

## INTRODUCTION

The world is moving forward in a speedy way. People are also linked and bound together by the dints of ict (information and communication technologies internet, Smartphone, computer and so on) and the phenomenon of globalization. The world as Marshall McLuhan put years ago is now a village where nothing can be hidden. In that changing process, language namely multilingualism is of high importance. Indeed, languages facilitate communication and help build contact between people throughout the world.

Today speaking more than one language is extremely vital in our modern world. Mastering Chinese , Japanese,Arabic ,French and English is helpful for modern people since today we live and will live in a world where cantacts and cultural,economic,social and political exchanges keep and will keep on increasing.

On the basis of these facts English is today part of the subjects at the ENA entrance tests in France since 2018 and in Coôte d'Ivoire since 2014.The aim of that decision is that the future civil servant must show his minimum knowledge of that language which is today the main language used in the European union countries and in the other countries of the world.

Moreover ,at the Ena English is taught to help civil servants gain the basis of that language so that when on the ground they may be at ease in expressing themselves orally, writing a text accurately , read and exploit any kind of audio and written documents in English.

The objectives of this trainin session is to help the future civil servant be able to read and analyse a text, express themselves fluently in English ,write a text in English and listen a speech or any discourse in English.To reach those objectives we'll firstly (part 1) give pieces of advice on learning English and

present the ENA and its different schools and professions then secondly (part  
2) develop the different themes through texts and grammar points.

## **PART I**

# **CLUES TO LEARN ENGLISH AND THE ENA, ITS SCHOOLS AND RELATED PROFESSIONS**

## SESSION 1: CLUES TO LEARN ENGLISH

- You need first a dictionary (unilingual and bilingual)
- Be engaged in reading according to your level (newspaper, novel magazine etc)
- Try to have a notebook where to write new vocabulary items and expressions you come across during your different reading sessions and check the definitions and pronunciation and these words in your dictionary
- Make effort to use the new items and expressions in a situation you will create or in which you will be
- Be involved in debate with friends and don't be shy to speak English
- Watch English movies ,tv channels (English club TV , CNN , for example and listen radio broadcasting in English (bbc radio ,voa ,etc.)
- Consult internet site on grammar and vocabulary (easy English, cambridgeenglish, perfect-english [grammar.com](http://grammar.com) [learnenglish.britishcouncil.org/english-grammar-reference](http://learnenglish.britishcouncil.org/english-grammar-reference), <https://www.englishclub.com/grammar/parts-of-speech.htm>, dictionary online or off line etc )
- Visit american cultural center, Andrew young center for entrepreneurship etc

## **SESSION 2: ENA, THE DIFFERENT SCHOOLS AND RELATED PROFESSIONS**

### **1.ENA AND ITS DIFFERENT SCHOOLS**

**ENA:** Ecole Nationale d'Administration /National Administrative School /The grandeEcole of Training civil servants

**EGEF:** Ecole de Gestion Economique et Financière/Financial and Economic' Management School

**EGAD :** Ecole de Gestion Administrative et Diplomatique/Diplomatic and Administrative Management School

### **2.THE DIFFERENT SECTIONS AND SOME RELATED PROFESSIONS**

#### **\*EGEF**

#### **TAXES SECTION**

**US -Internal Revenue Service (IRS)**

**UK -Her Majesty's Revenue and Customs (HMRC)** but before 2005 taxes were known as **Inland Revenue**

#### **Some related professions:**

**In the US and UK "controleur des impôts" is known as TAX AUDITOR**

**In the US"Inspecteur des Impôts" is referred to as TAX ASSESSOR**

**In the Uk- Inspecteur des Impôts" is referred to as TAX INSPECTOR**

#### **CUSTOMS SECTION**

#### **Related professions**

**Douanier: Customs officer**

**Contrôleur de douane : Comptroller of customs**

**Inspecteur de douanes : Customs inspector**

**Commissaire en douanes : customs agent**

## **TREASURE SECTION**

Trésor public: **The Public purse(UK)/the Treasury Department (U S)/Public treasury, exchequer, government treasury, exchequer, government treasury, public funds**

