



UFR_ARHAI

SYLLABUS & COURSE

Academic Year: 2022–2023

ECUE: LISTENING (ANGLAIS)

Semestre : Semestre 1

Code ECUE : ANG70011

Type : TD

Course Duration: 12h

Level: Licence 1

Faculty: ARHAI (Agriculture, Ressources Halieutiques et Agro-Industries)

UE of Attachment: Anglais

Code UE: ANG7001

Credit:

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I- COURSE DESCRIPTION

This course is designed to study specific language functions and communicative needs. Grammar, professional writing and communicative skills are the core study through different sessions. It is composed of contextual texts with grammar points, methodological texts and audio-conversations.

a-GENERAL OBJECTIVE

The main purpose of this course is to help students of L 1 in agriculture to use language with confidence and perform successfully their professional tasks in English.

b-SPECIFIC OBJECTIVES

By the end of the tutorials, students should be able to:

- Understand the structural and functional system of English and use it with confidence
- Acquire and perform some vocational or professional skill
- Listen and understand an oral conversation

II- COURSE CONTENT

N° SESSION	CONTENT	DURATION	TD
Session 1	Unit 1: I- Nouns 1- The Gender 2- The Plural II- Quantifiers III- The Genitive IV- Verbs and their ing forms	4H	TD
Session 2	Unit 2: Modal Verbs, Adjectives / Comparatives and Superlatives, Pronouns, Articles, Prepositions A-Modal Verbs and Expression of Polite Requests / Offers B-Adjectives C-Pronouns D- Article (A/An and The) E-Prepositions	4H	TD
Session 3	Unit 3: / Unit 3:Listening I- Listening Comprehension	3H	TD

	II-Impact of Covid-19 on the Agriculture Sector III-Vocabulary IV-Comprehension V-Essay Writing VI-Translation into French VII-Translation into English VIII-Brainstorming IX-Skimming X-Word Study XI- Reading Comprehension XII-Writing		
TEST 1	TEST 1	1H	

III- PROGRAMME

Seven sessions are devoted to this course. Each session goes on 2h of duration.

IV- METHODOLOGY

This course is fully tutorial and it needs to be more practical. It is supported by reading and listening materials such as texts, audio or video.

V- ASSESSMENT

Class evaluations (30%) and final exam (60%) with possibility of reseat exam

UNIT 1

I- NOUNS

1- The gender

Activity 1: Find the gender of the following nouns

MALE	FEMALE
A waiter	a waitress
a manservant	Servant
	a female nurse
an actor	An actress
A king	a queen
a nephew	a niece
a chairman	A chairwoman

NB: When the gender is evident, there is no need of precision.

Ex: She is my friend.

2- The plural

Activity 2: Find the singular or the plural of the following nouns

SINGULAR	PLURAL
a book	Books
a church	Churches
A glass	Glasses
a knife	Knives
A leaf	Leaves
a potato	Potatoes
a child	Children
A foot	Feet
a tooth	Teeth
A piece of furniture	Furniture
a woman	Women
A mouse	Mice
an ox	Oxen
sheep	Sheep

luggage	
a half	

NB: The pronunciation of the plural depends on the pronunciation of the last letter.

Ex: problems (Z) / cats (S)

II- QUANTIFIERS

	With uncountable nouns	With countable nouns
pas de / aucun	no / not any oil	no / not any books
peu de	Little	Few
un peu de	a little	a few
des / quelques	some / any	some / any
Plusieurs	-	Several
assez de	Enough	Enough
beaucoup de	Much a lot of / lots of	Many a lot of / lots of
une bonne quantité de	plenty of	a number of
la plupart de	most of the	most of the most
tout le (toute la), tous (toute), les tous (toutes)	all the	all the each / every (+ singular)

Activity 1: Complete the following sentences with *many* or *much*.

- a- It's easy to visit London because there arebuses.
- b- He does not seem to be makingprogress.
- c- There were notcars.
- d- Howmilk do you want?
- e- We don't receive.....news from him.
- f- Bété people eat rice, butlike cassava.
- g- I like driving in the country when there is not too traffic.
- h- How.....times have you been to Britain.
- i- We have been therea time.
- j- Not people cycle to work.
- k- Cycling is nice when there is not wind.
- l- If you work far from home, it takes too time.

Activity 2: Complete the following sentences with *a few, few, a little, little*.

- a- At this late hour, there are very people at the office.
- b- They have veryluggage.
- c- I'll be here for only minutes, and then I'll leave.
- d- I'm going to have days off next week.
- e- The poor fellow hasmoney andfriends.
- f- I'll drive home. It'll take me very time.
- g- Thedays I spent in London.
- h- This work takes me sincerelytime.
- i- Of course, if I walked home, it would take me more time.

