensemble de données Les données à manipuler sont obtenues, soit par la lecture de mémoires, soit par la lecture d'information en provenance de périphériques interne ou externes (déplacement d'une souris, touche appuyée sur un clavier, température, vitesse, compression…). Une fois utilisées, ou manipulées, les résultats sont écrits, soit dans des mémoires, soit dans des composants qui peuvent transformer une valeur binaire en une action physique (écriture sur une imprimante ou sur un moniteur, accélération ou freinage d'un véhicule, changement de température d'un four…). L'ordinateur peut aussi répondre à des interruptions qui lui permettent d'exécuter des programmes de réponses spécifiques à chacune, puis de reprendre l'exécution séquentielle du programme interrompu.

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2.3 SUMMARY :

The four main skills in English; vocabulary, reading and writing are incorporated in this book in order to help the trainees progress in all areas. It is a course encouraging trainees to practice these skills with each other and the trainee . The conversations in the text can be practiced by the trainees to enhance their variety of learning strategies.
The course is packed with many different ideas enabling the trainees access to a variety of lessons and vocabulary to learn.

2.4 GENERAL ACTIVITY :

- **Say true or false :**

ˆ The internet has spiders

ˆ The internet has information

ˆ You can read your mail with email

ˆ Email is for sending clothes

ˆ Downloading means to save files

ˆ Downloading is to go down

ˆ You can buy things from the internet

ˆ You cannot buy on the internet

ˆ Internet is used to search for things

ˆ Internet has no information

ˆ A search engine helps find things

ˆ A search engine needs oil

ˆ Sports results are on the internet

ˆ Internet has no sports results

ˆ Nothing is needed to use the internet

ˆ internet costs money

ˆ Internet connection uses a modem

ˆ Internet needs a printer

ˆ A fast modem means fast access

ˆ A fast modem means fast excess

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- **Vocabulary Preview**

Can you name these used in computers ? Tick the right name.

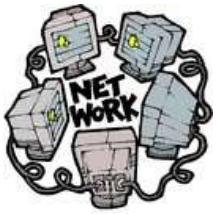
			

window shopping shop online	online with a credit card offline	internet costs money internet is free	one world many worlds

-reach the world -reach the moon	-globe -football	^- Book online -^ Book offline	-surf the net -surf board

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-computers holding leads -network	^- many use the internet ^- traffic light	-internet flies -internet files	-money box -mail box

- **Look at the sentences circle the right answer.**

1. You can read the _____ on the internet.
   a. news
   b. pictures
   c. food

2. A _____ is needed for internet connection.
   a. modem
   b. mouse
   c. keyboard

3. a search engine helps to _____ information.
   a. lose
   b. find
   c. delete

4. you can send letters by using_____.
   a. a microphone
   b. speakers
   c. email

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5. Save your favourite web page by _____ favourites.

a. punching

b. clicking

c. swallowing

- **Connecting sentences: For example, For instance**

Example:

I like learning many things, for example how to use the internet.

I like learning many things, for instance how to use the internet.

- **Use ‘for instance’ instead of ‘for example’**

1. Ahmed likes to look at the internet sites, for example yahoo.com.

2. Zaid is playing many games, for example 'Strike Force’.

3. He likes to surf the net for information, for example information on football .

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Irregular Verbs List

Anglais (Infinitif)	Prétérit	Participe passé	Français (Infinitif)
abide	Abode	abode	souffrir, suporter
arise	Arose	arisen	survenir
awake	awoke	awoken	se réveiller
be	was, were	been	être
bear	Bore	borne / born	porter / supporter
beat	Beat	beaten	battre
become	became	become	devenir
beget	begat / begot	begotten	engendrer
begin	began	begun	commencer
bend	Bent	bent	plier / se courber
bereave	bereft / bereaved	bereft / bereaved	déposséder / priver
bet	Bet	bet	parier
bid	bid / bade	bid / bidden	offrir
bite	Bit	bitten	Mordre
bleed	Bled	bled	saigner