### **Related professions**

Contrôleur du trésor: **Treasury officer (UK)/Comptroller of the Treasury (US)**

Inspecteur du trésor public: **Inspector of Treasury**

Trésorier général: **Treasurer general**

## **TRADE AND PRICES SECTION**

### **Related professions**

Contrôleur des prix: **Prices controller**

Inspecteur des prix: **Prices inspector**

## **GENERAL FINANCE**

### **Related professions**

Controller of finance

Inspector of finance

## **SHIPPING AND PORT AFFAIRS**

### **Related professions**

**\*EGAD**

## **GENERAL ADMINISTRATION**

### **Related professions**

Attaché Administratif: **Administrative attaché**

Sous Préfet: **Deputy prefect/assistant prefect**

Administrateur civil: **Civil servant/administrator/Manager/superintendent**

Chef de service: **Manager/Head of department /Service Manager/Head of office**

## **DIPLOMACY**

### **Related professions**

A diplomat/an envoy

Counsellor of Embassy

## **LABOUR AND SOCIAL AFFAIRS**

### **Related professions**

Labour controller

Labour Inspector

Administrator of Labour and social affairs

**Note:** Say I am a/an +profession

**Ex.I am a tax controller;a custom officer.**

**Sources:www.linguee.com/www.wordreference.com**

## **PART II**

### **TEXTS AND GRAMMAR FOCUS**



## SESSION I: HOBBIES

**GRAMMAR** : Gerund and infinitives

We use gerunds (verb + ing):

After certain verbs - I **enjoy singing**

After prepositions - I drank a cup of coffee **before leaving**

As the subject or object of a sentence - **Swimming** is good exercise

We use 'to' + infinitive:

After certain verbs - We **decided to leave**

After many adjectives - It's **difficult to get up early**

- I came to London to study English

We use the bare infinitive (the infinitive without 'to'):

After modal verbs - I can **meet** you at six o'clock

After 'let', 'make' and (sometimes) 'help' - The teacher let us **leave** early

After some verbs of perception (see, watch, hear, notice, feel, sense) - I watched her **walk** away

After expressions with 'why' - why **go** out the night before an exam?

Here are some of the most common verbs that are usually followed by the gerund.

enjoy: I enjoyed **living** in France.

fancy: I fancy **seeing** a film tonight.

discuss: We discussed **going** on holiday together.

dislike: I dislike **waiting** for buses.

finish: We've finished **preparing** for the meeting.

mind: I don't mind **coming** early.

suggest: He suggested **staying** at the Grand Hotel.

recommend: They recommended **meeting** earlier.

keep: He kept **working**, although he felt ill.

avoid: She avoided **talking** to her boss.

And here are some common verbs followed by 'to' and the infinitive.

agree: She agreed **to give** a presentation at the meeting.

ask\*: I asked **to leave** early / I asked him **to leave** early.

decide: We decided **to go** out for dinner.

help\*: He helped **to clean** the kitchen / he helped his flatmate **to clean** the kitchen.

plan: She plans **to buy** a new flat next year.

hope: I hope **to pass** the exam.

learn: They are learning **to sing**.

want\*: I want **to come** to the party / I want him **to come** to the party.

would like\*: I would like **to see** her tonight / I would like you **to see** her tonight.

promise: We promised not **to be** late

Here are some more verbs that are usually followed by the gerund

miss: She misses **living** near the beach.

appreciate: I appreciated her **helping** me.

delay: He delayed **doing** his taxes.

postpone: He postponed **returning** to Paris

practise: She practised **singing** the song.

consider: She considered **moving** to New York.

can't stand: He can't stand her **smoking** in the office.

can't help: He can't help **talking** so loudly.

risk: He risked **being** caught.

admit: He admitted **cheating** on the test.

And here are some more verbs followed by 'to' and the infinitive.

can afford: We can't afford **to go** on holiday.

manage: He managed **to open** the door without the key.

prepare\*: They prepared **to take** the test /  
the teachers prepared the students **to take** the test.

demand: He demanded **to speak** to Mr. Harris.

choose: I chose **to help**.

offer: Frank offered **to drive** us to the supermarket.

wait: She waited **to buy** a movie ticket.

would hate\*: I'd hate **to be** late / I'd hate you **to be** late.

would love\*: I'd love **to come** / I'd love him **to come**.

seem: Nancy seemed **to be** disappointed.

**READ THE TEXT BELLOW THEN DO THE ACTIVITIES THAT FOLLOW IT**

**1. What is the general idea of the text?**

.....

As a working parent, you're familiar with putting the needs of others before your own. You take care of your family first, and by working hard in your career, you often prioritize your clients', managers', and employer's time before carving out time for yourself.

One way we can better take care of ourselves — and by extension, others — is by spending some time tending to our own needs. A great way to do that is by taking on a hobby.

Many parents probably feel like they don't have time for a hobby right now. But considered broadly, a hobby is simply the intentional, purposeful use of the time you do have for yourself (however short that window may be). Hobbies don't just take our mind off our stressors, they can help us meet our work and life challenges. Among other benefits, hobbies can help us: Relax and recharge. Indeed, we can also intentionally choose new hobbies to learn different skills, such as photography, brushing up on your high-school Spanish, or starting a blog. Sometimes these new skills become things we can apply more broadly in our lives and jobs, or can even start us on a new career.

In addition, we can become better problem-solvers. In fact, sometimes the best strategy is to take our mental focus off a problem — giving our brains an opportunity to subconsciously and creatively problem solve — all while we bake bread or build new bookshelves.