Activity 3: Put these sentences in the negative form.

- a- There was a lot of traffic yesterday.
- b- There were a lot of people at the market.
- c- I had a lot of things to do at the post office.
- d- It took me a lot of time.

III- THE GENITIVE

The genitive expresses the possession when the owner is a person, an animal or a human group (country, city, etc).

Ex: The bag of the boy. / The boy's bag.

The book of the girl. / The girl's book.
 The uniforms of the girls. / The girls' uniforms.
 The clothes of the children. / The children's clothes.

Activity 1: Rewrite the underlined words by using the genitive.

- a- Look at Clarissa. She is wearing the coat of my sister.
- b- She has the hat of Gillian on her head.
- c- She has got the shoes of her boyfriend.
- d- She is in the car of my parents.
- e- And she is leaving for a holiday of a week.

HOMEWORK

- 1- Rewrite these sentences by replacing *all the* by *every*.
 - a- All the houses have their own gardens.
 - b- Not all the rooms are heated.
 - c- All the workers have a password to enter the building.
 - d- They'll check all the elevators.
 - e- All the streets are busy during the rush hour.

2- Fill the blanks with: *all, every, lots, no, a lot of, any, little* to make the text coherent.

Chicago is a huge city. Like New York, it has very high buildings. But it is very different from New York where very space is devoted to parks. I like watching these pigeons. They are perched on street corner. There are them. They always seem very comfortable; they know when to sit and watch, and when to fly away and move on. They demand respect and, actually, they don't receive.

IV- VERBS AND THEIR "ING" FORMS

- **Structure:** verb + ing
- **Uses:** can be used as a gerund, a noun (subject and complement).
- **Verbs followed by a verb in ING form:** to like, to dislike, to love, to finish, to start, to hate, to stop, to enjoy, to prefer, to miss, to give up, to begin, to avoid, to risk, to suggest, to mind.

Activity 1: Select the best option in the following sentences.

- a- I like (dance, dancing, danced).
- b- (Smoke, Smoked, Smoking) is dangerous.
- c- She is good at (swim, swimming, swam).
- d- I hate (wrote, written, writing) a letter.
- e- After (done, doing, did) my homework, I usually wash the dishes.
- f- Yéo washes his hands before (eating, eaten, ate).

UNIT 2: MODAL VERBS, ADJECTIVES / COMPARATIVES AND SUPERLATIVES, PRONOUNS, ARTICLES, PREPOSITIONS

I- MODALS

a- Definition

It is a verb that is used with another verb (not a modal) to express possibility, permission, intention, probability, suggestion, etc.

	MODALS	DESCRIPTIONS
1	CAN	Physical ability to do sth
		Intellectual ability to do sth
		Ability with verbs of perception
		Probability
		Permission
2	MAY	Polite permission/request
		Weak probability
3	MIGHT	Suggestion
		Weaker probability

4	SHOULD / OUGHT TO	Advice/recommendation (to say what is the right thing to)
5	MUST	Obligation
		Strong probability
6	MUSTN'T	Interdiction
7	WOULD	Desire/preference
8	WILL	For asking sb to do sth
		For ordering sb to do sth
9	SHALL	For making offers or suggestions
		For asking advice (interrogative form)
10	COULD	To ask if you can do sth
		To politely ask sb to do sth for you
		To show that sth is or might be possible
		To suggest sth

b. General rules

- Modals are invariable with all the personal pronouns.
- They cannot be used with the ING form.
- They make their interrogative and negative forms without DO.
- They are followed by a bare infinitive.
- They cannot be used with all the tenses, only their equivalents:
 - Can: to be able to
 - May: to be allowed to
 - Must: to have to

Activity 1: Rewrite these sentences by using the appropriate modal.

- a- I am convinced that Mary is very popular. Mary.....
- b- I don't think she is lonely. She.....
- c- Perhaps her sister, Sandy, is jealous. Her sister Sandy.....
- d- I suppose it's difficult for her! It.....
- e- I think Ben is Maria's cousin, but I'm not sure. Ben.....
- f- They are perhaps at the theatre.
- g- They are certainly at the cinema.
- h- If I were you I'd buy a car.
- i- I advise you to wait for a few minutes.

Activity 2: Translate into English by using a modal.

- a- Il se peut que j'aille en Angleterre l'an prochain.
- b- Tu dois être bon en anglais si tu vas en Angleterre tous les ans.
- c- Il se pourrait que Martin vienne aussi.
- d- Il se peut que je te rapporte un disque, si tu es gentil.
- e- N'oublie pas ! je pourrais être très fâché.

Activity 3: Translate into French

- a- You shouldn't have made that remark.
- b- They can't have missed him.
- c- You needn't have told us that you didn't want to meet him.
- d- We couldn't have waited for him.