blow	Blew	blown	souffler / gonfler
break	broke	broken	casser
breed	Bred	bred	élever (des animaux)
bring	brought	brought	apporter
broadcast	broadcast	broadcast	diffuser / émettre
build	Built	built	construire
burn	burnt / burned	burnt / burned	brûler
burst	burst	burst	éclater
buy	bought	bought	acheter
can	could	could	pouvoir
cast	Cast	cast	jeter / distribuer (rôles)
catch	caught	caught	attraper
chide	Chid	chiden	gronder
choose	chose	chosen	choisir
cling	clung	clung	s'accrocher
clothe	clad / clothed	clad / clothed	habiller / recouvrir
come	came	come	venir
cost	Cost	cost	Coûter

creep	crept	crept	ramper
cut	Cut	cut	couper
deal	Dealt	dealt	distribuer
dig	Dug	dug	creuser
dive	dived	dived / dove	plonger
do	Did	done	faire
draw	Drew	drawn	dessiner / tirer
dream	dreamt / dreamed	dreamt / dreamed	rêver
drink	drank	drunk	boire
drive	drove	driven	conduire
dwell	dwelt	dwelt / dwelled	habiter
eat	Ate	eaten	manger
fall	Fell	fallen	tomber
feed	Fed	fed	nourrir
feel	Felt	felt	se sentir / ressentir
fight	fought	fought	se battre
find	found	found	trouver
flee	Fled	fled	s'enfuir
fling	flung	flung	Lancer

fly	Flew	flown	voler
forbid	forbade	forbidden	interdire
forecast	forecast	forecast	prévoir
forget	forgot	forgotten / forgot	oublier
forgive	forgave	forgiven	pardonner
forsake	forsook	forsaken	abandonner
forsee	foresaw	foresawn	prévoir / présentir
freeze	Froze	frozen	geler
get	Got	gotten / got	obtenir
give	Gave	given	donner
go	Went	gone	aller
grind	ground	ground	moudre / opprimer
grow	Grew	grown	grandir / pousser
hang	Hung	hung	tenir / pendre
have	Had	had	avoir
hear	heard	heard	entendre
hide	Hid	hidden	cacher
hit	Hit	hit	taper / appuyer

hold	Held	held	Tenir
hurt	Hurt	hurt	blesser
keep	Kept	kept	garder
kneel	knelt / knelled	knelt / kneeled	s'agenouiller
know	Knew	known	connaître / savoir
lay	Laid	laid	poser
lead	Led	led	mener / guider
lean	leant / leaned	leant / leaned	s'incliner / se pencher
leap	leapt / leaped	leapt / leaped	sauter / bondir
learn	learnt	learnt	apprendre
leave	Left	left	laisser / quitter / partir
lend	Lent	lent	prêter
let	Let	let	permettre / louer
lie	Lay	lain	s'allonger
light	lit / lighted	lit / lighted	allumer
lose	Lost	lost	perdre
make	made	made	fabriquer
mean	meant	meant	signifier

meet	Met	met	rencontrer
mow	mowed	mowed / mown	Tondre
offset	offset	offset	compenser
overcome	overcame	overcome	surmonter
partake	partook	partaken	prendre part à
pay	Paid	paid	payer
plead	pled / pleaded	pled / pleaded	supplier / plaider
preset	preset	preset	programmer
prove	proved	proven / proved	prouver
put	Put	put	mettre
quit	Quit	quit	quitter
read	Read	read	lire
relay	relaid	relaid	relayer
rend	Rent	rent	déchirer
rid	Rid	rid	débarrasser
ride	Rode	ridden	monter (vélo, cheval)
ring	Rang	rung	sonner / téléphoner
rise	Rose	risen	lever

run	Ran	run	courir
saw	saw / sawed	sawn / sawed	scier
say	Said	said	Dire
see	Saw	seen	voir
seek	sought	sought	chercher
sell	Sold	sold	vendre
send	Sent	sent	envoyer
set	Set	set	fixer
shake	shook	shaken	secouer
shed	Shed	shed	répandre / laisser tomber
shine	shone	shone	briller
shoe	Shod	shod	chausser
shoot	Shot	shot	tirer / fusiller
show	showed	shown	montrer
shut	Shut	shut	fermer
sing	Sang	sung	chanter
sink	sank / sunk	sunk / sunken	couler
sit	Sat	sat	s'asseoir