It is of high importance to connect with others

We can use hobbies to spend valuable time with important people in our lives and to support the people around us. If, like most working parents, you don't spend enough time with friends, you can use a hobby to create more social time. Why not get three of your friends to sign up for the same yoga class?

Shared hobbies like reading the same book, going on nature walks, or figuring out how to roast, grind, and brew the perfect cup of coffee together can be an investment in your relationship.

Many working parents also want the time they're spending with their kids to be more meaningful.

Finally, hobbies are a great way to meet others in your neighborhood and to contribute to your community — even virtually.

**TASK 2 : Answer the questions below**

1. How does the author define hobbies?
2. What are the different hobbies depicted in the text?
3. Which one fit you the best?

**TASK 3: Read the following topic then do it in 10 lines maximum**

Describe your activities during your sparetime

## SESSION II: HEALTH AND LIFESTYLE

### Grammar focus : Phrasal verbs

Phrasal verbs are very common in English but they also cause a few problems. First, there are very, very many phrasal verbs and it can be hard to know where to start. However, two linguists called MÃ©lodie Garnier and Norbert Schmitt have made a very useful list of the 150 most common ones. My explanations below each look at 15 of the most common phrasal verbs. Second, phrasal verbs often have more than one meaning. 'Take off' can mean both 'leave the ground' and 'become successful'. 'Go on' has eight meanings in the Oxford Learner's Dictionary. How can we choose which meanings to study? Again, the list made by Garnier and Schmitt is helpful. Here I'm looking at the most common meaning for each phrasal verb.

Third, phrasal verbs are often used only in very specific situations. They have narrow meanings and you will often see the same examples again and again. These are the situations that it's important to learn. Even though 'go on' means 'happen', we can use 'happen' in a lot more situations than we can use 'go on'.

. **LOOK OUT** = look at something outside or far away

She looked out at the sea.

He walked to the window and looked out at the garden.

Let's go up the tower and look out over the whole town.

. **BRING IN** = bring something to a place (often a workplace)

I brought in some cakes for us as a treat.

Please bring in your books tomorrow.

I think I left my umbrella at your flat " could you bring it in tomorrow?

. **OPEN UP** = make something be available

Learning English opened up many new job opportunities for him.

Now I've got an Italian passport, the whole of Europe has opened up. I can travel anywhere.

She learned German and the work of Goethe opened up to her.

. **CHECK OUT** = look at, especially to find new information

Please check out my Facebook page.

You should check out John Smith's book. It's really good.

The next time you're in London, check out the Science Museum.

. **MOVE ON** = start talking about or doing something new

After they had talked about the report, they moved on to the next topic.

Please let's stop talking about this! Let's move on.

(At the gym). We've done this exercise enough. Let's move on to the next exercise.

. **PUT OUT** = publish or tell the public about

The school put out a call for donations.

The hospital put out leaflets telling people about the flu.

The government put out a book explaining how to do your taxes.

. **LOOK AROUND** = look at where you are or walk around it to see what is there

Let's have a look around the shopping centre.

She looked around the office.

We were in Lisbon for only one day but we managed to look around the city.

. **CATCH UP** (be or get caught up) = be involved in something, often something you don't want to be

Sorry I'm late. I got caught up at work.

She was caught up in the strike at the airport.

Let's leave now - they're going to ask for volunteers for the party and I don't want to be caught up in that!

. **GO IN** = enter (becomes 'into' with 'to')

She went into the house and shut the door.

Let's go in here.

John went into the café.

**BREAK DOWN** = stop working

Unfortunately, her car broke down on the way to the school.

My washing machine has broken down - can I wash my clothes at your house?

The truck broke down and blocked the whole road.

**GET OFF** = leave a train / bus / plane

I need to get off the bus near the hospital.

She got off the plane and took a taxi to the party.

We got off at the wrong station!

**KEEP UP** = move at the same speed as

Wages haven't kept up with rent prices.

Do keep up! Why are you walking so slowly?

She talks so fast that I can't keep up.

**PUT DOWN** = place something on a table or the floor or similar

I came into my room and put down my bag on the floor.

She put her glass down on the table.

Please put down that box! It's too heavy for one person to carry.

**REACH OUT** = stretch your arm to get something

She reached out for the book on the floor.

He reached out and picked an apple from the tree.

The baby reached out for the toy.

**GO OFF** = go somewhere to do something

Julie went off to the gym.

Where's Lucy? She's gone off to work.

She went off to buy a skirt.



*Read the text below then do the activities that follow it*

**TASK 1: What is the text about?**

.....

The COVID-19 pandemic was confirmed to have **spread** to Africa on 14 February, 2020. The first confirmed case was in Egypt, and the first confirmed case in sub-Saharan Africa was in Nigeria. Most of the identified imported cases have arrived from Europe and the United States rather than directly from China where hence the virus originated. It is believed that there is **widespread** under-reporting in many African countries with less developed healthcare systems.

