Année Académique 2019-2020

TEXTES

ANGLAIS IDA 2

EQUIPE PEDAGOGIQUE

→ **UP ANGLAIS**

TEXTS FOR SECOND YEARS

IDA2

NUMBERS AND FIGURES

I-CARDINAL NUMBERS

1	One	11	eleven
2	Two	12	twelve
3	Three	13	thirteen
4	Four	14	fo**u**rteen
5	Five	15	fifteen
6	Six	16	sixteen
7	Seven	17	seventeen
8	Eight	18	eighteen
9	Nine	19	nineteen
10	Ten	20	twenty

20	Twenty	21	twenty-one
30	Thirty	32	thirty-two
40	**For**ty	43	forty-three
50	fifty	54	fifty-four
60	sixty	65	sixty-five
70	seventy	76	seventy-six
80	eighty	87	eighty-seven
90	ninety	98	ninety-eight

100	one hundred
1,000	one thousand
10,000	ten thousand
100,000	one hundred thousand
1,000,000	one million

951	nine hundred <u>and</u> fifty-one
478	four hundred <u>and</u> seventy-eight
803	eight hundred and three
982	nine hundred and eighty-two

Pay attention to **and** after **hundred**
1,674 one thousand, six hundred <u>and</u> seventy-four
5,492   five thousand, four hundred <u>and</u> ninety-two
There is **and** after **thousand** when there is no hundred after it but the tens and the units
7,032 seven thousand <u>and</u> thirty-two
9,005 nine thousand and five

When there is no tens or units after the hundreds then **and** is not added.

100,000	one hundred thousand
25,000	twenty-five thousand

Hundred, thousand and million are invariable when they are multiplied by a precise number: Five hundred; Four million.

But when they are followed by **of** we put **s** to them: Hundred**s of** birds; Million**s of** stars.

From French to English commas and points are interchanged:

456**,**123**,**789   four hundred and fifty-six million**,** one hundred and twenty-three thousand**,** seven hundred and eighty-nine.

231,546.79   two hundred and thirty-one thousand, five hundred and forty-six point seven nine.

II-ORDINAL NUMBERS

1st	first (the)
2nd	second (the)
3rd	third (the)

Apart from 11th, 12th and 13th, in the other numbers where 1, 2 and 3 are the units the ending is like above:

21st	twenty-first
22nd	twenty-second
23rd	twenty-third

For the other numbers **th** is the ending:

4th	fourth
11th	eleventh
16th	sixteenth
27th	twenty-seventh
100th	hundredth
1000th	thousandth

Pay attention to the following writing:

5th	fi**f**th
8th	eig**h**th
9th	ni**nt**h
12th	twel**f**th

When the cardinal number is ended by **ty**, this becomes **tieth**:

20th	twentieth
30th	thirtieth
90th	ninetieth

USE OF NUMBERS

A-Zero, nought, oh, nil, love
* **Zero and nought** are used in calculation, nought is usual.
e.g.: add another nought to that number.
* **Zero** is used in scientific English and in scales (grading system). In America, zero is used in every case.
e.g.: It's 10 below zero.
* **Nil** is used in sport results, especially in football scores.
e.g.: Côte d'Ivoire won three nil (3-0)
* **Love** is used in tennis
e.g.: Noa leads forty-love
* **oh** is used in telephone and bus numbers
e.g.: I am waiting for the bus two oh (20)

B-Dates
* Years: 1989 is said: nineteen eighty-nine or rarely nineteen hundred and eighty-nine.
* Months and days: there are different ways of writing the date:
12th May (the twelfth of May)
May 12th (May the twelfth)
　　10/4/2007
　　4/10/2007
Monday, January 17th 2005
Monday 17th January 2005

C-Telephone numbers
Telephone numbers are read in separate figures and grouped rhythmically in pairs.
e.g.: 05-68-31-29 is oh five, six eight, three one, two nine.
　　23-22-45-37 is two three, double two, four five, three seven.

D-Fractions
Simple fractions
Fractions are read with a cardinal number plus an ordinal number.
1/5 is one (a) fifth
3/8 is three eight**hs**
½ is a (one) half
Decimal numbers
Decimals are enumerated one by one after the point.
e.g.: 25.552 is twenty-five **point** five five two

E-Operations
* *Addition*
12+19=31: twelve and (plus) nineteen is (equals) thirty-one.
* *Subtraction*
19-7=12: nineteen minus seven is (equals) twelve
　Seven from nineteen is (leaves) twelve

multiplication

4x5=20: four times five is (equals) twenty

             Four five**s** are twenty

             Four multiplied by five is (equals) twenty

division

10:5=2 ten divided by five is (equals) two

           Five into ten goes two

F-Percentage

It means the number x per 100

% is "per cent" it is said after the number

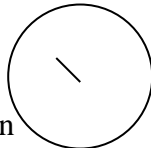e.g.: 12% twelve per cent

G-Profit and loss account

In financial record, one can find terms like: trading profit, sales, depreciation, interest paid, profit before tax (taxation), tax, profit after tax (taxation), dividend, earnings per share. These terms are expressed in figures.