slay	Slew	slain	tuer
sleep	Slept	slept	dormir
slide	Slid	slid	glisser
slink	slunk / slinked	slunk / slinked	s'en aller furtivement
slit	Slit	slit	fendre
smell	smelt	smelt	sentir
sow	sowed	sown / sowed	semer
speak	spoke	spoken	parler
speed	Sped	sped	aller vite
spell	Spelt	spelt	épeler / orthographier
spend	spent	spent	dépenser / passer du temps
spill	spilt / spilled	spilt / spilled	renverser
spin	Spun	spun	tourner / faire tourner
spit	spat / spit	spat / spit	cracher
split	Split	split	fendre
spoil	spoilt	spoilt	gâcher / gâter
spread	spread	spread	répandre
spring	sprang	sprung	surgir / jaillir / bondir

stand	stood	stood	être debout
steal	Stole	stolen	voler / dérober
stick	stuck	stuck	coller
sting	stung	stung	piquer
stink	stank	stunk	Puer
strew	strewed	strewn / strewed	éparpiller
strike	struck	stricken / struck	frapper
strive	strove	striven	s'efforcer
swear	swore	sworn	jurer
sweat	sweat / sweated	sweat / sweated	suer
sweep	swept	swept	balayer
swell	swelled	swollen / swelled	gonfler / enfler
swim	swam	swum	nager
swing	swung	swung	se balancer
take	Took	taken	prendre
teach	taught	taught	enseigner
tear	Tore	torn	déchirer
tell	Told	told	dire / raconter

think	thought	thought	penser
thrive	throve / thrived	thriven / thrived	prospérer
throw	threw	thrown	jeter
thrust	thrust	thrust	enfoncer
tread	Trod	trodden	piétiner quelque chose
typeset	typeset	typeset	Composer
undergo	underwent	undergone	subir
understand	understood	understood	comprendre
wake	woke	woken	réveiller
wear	Wore	worn	porter (avoir sur soi)
weep	Wept	wept	pleurer
wet	wet / wetted	wet / wetted	mouiller
win	Won	won	gagner
wind	wound	wound	enrouler / remonter
withdraw	withdrew	withdrawn	se retirer
wring	wrung	wrung	tordre
write	wrote	written	écrire



GLOSSARY

L'informatique / *Computer Technology*

Computer Terms

French	English
bas-débit	Slow speed Internet
Le blogue	The blog
Le câble	The cable
La capture d'écran	Screen shot
Le clique	The click (of the mouse)
Le clavier	The keyboard
Le courriel	The E-mail
Déconnexion	Deconnect / logout
Le Disque Dur	The hard disk
L'emoticône	The smiley (emotional icon)
L'enceinte (f)	The speaker
L'écran (m)	The screen
La feuille de calcul	The spreadsheet
Le FIA (fournisseur d'accès à Internet)	ISP (Internet service provider)
Le fichier	The file
Le fond d'écran	The background screen
Le haut-débit	The broadband, High speed Internet
Le icône	The Icon
L'informatique	Computing
Le jeu de Rôle	Role playing game

Le lecteur CDROM	The CDROM player
Le logiciel	The program
Le Lien	The link
La mémoire Vive	The RAM
La mémoire morte	The ROM
Le moteur de recherches	The search engine
Le multijoueur (m)	The multiplayer
L'ordinateur (m)	The computer
Le plantage	The crash
Le réseau	The network
Le site web	The web site
La touche	The key (on the keyboard)
Le serveur	The server
Le son	The sound
La souris	The mouse
Le tableur	The spreadsheet program
La Toile	The Web
La tour centrale	The tower (central unit)
Le traitement de textes	The word processor

BIBLIOGRAPHY

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TECHNICAL ENGLISH

KEYS

ACTIVITIES KEYS

ACTIVITY ONE :

1. Andy sometimes **reads** comics.
2. We never **watch** TV in the morning.
3. Listen! Sandy **is singing** in the bathroom.
4. My sister usually **helps** in the kitchen.
5. My mother **is making** breakfast now.
6. They often **clean** the bathroom.
7. Look! The boys **are coming** home.
8. Every day his grandfather **goes** for a walk.
9. I **am chatting** with my friend at the moment.
10. Cats **eat** mice.