Experts have **worried about** COVID-19 spreading to Africa, because many of the healthcare systems on the continent are inadequate, having problems such as lack of equipment, lack of funding, insufficient training of **healthcare** workers, and inefficient data transmission. It was feared that the pandemic could be difficult to keep under control in Africa, and could cause **huge** economic problems if it spread widely. As of April 18, 2020, the **supply** of ventilators is low in much of Africa: 41 countries have only 2,000 ventilators between them, and ten countries have no ventilators at all. Even basic supplies like soap and water are subject to shortages in parts of the continent.

Matshidiso Moeti of the World Health Organization said that hand washing and physical distancing could be challenging in some places in Africa. **Lockdown** may not be possible, and challenges may be exacerbated by the prevalence of diseases such as malaria, HIV, tuberculosis, and cholera. Advisers say that a strategy based on testing could allow African countries to minimise lockdown that inflict enormous **hardship** on those who depend on income earned per day to be able to feed themselves and their families. Even in the best scenario, the United Nations says 74 million test kits and 30,000 ventilators will be needed by the continent's 1.3 billion people in 2020. The World Health Organization helped many countries on the continent set up laboratories for COVID-19 testing. Matshidiso Moeti of the WHO said: "We need to test, trace, isolate and treat". Many preventive measures have

been implemented in different countries in Africa, including travel restrictions, flight **cancellations**, event cancellations, school closures, and border closures. Experts say that experience battling Ebola helped some countries prepare for COVID-19.

On 13 May, 2020, Lesotho became the last African sovereign state to report a case of COVID-19; there are no reported cases in British Indian Ocean Territory, French Southern Territories and Saint Helena.

By 26 May, more than half of all African countries were experiencing community transmission, although testing capacity remains limited.

[https://en.wikipedia.org/wiki/COVID-19\\_pandemic\\_in\\_Africa](https://en.wikipedia.org/wiki/COVID-19_pandemic_in_Africa)

**TASK 2 : Find out the definition of the words in bold in your dictionary**

.....  
.....  
.....  
.....  
.....

**TASK 3: Answer the questions below**

- 1.What is covid 19 ?
- 2.When did it appear in africa ?
- 3.What are the measures taken to fight again it?
- 4.How is the WHO opinion about covid19 in Africa?Do your share its view point?

**TASK4 : Write a 15 lines paragraph on the following topic**

Are you optimistic or pessimistic about the end of that disease in African countries ?

## SESSION III : ICT

### GRAMMAR FOCUS : Conditionals with if

There are different types of conditions. Some are possible or likely, others are unlikely, and others are impossible:

**If the weather improves**, we'll go for a walk. (It is possible or likely that the weather will improve.)

**If the weather improved**, we could go for a walk. (It is not likely that the weather will improve.)

**If the weather had improved**, we could have gone for a walk. (The weather did not improve - fine weather is therefore an impossible condition.)

These types of conditions are used in three types of sentences, called first, second and third conditional sentences.

#### ➤ The first conditional

We use the first conditional to talk about the result of an imagined future situation, when we believe the imagined situation is quite likely:

[imagined future situation]If the taxi doesn't come soon, [future result]I'll drive you myself.

conditional clause	main clause
if + present simple	modal verb with future meaning (shall/should/will/would/can/could/may/might)
If he <b>gets</b> a job in Liverpool,	he'll have to get up early. It's a long drive.

conditional clause	main clause
If Sheila <b>rings</b> ,	I <b>might ask</b> her to come over for dinner.

### ➤ The second conditional

We use the second conditional to talk about the possible result of an imagined situation in the present or future. We say what the conditions must be for the present or future situation to be different.

If people **complained**, things **would** change. (People don't complain at themoment.)

conditional clause	main clause
if + past simple	modal verb with future-in-the-past meaning (should/would/might/could)
If you <b>asked</b> her nicely,	she <b>would</b> say yes, I'm sure.

We use a past form in the conditional clause to indicate a distance from reality, rather than indicating past time. We often use past forms in this way in English.

### ✚ First and second conditional compared

When we use the first conditional, we think the imagined situation is more likely to happen than when we use the second conditional.

### Compare

first conditional	second conditional
<p>If the flight's late, we'll <b>miss</b> our connection.</p> <p>(it's possible or likely that the flight will be late)</p>	<p>If there <b>were</b> more buses, we <b>would leave</b> the car at home. (it is unlikely that there will be more buses)</p>
<p>I'll <b>come</b> and give a hand if you <b>need</b> help moving your stuff. (it is possible or likely that you will need help)</p>	<p>He <b>would buy</b> a flat if he <b>had</b> the money for a deposit. (it is unlikely that he will have the money)</p>

### ➤ The third conditional

We use the third conditional when we imagine a different past, where something did or did not happen, and we imagine a different result:

If I **had played** better, I **would have won**. (I didn't play well and I didn't win.)