II- ADJECTIVES

Placing a group of adjectives in the right order

General	Size and shape	Age	Colour	Participle	Origin	Material (to do with)	Noun
Expensive	Small	new	Black	Woven	French	Leather	bag

Activity 1: Describe these things, putting the adjectives in the right order.

- a- A sheep (Malian/colossal/black and white/young)
- b- Shoes (plastic/white/imported/strong)
- c- A building (concrete/old/huge/yellow)

III- COMPARATIVES AND SUPERLATIVES

a- Comparisons

- **Equality:** Short and long adjectives: as + adjective + as.
- **Inferiority:** Short and long adjectives: less + adjective + than.
- **Superiority:** - Short adjectives: adjective + er + than
- Long adjectives: more + adjective + than

b- Superlatives

- **Inferiority:** Short and long adjectives: The + least + adjective.
- **Superiority:** - Short adjectives: The + adjective + est
- Long adjectives: The + most + adjective

Activity 2: Find the comparisons and superlatives of the following adjectives and for each adjective, build a sentence with the comparison and the superlative.

Adjectives	Comparisons			Superlatives	
	Equality	Inferiority	Superiority	Inferiority	Superiority
Quick					
Good					
Old					
Bad					
Important					
Silly					
Sad					
Urgent					

Activity 3: Complete the following sentences with the right form of adjective.

- 1- Jenny said she was at Bill's appearance. He was wearing a blue hat. It was very (surprising/surprised).
- 2- Her children were really in this programme. They say Bill's programmes are always (interested/interesting).
- 3- Bill said he would leave the company, which is really Indeed, his manager really looks (worried/worrying).
- 4- If the programme stops, my grandmother will certainly be Of course, the end of a programme is always a little (depressed/depressing).

IV- PRONOUNS

Subject/Personal Pronouns	Complement/Object Pronouns	Possessive Adjectives	Possessive pronouns	Reflexive pronouns
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	Its	Its	Itself
We	Us	Our	Ours	Ourselves
You	You	Your	Yours	Yourselves
They	Them	Their	Theirs	Themselves

NB: Reciprocal pronouns: **each other** (two elements) and **one another** (more than two elements).

Ex: Yeo and Ali hate each other. / Yao has ten children. They love one another.

Activity 1: Put the pronouns in brackets to their right places in the following sentences

- 1- Tim and Sam don't know very well. (each other).
- 2- Tim is quite friendly but his sister is a pest. (himself).
- 3- She is very pretty. She cuts her hair and it always looks nice. (herself).

- 4-I asked her: “Could you do a favour, please?” (me)
- 5-She refused to help me do the washing up yesterday, so I had to do it. (myself).
- 6-And yet, she expects to help all the time. (me-her)

Activity 2: Complete with the right pronouns.

- 1- We enjoyed very much at the party yesterday.
- 2- She blamed.....for the accident.
- 3- As usual, Debbie came with
- 4- Look at your umbrella! You should buya new one.
- 5- is a funny girl. Everybody likes.....
- 6- There was so much noise; I couldn't makeheard.
- 7- The only problem is that and Peter don't get on well with
- 8- The door openswhen someone comes near it.
- 9- quarrel all the time.
- 10- Does he expect us to workto death?

V- ARTICLES

➤ **A/An:** indefinite articles used in general statements.

Ex: I saw a boy in the street. (It can be any boy)

- **A :** used before noun starting with a consonant

Ex: a table / a chair

Irregular cases: a uniform / a university

- **An :** used before a noun starting with a vowel.

Ex: an apple / an orange.

Irregular cases: an honest man / an hour

➤ **The:** definite article used to describe sth that has been already mentioned or we know. It can precede singular or plural nouns.

Ex: The boy sitting there is my cousin. / The boys sitting there are my classmates. (Here, there is a precision)

Activity1: Complete the following sentences with *a, an, the, Ø*.

- 1- “What do you do?” “I’m estate agent.”
- 2- “So you buy and sell houses?”
- 3- “Yes, that’s my job. I have been selling houses for years.”
- 4- “It is very interesting job, and pay is good.”
- 5- “I make about £5,000 month.”
- 6- “I work mostly in London, but I have just sold to people from Central America”.
- 7- “..... house I sold them was typical English cottage.”
- 8- “It looks wonderful in morning, when sun rises above the thatched roof”.