ACTIVITY TWO :

1. As I **opened** my eyes, I **saw** a strange sight.

2. While you **were playing** in the garden I **was working.**

3. As I **was walking** down the street, I **saw** Ann driving a Ferrari.

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4. While they **were working** in the backyard, someone **broke** into the house.

5. When I was a child, we **lived** in Singapore.

6. When I **was sitting** under the tree an apple **fell** on my head.

ACTIVITY THREE

1. I have not worked today.
2. We have bought a new lamp.
3. We have not planned our holiday yet.
4. Where have you been ?
5. He has written five letters.
6. She has not seen him for a long time.
7. Have you been at school?
8. School has not started yet.
9. Has he spoken to his boss?

ACTIVITY FOUR

1. The storm destroyed the sandcastle that we had built .
2. He had not been to Cape Town before 1997.
3. When she went out to play, she had already done her homework.
4. My brother ate all of the cake that our mum had made .
5. The doctor took off the plaster that he had put on six weeks before.
6. The waiter brought a drink that I had not ordered .
7. I could not remember the poem we had learned the week before.
8. The children collected the chestnuts that had fallen from the tree.
9. Had he phoned Angie before he went to see her in London?
10. She had not ridden a horse before that day.

ACTIVITY FIVE

Jim asked a fortune teller about his future. Here is what she told him:

1. You will earn a lot of money.
2. You will travel around the world.

3. You will meet lots of interesting people.
4. Everybody will adore you.
5. You will not have any problems.
6. Many people will serve you.
7. They will anticipate your wishes.
8. There will not be anything left to wish for.
9. Everything will be perfect.

ACTIVITY SIX :

Fill in the correct passive form of the verb in parentheses.

Answers:

1. was discovered
2. are being taken
3. must be protected
4. were catered
5. was stolen
6. Was/made
7. is grown
8. had been cancelled
9. won't be sent
10. is/added

ACTIVITY SEVEN

1. Julia rescued three cats.
   Three cats were rescued.
2. The students handed in the reports.
   The reports were handed in.

3. Maria crashed into the blue car.
   The blue car was crashed into.
4. Alex learned the poem.
   The poem was learned.
5. Steven has forgotten the book.
   The book has been forgotten.
6. The mechanic has not repaired the DVD recorder.
   The DVD recorder has not been repaired.
7. They play handball.
   Handball is played.

ACTIVITY EIGHT :

1. If you practice your English often, you will improve. (**First conditional**)
2. If I looked like him, I would be very happy. (**Second conditional**)
3. If we had taken the earlier train, we would have arrived on time. (**Third conditional**)
4. If it rains on their wedding day, they will cancel the wedding. (**First conditional**)
5. If you read this English book, you will learn a lot of new words. (**First conditional**)
6. If she had practiced speaking, she would have passed the exam. (**Third conditional**)
7. If they cheated in the test, I would report them. (**Second conditional**)
8. If you eat too much chocolate, you will get fat. (**Zero conditional**)
9. If I take more classes, I will do better in the test. (**First conditional**)
10. If the motorway had been less busy, we would have got home sooner. (**Third conditional**)
11. If you look at the picture closely, you will see more details. (**First conditional**)
12. If he had asked me for the pen, I would have given it to him. (**Third Conditional**)

ACTIVITY NINE :

Q1. I didn't feel very well yesterday. I couldn't eat anything.

Cannot

couldn't

mustn't

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Q2. You should look at me when I am talking to you.

Could

Should

Would

Q3. I was using my pencil a minute ago. It must be here somewhere!

Can

Could

Must

Would

Q4. You really must not be late again.

must not

don't have to be

Q5. If you don't start working harder, you will have to repeat the course next year.

have to

Must

will have to

Q6. His parents spoil him. He's always been allowed to do whatever he wants.

been able

been allowed

Q7. Phone her now. She must be home by now.

has to be

must be

would be

Q8. You mustn't forget your sun cream. It's going to be very hot!

don't have to

mustn't

needn't

Q9. I might be able to help you, but I'm not sure yet.