It **would have been** easier if George **had brought** his own car. (George didn't bring his own car, so the situation was difficult.)

If the dog **hadn't barked**, we **wouldn't have known** there was someone in the garden. (The dog barked, so we knew there was someone in the garden.)

conditional clause	main clause
if + past perfect	modal verb with future-in-the-past meaning (should/would/might/could) + have + -ed form
If they <b>had left</b> earlier,	they <b>would have arrived</b> on time.

**Read the following text then do the different activities**

**TASK 1: Give a title to the text**

.....

The use of modern ICTs in Estonia both in governance and public sector has placed the nation at the forefront of countries which aim to modernize the public sector and as well offer transparent governance. Estonian residents and citizens can access many online public services which include internet voting, online medical prescriptions, electronic tax filing, digital signatures and ultimately, digital identification. Motivated by accessibility, many services are efficient in terms of time and money which the customers and public officers save. For instance, marketing a motor vehicle in the country may be accomplished remotely within fifteen minutes, while filing taxes online takes an average individual not over five minutes and participation in voting through internet voting normally takes 90 minutes (Kristjan, 2017).

In addition to all public services offered online by the government agencies to their clients, they are truly extensively accepted and used by the people. Digital identification is the backbone of modern digital democracy and is mandatory for all residents and in the year 2014, it was utilized over 80 million and 35 million times for authentication and digital transactions respectively (Vassil et al., 2016). 95% of all revenue tax statements are filed online, and all third citizens engaged in online voting during the past two polls.

Concerning the degree of behaviour and attitudes of users, study evidence has indicated that online services offered by the government are considered as reliable and trustworthy. Populaces anticipate their delivery, while government bureaus view online existence not as an option, but rather as an inevitable a strategic portion of their daily activities (Anthes, 2015). The widely acclaimed and reported success of Estonia to convert their public services online was fundamentally driven by the widespread usage of electronic ID-cards (Maaten, 2004). From 2002, roughly 1.2 million of these personal ID-documents which are the size of credit cards have been issued, and thus allowed inhabitants to digitally identify themselves and also sign actions or documents. Identification cards are compulsory for every citizen and they are in the same way valid for physical and digital identification. Because of their convenient size, they can fit well into a normal wallet compared to a passport and they are frequently used as the single identification document which individuals carry everywhere. In physical terms, they are valid for a person to be identified in Estonia, but more significantly, they are as well used for travelling in many European states (Björklund, 2016). Therefore, together with their principal functionality, digital identification cards are successfully employed as substitutes for traditional identification IDs (Drechsler, Madise, 2002). The digital functionality of identification cards is founded on a microelectronic chip as well as the dual pin codes which come with the cards. Through the use of smart card reader as well as an internet-connected computer, Estonian citizens may utilize the two central functions offered by the identification card, which are both crucial to the growth of e-government; digital signature (associated with PIN2) and personal authentication (associated with PIN1). The first pin-code enables the people to authenticate their identity for the matching eservice to know the user's identity. Such is the initial step which offers basic empowering infrastructure for providing personalized services as well as information through online modes. Most of the services operate fully on only basis of authentication that is, reviewing personal health records, inspecting the validity of motor vehicle insurance, or reviewing the number of political applicants in each district of voters. The use of the second pin-code is to approve online transitions or sign documents. For example, obtaining the insurance policy, confirmation of the submission of the tax declaration, or voting in elections (Kalvet, 2012; Kristjan, 2017).

**TASK 2: Use a dictionary to find the opposite of the underlined words in the text**

.....  
.....  
.....  
.....  
.....  
.....  
.....

**TASK 3: Answer the questions below**

1. What is the text about?
2. Which country is depicted in the text?
3. How does it succeed in transforming its administration by dint of ICT?
4. What are the different sectors transformed by ICT?

**TASK 4: Reflect upon the following topic then do it not more than 15 lines.**

Can ICT modernize public service in Africa?



## SESSION IV : INTERNATIONAL ISSUES

**GRAMMAR** :Simple past and present perfect

### What's the difference? Present Perfect and Past Simple

Present Perfect Simple	Past Simple
<p>Unfinished actions that started in the past and continue to the present:</p> <p>I <b>'ve known</b> Julie for ten years (and I still know her).</p>	<p>Finished actions :</p> <p>I <b>knew</b> Julie for ten years (but then she moved away and we lost touch).</p>
<p>A finished action in someone's life (when the person is still alive: life experience):</p> <p>My brother <b>has been</b> to Mexico three times.</p>	<p>A finished action in someone's life (when the person is dead):</p> <p>My great-grandmother <b>went</b> to Mexico three times.</p>
<p>A finished action with a result in the present:</p> <p>I <b>'ve lost</b> my keys! (The result is that I can't get into my house</p>	<p>A finished action with no result in the present:</p> <p>I <b>lost</b> my keys yesterday. It was terrible! (Now there is no result. I got new keys</p>

now).	yesterday).
With an unfinished time word (this week, this month, today):  I've <b>seen</b> John this week.	With a finished time word (last week, last month, yesterday):  I <b>saw</b> John last week.