H-Times

There are two systems of time in English:

* O'clock system

11:00 eleven o'clock

11:20 twenty past eleven

11:24 twenty-four minutes past eleven

11:50 ten to twelve

<u>Note</u>: the hours go from 1 to 12

*"24" system

In this system we say the number for the hour first, then the number for the minutes. Here, <u>past</u> and <u>to</u> are not used. We just read the hour and the minutes.

13:23 it is thirteen twenty-three

19:52 it is nineteen fifty-two

<u>Note</u>: the hours go from 1 to 24

INFORMATION TECHNOLOGY

The term "information technology" evolved in the 1970s. Its basic concept, however, can be traced to the World War II alliance of the military and industry in the development of electronics, computers, and information theory. After the 1940s, the military remained the major source of research and development funding for the expansion of automation to replace manpower with machine power.

As defined by the Information Technology Association of America, it is "the study, design, development, implementation, support or management of computer-based information systems, particularly software applications and computer hardware." Encompassing the computer and information systems industries, information technology is the capability to electronically input, process, store, output, transmit, and receive data and information, including text, graphics, sound, and video, as well as the ability to control machines of all kinds electronically.

Information technology is composed of computers, networks, satellite communications, robotics, videotext, cable television, electronic mail ("e-mail"), electronic games, and automated office equipment. The information industry consists of all computer, communications, and electronics-related organizations, including hardware, software, and services.

One of the first and largest applications of computers is keeping and managing business and financial records. Most large companies keep the employment records of all their workers in large databases that are managed by computer programs. Similar programs and databases are used in such business functions as billing customers; tracking payments received and payments to be made; and tracking supplies needed and items produced, stored, shipped, and sold.

Adapted from *answers.com*

ESSAY WRITING

I-   What is an essay?

It is a piece of writing on a subject.In recent times, essays have become a major part of a formal education. Secondary students are taught structured essay formats to improve their writing skills. In both secondary and tertiary education, essays are used to judge the **mastery** and **comprehension** of a material. Students are asked to explain, comment on, or assess a topic of study in the form of an essay. Doing this, as a high school student in Côte d'Ivoire, the writer of an essay must pay a special attention to grammar, vocabulary, idioms…

He must also pay special attention to the coherence of the text. In fact, between the different parts of the essay and of the body there must be transitions. A transition may be a sentence or a short paragraph which permits to move from one part to another coherently. Between the different paragraphs there must be connectives, which play the same role like the transitions.

II- Different types of an essay

1- Narrative topic

It is concerned with story-telling, but it can also consist in giving an account of a certain situation or event.

E. g: Give a short account of: - your first day at school

- your visit to a firm

2- Discussion topic

This exercise is intended to check the student's critical approach of things. The student is expected to argue a case (to give argument **for** and **against** the subject matter).Discussion topic not only pushes the student to distinguish between wrong and right ideas, but it also shows him the danger of developing an obstinate mind.

E. g: -money brings happiness.

-Abortion is a crime.

-Computer makes man lazy.

3- Factual topic

In general this topic is focused on something that has happened or has been done, but also on something known to be true or accepted as true.

E. g: -The development of transport in Côte d'Ivoire.

-The consequence of war on the economy in Côte d'Ivoire.

The best way of tackling this type of topic would probably be to arrange the collection of facts in a coherent, sensible and logical order. The content of the essay should prove that the candidate is well informed as far as the subject matter is concerned. He should avoid distorting the facts, since they are common knowledge.

4- Descriptive topic

It consists in saying how somebody or something is like. It gives a picture of the thing described in words. It may happen that the student is asked to describe something he doesn't really know. In that case he must be imaginative: he is obliged to create the thing himself.

E. g: describe - your school
                      - your English teacher
                      - the activities at the railway station

III- <u>Structure of an essay</u>

An essay has necessarily three parts, which are: the introduction, the body and the conclusion. When writing an essay the student is obliged to respect this structure.

1-INTRODUCTION

It is the opening paragraph of an essay. It should contain three fundamental elements:

-the **generalities**: the student starts the essay by making a general statement on the topic, which is to say that he should find a suitable context for the topic.

-the **topic statement**: the topic is clearly presented and explained so as to show the reader how the student understands it.

-**enunciation of the body**: this last stage of the introduction should show, but briefly, the main ideas which will be developed in the body of the essay.