Might

Would

Q10. Entrance to the museum was free. We didn't need to pay to get in.

needn't

didn't need to

Fill in the gaps with the comparative form of the adjectives given.

1. A rock is havier than a leaf.
2. Our house is bigger than yours.
3. The princess is more beautiful than the witch.
4. Tom is a better student than Mary.
5. Bicycles are safer than motorbikes.
6. July is hotterthan January.
7. A lion is more dangerous than a cat.
8. Helen is happier than Mary.
9. Computers are more expensive than telephones.

10. I think golf is more boring than football.

Fill in the gaps with the superlative form of the adjectives given.

1. It is the largest shop in town.
2. Monday is the worst day of the week.
3. Ben was the noisiest person in his family.
4. Sam is the in the most popular class.
5. Which is the more difficult subject at school?
6. Jim is the best player in the football team.
7. Elephants are the heaviest animals.
8. Let's pick the biggest apple of the tree.
9. Mary is the thinest girl in the class.
10. That is the most confortable sofa in our house.

Fill in the gaps with the comparative or the superlative form of the adjectives given.

1. This armchair is more confortable than the old one.
2. Trains are slowlier than aeroplanes.
3. I bought the most expensive souvenir I could afford.
4. In this classroom there are too many girls than boys.
5. Ann is the youngest child in the family.
6. That TV set is the cheapest of all.
7. You are safer here than there.
8. Fifi is prettier than Kate.
9. This is the most exciting film i have ever seen.
10. Tim is more talented than Peter.

GENERAL ACTIVITY (CHAPTER 1)

Fill the gaps with the correct tenses.

1. I **have been learning** English for seven years now.
2. But last year I **was not working** hard enough for English, that's why my marks **were not**really that good then.
3. As I **want** to pass my English exam successfully next year, I am **going to study** harder this term.
4. During my last summer holidays, my parents **sent** me on a language course to London.
5. It **was** great and I think I **have learned** a lot.
6. Before I **went** to London, I **had not enjoyed** learning English.

7. But while I **was doing** the language course, I **met** lots of young people from all over the world.
8. There I **noticed** how important it is to speak foreign languages nowadays.
9. Now I **have** much more fun learning English than I **had** before the course.
10. At the moment I **am revising** English grammar.
11. And I **have** already **begun** to read the texts in my English textbooks again.
12. I think I **will do** one unit every week.
13. My exam is on 15 May, so there **is not** any time to be lost.
14. If I **pass** my exams successfully, **I will start** an apprenticeship in September.
15. And after my apprenticeship, maybe I **will go** back to London to work there for a while.
16. As you can see, **I have become** a real London fan.

TRANSLATION :

English / French

Un disk dur fait partie d'une unite, souvent appele une « unite de disques » ou « commande de disque dur »ce stock est fournit relalivement a acces rapide a des grandes quantites de donnes sur une surface ou un ensemble electomagnetique chargee de surfaces .Les ordinateurs d'aujourd'hui viennent typiquement avec un disque dur qui contient plusieurs milliards de bytes(gigabits) de stockage .

French / English

Computer

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A **computer** is a device that can be instructed to carry out arbitrary sequences of arithmetic or logical operations automatically. The ability of computers to follow generalized sets of operations, called *programs*, enables them to perform an extremely wide range of tasks.

Such computers are used as control systems for a very wide variety of industrial and consumer devices. This includes simple special purpose devices like microwave ovens and remote controls, factory devices such as industrial robots and computer assisted design, but also in general purpose devices like personal computers and mobile devices such as smartphones. The Internet is run on computers and it connects millions of other computers.

Since ancient times, simple manual devices like the abacus aided people in doing calculations. Early in the Industrial Revolution, some mechanical devices were built to automatelong tedious tasks, such as guiding patterns for looms. More sophisticated electrical machines did specialized analog calculations in the early 20th century.

ACTIVITIES CHAPTER 2 :

- Look at the sentences. Circle [{] the right answer.