**Remember:**

1. We use the past simple for past events or actions which have no connection to the present.
2. We use the present perfect for actions which started in the past and are still happening now OR for finished actions which have a connection to the present.
3. We CAN'T use the present perfect with a finished time word:
  - o NOT: I've been to the museum yesterday.

**Read the text below then do the activities that follow it**

**TASK 1: What is the general idea of the text?**

.....

The United Nations came into being in 1945, following the devastation of the Second World War, with one central mission: the maintenance of international peace and security. The UN does this by working to prevent conflict; helping parties in conflict make peace; peacekeeping; and creating the conditions to allow peace to hold and flourish. These activities often overlap and should reinforce one another, to be effective. The UN Security Council has the primary responsibility for international peace and security. The General Assembly and the Secretary-General play major, important, and complementary roles, along with other UN offices and bodies.

**It is made of organs like Security Council**

The Security Council takes the lead in determining the existence of a threat to the peace or an act of aggression. It calls upon the parties to a dispute to settle it by peaceful means and recommends methods of adjustment or terms of settlement..

**General Assembly**

The General Assembly provides a forum for Member States to express their views to the entire membership and find consensus on difficult issues. It makes recommendations in the form of General Assembly Resolutions.

Decisions on important questions, such as those on peace and security, admission of new members and budgetary matters, require a two-thirds majority, but other questions are decided by simple majority.

Its main objective is to maintain peace in the worlds and that is done through:

### **Preventive Diplomacy and Mediation**

The United Nations plays an important role in conflict prevention, using diplomacy, good offices and mediation. Among the tools the Organization uses to bring peace are special envoys and political missions in the field.

**Peacekeeping:** Today's multidimensional peacekeeping operations are called upon not only to maintain peace and security, but also to facilitate political processes, protect civilians, assist in the disarmament, demobilization and reintegration of former combatants; support constitutional processes and the organization of elections, protect and promote human rights and assist in restoring the rule of law and extending legitimate state authority.

**Peacebuilding** :United Nations peacebuilding activities are aimed at assisting countries emerging from conflict, reducing the risk of relapsing into conflict and at laying the foundation for sustainable peace and development. The UN peacebuilding architecture comprises the Peace building Commission, the Peace building Fund and the Peacebuilding Support Office. The Peacebuilding Support Office assists and supports the Peacebuilding Commission with strategic advice and policy guidance, administers the Peacebuilding Fund and serves the Secretary-General in coordinating United Nations agencies in their peacebuilding efforts.

**Countering Terrorism** :The United Nations is being increasingly called upon to coordinate the global fight against terrorism. Eighteen universal instruments against international terrorism have been elaborated within the framework of the United Nations system relating to specific terrorist activities.

<https://www.un.org/en/sections/what-we-do/maintain-international-peace-and-security/index.html>

### **TASK 2 : Give short answers to the following**

- 1.What is the text about
- 2.What was that organization created
- 3.What are its organ
- 4.What are its objectives

### TASK 3: Give your opinion on the following

According to you are the objectives of UNO reached?

## SESSION V :FREEDOM AND CIVIL RIGHTS

### Grammar : Conjunction

Conjunctions are linking words like *and, or, but, then* and *because*:

*They knocked down all the houses **and** they built a car park.*

*Are there four **or** five people living in that house?*

*My shoes look great **but** are not very comfortable.*

**And, but, either ... or, etc. (coordinating conjunctions)**

Coordinating conjunctions connect items which are the same grammatical type, e.g. words, phrases, clauses. The most common coordinating conjunctions are *and, or, but*.

One-word conjunctions

Connecting words

*Which do you prefer? [word]Red **or** [word]blue?*

Connecting phrases

*The meal was [phrase]very expensive **and** [phrase]not very nice.*

Connecting clauses

*[clause]There are seats outside **but** [clause]some people don't like sitting outdoors.*

Connecting sentences

*My grandmother's name was Wall. **But** she became Jenkins when she got married to my grandfather. (In very formal writing, we don't normally start a sentence with *but*.)*

Connecting prefixes

*[prefix]Pro- **and** [prefix]anti-government supporters waited outside the parliament.*

Two-word conjunctions

Some coordinating conjunctions have two parts: *either ... or ...*, *neither ... nor ...*, *both ... and ...*:

You can drink chocolate milk **either** hot in the winter **or** cold in the summer.

**Neither** Lisa **nor** Helena had been to Italy before. (Lisa hadn't been to Italy before and Helena hadn't been to Italy before.)