2-BODY

Depending on the topic, the body may have one, two or three parts. Each part is composed of different paragraphs, and all taken together should be coherent and logical. If the body is composed of three parts, they would be:

a- The **thesis**: this is the opinion of the author or the one given in the topic.

b- The **antithesis**: it shows the limit of the thesis and sometimes depending on the topic it is opposed to it.

In the first case the body has two parts only. E. g. "Is human being an animal?"

In the second case the body has a third part.

c- The **synthesis**: it reconciles the thesis and the antithesis in order to have a third opinion different from the first two which are the thesis and the antithesis.

3- CONCLUSION

It is the closing paragraph of the essay. The candidate must sum up all ideas he has developed in the body. Depending on the topic he can give his final opinion about the problem or suggest a **new debate** on the same subject.

ELECTRONIC COMMERCE

Electronic commerce, **EC** or **e-commerce** consists primarily of the distributing, buying, selling, marketing, and servicing of products or services over electronic systems such as the Internet and other computer networks. The information technology industry might see it as an electronic business application aimed at commercial transactions. It can involve electronic funds transfer, supply chain management, e-marketing, and online transaction. It typically uses electronic communications technology such as the Internet, extranets, e-mail, e-books, databases, and mobile phones.

The meaning of the term "electronic commerce" has changed over the last 30 years. Originally, "electronic commerce" meant the facilitation of commercial transactions electronically, usually using technology like Electronic Data Interchange (EDI) and Electronic Funds Transfer (EFT), where both were introduced in the late 1970s, for example, to send commercial documents like purchase orders or invoices electronically.

Today, e-commerce encompasses a very wide range of business activities, from e-banking to e-logistics. The ever growing dependence of modern industries on electronics gave impetus to the growth and development of supporting systems, such as applications and middleware.

The evolution of e-commerce in the early 2000s onwards saw multinational (MNCs) or transnational (TNCs) companies establishing regional shared services centers, regional data centers and regional call centers. Today, this is not only a crucial part of a company's long-term corporate strategy in cost containment, but also in maintaining and winning market share in a borderless, global marketplace.

Adapted from **"Wikipedia, the free encyclopedia", 28th August 2006**

MICRO COMPUTERS IN SCHOOLS

''Computer infiltration into society is reaching a level where people realize that we must do something in terms of education'', said Seymour Papert, a professor at Massachusetts institute of technology in Boston.

The presence of computers in homes, without their concurrent presence in schools, could aggravate existing social inequities, educators and government officials warn. Children whose parents can afford computers are likely to be better prepared in the information age than children from families that cannot afford the technology.

Educational institutions themselves could be threatened if they do not respond quickly to the proliferation of computers in society. With computers entering homes in ever larger numbers, children are beginning to learn more outside of schools. If schools do not acquire computers, they will become ''marginalized'' …

Whatever the emphasis, government policy must tackle a number of practical issues if a program is to succeed. Teachers must be trained in computer use and good educational software needs to be created. Pouring a large number of computers into schools is not enough, educators said.

Despite all the activities surrounding the introduction of computers into schools, little in-depth research is being carried out to evaluate the impact that computers might have on the learning process, the role of teachers and the structure of educational institutions. And when governments do have experimental programs, experts say, they invariably implement a policy before the studies are completed and the result analysed.

International Herald Tribune.

SOCIAL NETWORK: FACEBOOK

Facebook: you either love it or hate it. But one thing is for sure - you definitely know about it. A social networking site with millions of members worldwide, Facebook has become a household name, and not just among young people. Although it was originally created for university students, older people are also signing up. It would seem that everyone, from newspapers, to politicians and to charities, is jumping on the Facebook bandwagon. A recent study suggests that updating and checking the site is one of the UK's top three addictions, after coffee and chocolate.

Many people use the site to keep in touch with friends and family, share photos and videos and arrange parties and events. Social networking sites have also taken over from pubs and nightclubs as the most popular place to find love: one in four British people are dating, or have dated, someone they met on a social networking site.

The site promises to help you 'connect and share with the people in your life.' However, it would seem that many people have taken this a step too far, and, in doing so, they have blurred the boundaries of what is private and what is public. For example, one woman found out that her six-year marriage was over after her husband posted a message on the social networking site. She only discovered this when a concerned friend -who had read the message- telephoned her.

Also in the news this week was teenager Kimberley Swann, 16, who was sacked from her job as an Office Administrator after branding it 'boring' on Facebook. She was hauled into the Manager's office and given a letter saying that her employment was terminated with immediate effect. And it is not just workers who need to be concerned by the 'Big Brother' element to the site; many bosses also check the Facebook profiles of potential employees.

Adapted from ***The Internet***