-A CD is used to store information.

-A computer disk contains information

-A computer mouse moves the cursor

-A laptop is more mobile than a desktop.

-A speaker gives quality sound .

- **Read again and say whether the sentences below are true (T) or false (F).**

2. A computer must first be plugged in before it works…T….

3. A printer does not need to connect to the computer to work…F……

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4. A monitor can show you what you have written…T….

5. A computer has no leads…F….

- **Connecting Sentences**

Complete the following sentences using **First… 'Next'… 'Then'…** :

Example:First I have to plug in the computer, **next** I have to connect all the leads and **then** I will switch it on.

3. First I will write about the college, next I will give it to the teacher and then he will mark it.

4. First I will use the internet, next I will print out some information and then I will put it together.

- **Answer whether the following sentences are true or false.**

6. We do not need computers in our everyday lives……F…
7. Computers are used in supermarkets to identify items…T……
8. Printers can scan the work written……T…
9. Word processors can be used to write stories…T…..
10. For a slide show use a spreadsheet……F….
11. Excel is a spreadsheet used to calculate budgets T…..

- **Vocabulary preview**

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What do the words **in bold** mean?

1. What's on your **hard drive**?

b. A place to store information on computer

2. Change your Window **fonts**

a. the character of letters and numbers**.**

3. Open a **file** or folder

b.a piece of work saved

4. **Save** a file

a. store

5. You can also delete files or folders by right-clicking the file or folder and then clicking **Delete**.

b. erase

6. **Edit** information between documents

a. change

Say if the following sentences are true (T) or false(F):

. 1-To use the internet you don't need a modem……

2-You need to buy an internet prepaid card to connect to the internet……

3-Online means that you are connected to the internet……

4-Offline means that you are not connected to the internet……

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- **Answer the questions using a negative form of 'will'**

Will you use the computer today?

I will notuse the computer today

Will he play with the computer games?

He will not play with the computer game

Will she write a letter to the company?

She will not write a letter to the company

Will we meet together to discuss how to use these programmes?

We will not meet together to discuss how to use these programmes

Will they scan your picture on to the computer?

They will not scan your picture on the computer

Will you type the text into the computer ?

You will not type the text into the computer

General activity :

- **Say true or false :**

ˆ The internet has spiders T

ˆ The internet has information T

ˆ You can read your mail with email T

ˆ Email is for sending clothes F

ˆ Downloading means to save files T

ˆ Downloading is to go down F

ˆ You can buy things from the internet T

ˆ You cannot buy on the internet F

ˆ Internet is used to search for things T

ˆ Internet has no information F

ˆ A search engine helps find things F

ˆ A search engine needs oil F

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ˆ Sports results are on the internet T

ˆ Internet has no sports results F

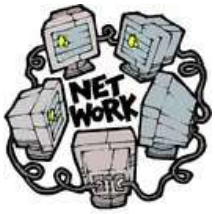
ˆ Nothing is needed to use the internet F

ˆ internet costs money F

- **Vocabulary Preview**

Can you name these used in computers? Tick the right name.

			
shop online	online with a credit card	internet is free	one world

			
-reach the world	-globe	^- Book online -	-surf the net -
			
- -network	^- many use	- -internet files	-mail box

- **Look at the sentences circle the right answer.**
- You can read the NEWS on the internet.
- A MODEM is needed for internet connection.
- a search engine helps to FIND information.
- you can send letters by using EMAIL
- Save your favourite web page by CLICKING favourites.

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- **Connecting sentences: For example, For instance**

Example: I like learning many things, for example how to use the internet.

1. I like learning many things, for instance how to use the internet.

- **Use ‘for instance’ instead of ‘for example’**

1. Ahmed likes to look at the internet sites, for instance yahoo.com.

2. Zaid is playing many games, for instance 'Strike Force’.

3. He likes to surf the net for information, for instance information on football .



General Warning



Biohazard

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Flammable Material Hazard



Explosive Material Hazard



Electrical Hazard

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High Voltage Hazard



Toxic Material Hazard



UV Light hazard

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ionizing Radiation Hazard

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