**Both** you **and** I know what really happened. (You know and I know what happened.)

### Warning:

Apart from two-word conjunctions, we only use one conjunction to connect words or phrases:

**Because** my alarm didn't go off, I was late for work.

Not: ~~Because my alarm didn't go off, so I was late for work.~~

### **After, although, as soon as, etc. (subordinating conjunctions)**

Common subordinating conjunctions are: *after, (al)though, as, before, if, since, that, until, when, whereas, while, once, so, as soon as, provided that*. When a clause follows these conjunctions, it becomes a subordinate clause, which needs a main clause to make a complete sentence.

#### One-word conjunctions

[subordinate clause]**After** we had talked on the phone, [main clause]I wrote down what we had decided.

[main clause]Everyone enjoyed the fishing trip [subordinate clause]**although** no one caught any fish!

[subordinate clause]**Before** we left at four o'clock, [main clause]we had something to eat.

When the subordinate clause comes before the main clause, we usually put a comma at the end of the clause. When the main clause comes first, we don't need to use a comma.

#### Conjunctions with more than one word

Some subordinating conjunctions consist of more than one word: *as long as, as soon as, except that, in order that, so as to, provided that*:

**As long as** the waves are high enough, we can go surfing.

**Provided that** he pays a fine, he will not have to go to jail. (formal)

#### Conjunctions that can be modified by adverbs

Some subordinating conjunctions may be modified by adverbs (underlined). For example *just when, ever since, only if, just as, simply because, right before*:

The phone rang just **when** I'd gone to bed.

I have been afraid to swim in the sea ever **since** I was young.

### Position of subordinating conjunctions

Words and phrases such as *above all, anyway, as a result, as well, eventually, firstly, however, overall, rather, then, therefore, though, on the contrary* (linking adjuncts) can create similar meanings to conjunctions (e.g.

adding, cause and effect). These words are adverb phrases and can come in any position which an adverb can occupy:

*He left home late. (As a result) he (as a result) didn't arrive until 8 pm (as a result).*

We cannot do this with subordinating conjunctions, which must come at the beginning of the clause. Subordinating conjunctions create a grammatical connection between two clauses, making one dependent on the other.

### Compare

<p>Subordinating conjunction <i>so</i>: <i>He couldn't get money from the bank so he couldn't buy a house.</i></p>	<p>These two sentences mean the same thing but they are connected differently: <i>So</i> makes a subordinating link between the cause/reason (<i>He couldn't get money from the bank</i>) and the result (<i>he couldn't buy a house</i>). This is a grammatical link. The position of <i>so</i> cannot change.</p>
<p>Linking adjunct <i>as a result</i>: <i>He couldn't get money from the bank. As a result he couldn't buy a house.</i></p>	<p><i>As a result</i> creates a link between two clauses based on meaning. We can move <i>as a result</i> (<i>He couldn't get money from the bank. He couldn't buy a house as a result</i>).</p>

Read carefully the text below then do all the activities that follow it

Task 1: Find out the general idea of the text

.....

The civil rights movement was a **struggle** for social justice that took place mainly during the 1950s and 1960s for blacks to gain equal rights under the law in the United States. The Civil War had officially abolished slavery, but it didn't end discrimination against blacks—they continued to endure the devastating effects of racism, especially in the South. By the mid-20th century, African Americans had had more than enough of prejudice and violence against them. They, along with many whites, mobilized and began an unprecedented fight for equality that spanned two decades.



On December 1, 1955, a 42-year-old woman named [Rosa Parks](#) found a seat on a Montgomery, Alabama bus after work. Segregation laws at the time stated blacks must sit in designated seats at the back of the bus, and Parks had **complied**.

When a white man got on the bus and couldn't find a seat in the white section at the front of the bus, the bus driver instructed Parks and three other blacks to give up their seats. Parks refused and was arrested.

As word of her arrest **ignited outrage** and support, Parks unwittingly became the “mother of the modern day civil rights movement.” Black community leaders formed the Montgomery Improvement Association (MIA) **led** by Baptist minister [Martin Luther King Jr.](#), a role which would place him front and center in the fight for civil rights.

Parks' courage incited the MIA to stage a [boycott of the Montgomery bus system](#). It lasted 381 days until segregated seating was declared



Arguably one of the most **famous** events of the civil rights movement took place on August 28, 1963: the [March on Washington](#). It was organized and attended by civil rights leaders such as [A. Philip Randolph](#), [Bayard Rustin](#) and Martin Luther King Jr.

More than 200,000 people, black and white, congregated in Washington, D. C. for the peaceful march with the main purpose of forcing civil rights legislation and establishing job equality for everyone. The highlight of the march was King's speech in which he continually stated, "I have a dream..."

King's "[I Have a Dream](#)" **speech** quickly became a slogan for equality and freedom.

President [Lyndon B. Johnson](#) signed the [Civil Rights Act of 1964](#)—legislation initiated by President [John F. Kennedy](#) before his assassination—into law on July 2 of that year.

King and other civil rights activists **witnessed** the signing. The law guaranteed equal employment for all, limited the use of voter literacy tests and allowed federal authorities to ensure public facilities were integrated.

Adapted from <https://www.history.com/topics/black-history/civil-rights-movement>  
<https://www.cbsnews.com/pictures/leaders-of-the-civil-rights-movement/>

**TASK 2: Check the definition of the words in bold in a dictionary**

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**TASK 3: Give short answers to the following questions**

1. What was the aim of black people's fight in the USA in the nineties?
2. What is the name of the woman who refused to give up her seat to a white man?
3. What happened on March 28<sup>th</sup> August 1963?



4. Did some white people support black people in their fight? Justify your answer

5. What were the results of the march of August 1963?

Task 4: Read the topic below then do it in 15 lines maximum

According to you are black people's rights respected in the USA?

## SESSION VI : AFRICAN CULTURE AND TRADITION

**Grammar focus:** Personal and impersonal passives

### 1. Personal Passive

When we put an **object** of an active sentence into passive, it becomes **subject** of the passive sentence.

- Active sentence → The professor gave **the students** the books.
- Passive sentence → **The students** were given the books.

We sometimes use a pronoun for *the students* or *the books* in its subject form (here: *they*).

- Active sentence → The professor gave **them** the books.
- Passive sentence → **They** were given the books.

We very often leave out the *by-agent* in the passive sentence (here: *by the professor*).

### 2. Impersonal Passive - *It is said ...*

The phrase **It is said ...** is an impersonal passive construction. This construction is used informally. **It is said ...** is used when one doesn't want to, or is unable to, cite legitimate sources for what you are saying. It is, essentially, a way of claiming any position without justifying it.

- Passive sentence 1 → **It is said** that children are afraid of ghosts.

- Passive sentence 2 → Children are said to be afraid of ghosts.

The correct active sentence would be:

Active sentence → People say that children are afraid of ghosts

**Read the text below then do the activities that follow it**

**TASK: Find a title of the text**

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African Tradition is expressed through many different art forms, such as music, dance, art, sculpture and beadwork.

These traditions are deeply ingrained into the whole [African culture](#).

Many African languages are "tone languages," meaning that **pitch** level determines meaning.

Oral Tradition is very important in African culture, as it insures the passage of cultural practices from one generation to another.

About Music and Poetry in African Traditions let's say that naturally, singing is very important to the African society because the melody and rhythm follow the intonation of the song text. The songs are often sung in call-and-response form. For example in West Africa, a griot is a **praise** singer or poet who possesses a repository of oral tradition passed down from generation to generation. They must know the traditional songs and must also be able to improvise songs about current events and chance incidents. In addition, music is a form of communication and it plays a functional role in African society. Songs accompany marriage, birth, rites of passage, **hunting** and even political activities. Music is often used in different African cultures to ward off evil spirits and to pay respects to good spirits, the dead and ancestors.

Although the musical styles and instruments vary from region to region, there are some common forms of musical expression. The most significant instrument in African music is the African drum. It expresses the **mood** of the people and evokes emotion. The beat of the African drum is the "heartbeat of the community" and its rhythm is what holds the dancers together.

Dance is an integral part of the African culture, and it utilizes symbolic gestures, masks, costumes, body painting and props to communicate. The dance movements can be simple or complex with **intricate** actions including fast rotation, **ripples** of the body and contraction and release. Dance is used to express emotion, whether joyful or sorrowful and it is not limited to just the dancers. Often spectators will be encouraged to join in.

Traditional African Masks used in dances have religious, ceremonial and functional origins. The artist who **carves** the mask will ceremonially purify himself and offer prayers to his ancestors for guidance before he begins the actual **carving** of the mask.

In a word ,people are generally recognized through their culture and tradition that must be perpetuated by generations since culture and traditions are the soul or identity of a group of people.

<https://www.victoriafalls-guide.net/african->

**TASK 2: Find the definition of the words in bold in your dictionary**

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**TASK 3 : Answer the following questions**

- a.What are different forms of African culture?
- b.How important is music in African culture?
- C.What does the author say about griot from west Africa?
- d.What are the origins of traditional mask and how are they made?
- e.How important is a culture for a group of people?

**TASK :Read the topic below and do it in 15 lines**

Write a short paragraph on a traditional practice of your region then share it with your classmates.

## SITOGRAPHIE

[https://www.englisch-hilfen.de/en/grammar/personal\\_passive.htm](https://www.englisch-hilfen.de/en/grammar/personal_passive.htm)

<https://www.perfect-english-grammar.com/phrasal-verbs.html>

<https://dictionary.cambridge.org/fr/grammaire/grammaire-britannique/>