Some cases of uses of “The” and “Ø”

USE OF THE	USE OF Ø (no article)
Ordinal numbers before nouns: <u>Ex:</u> The third lesson/The second World War	Cardinal numbers after nouns: <u>Ex:</u> Lesson three/World War Two
Groups of mountains: <u>Ex:</u> The Alps/The Appalachians	Only mounts: <u>Ex:</u> Mount Nimba
Groups of countries or countries with more than one word: <u>Ex:</u> The United States Of America The Netherlands	Countries with one word and states in countries: <u>Ex:</u> Mali, France, Sweden, Kaduna, California
Rivers, seas, oceans: <u>Ex:</u> The Mediterranean sea The Pacific Ocean/The Thames	Lakes in singular: <u>Ex:</u> Lake Victoria

Ethnic groups: <u>Ex:</u> The Akan people/ The Maya	
Universities and schools when they start with the word university or school: <u>Ex:</u> The University Péléforo Gon Coulibaly	Universities and schools when they start with the proper name: <u>Ex:</u> Péléforo Gon Coulibaly University
Moon and earth: <u>Ex:</u> The moon/ the Earth	Other planets <u>Ex:</u> Jupiter/Uranus
Particular wars: <u>Ex:</u> - The Liberian War - The Syrian War	Names of meals, holidays, languages, continents, colours, streets, proper names: <u>Ex:</u> Lunch/Easter/English/Africa/Green/Oxford Street/Queen Elizabeth
Historical documents: <u>Ex:</u> The Peace Treaty of Yalta The Constitution	Names of scientific areas or subjects: <u>Ex:</u> Psychology/Physics
Before family nouns in plural: <u>Ex:</u> The Turners	Names of days and months: <u>Ex:</u> Monday/December
	Before abstract nouns <u>Ex:</u> He lacks courage

VI- PREPOSITIONS

a- Only position: in, inside, outside, below, above, next to, beside, by.

b- Position or movement: on, under, over, round, around, through, among, near, behind, in front of, across, against, between.

c- Only movement: on to, off, into, out of, past, along, up down, from, to, towards.

d-Time: at, on, in, till, until, on time, before, after, afterwards, from, since, for, during.

Activity2: Complete with the right prepositions.

a- A neighbour looks our cat while we are away..... holiday.

b- I can't see any reason..... His rude behaviour. How can you account it?

c- He is not very good..... English, he is more interested Maths and very keenBiology.

d- Are you pleased..... your new job? – Not really, I took it want of something better. I can't hope anything better the present circumstances.

e- What..... inviting the Smiths? We haven't seen them ages.

f- Could you type this text.....Tuesday? It's rather urgent. – All right, I'll do it the weekend.

g- I'm looking forward..... seeing them again..... the occasion of their daughter's wedding.

h- I'll tell you it condition that you keep it a secret.

i- I was the impression that he wouldn't be content..... so little.

j- There is no need you to shout me..... this way.

k- We were all surprised his remarkable results and we congratulated him them.

l- They had to operate..... him appendicitis.

m- We shan't be able to come next week, as our car is repair.

n- The accident happenedyour recklessness. – I'm sorry..... it.

o- We are going a long journey next summer, the route is still discussion.

VII- ADVERBS

1- GENERAL RULES

- We use an adverb to say an opinion or precise the place, the time, the frequency and the manner something is done.

Ex: She lives here. (**here** indicates the place she lives)

- We use an adverb to modify the meaning of a verb, an adjective, another adverb or a full sentence.

Ex: I find this very hard. (**very** modifies the adjective hard)

2- STRUCTURE OF ADVERBS

- **adjective + ly**

Ex: slow: slowly / careful: carefully / easy: easily / sensible: sensibly

NB: some words ending in “LY” are not adverb.

Ex: friendly (amical) /silly (sot)

3- TYPES OF ADVERBS

- **Adverbs of manner:** slowly, carefully, rapidly...

They are used generally after the complement or between the subject and the verb.

Ex: - She speaks English fluently.

- She really knows Korhogo.

- **Adverbs of frequency:** never, rarely, seldom sometimes, occasionally, frequently, often, usually, always...

They are used before the verb or between the auxiliary and the verb or after to “Be”.

Ex: - He often visits his parents.

- He has never played tennis.

- He is always hungry.

NB: adverbial phrases of frequency like every day, every two days, once a week, twice a month, three times a year are used at beginning or at the end of the sentence.

Ex: - I go to the opera once a year.

- Every day, I take my bath.

- **Adverbs of place:** here, there, inside, outside, downstairs, in the street...

They are generally used at the beginning or at the end of the sentence.

Ex: - We will have a party there.

- Here are the books

- **Adverbs of time:** today, tomorrow, yesterday, ago, next, in three days...

They are generally used at the beginning or at the end of the sentence.

Ex: - Today, we will have a quiz.

- I will go to Abidjan tomorrow.

- **Adverbs of degree:** too, very, more, totally, nearly, enough...

They are used immediately before the adjective or the adverb they modify.

Ex: This artist is very famous in England.

NB: “Enough” is only used after the adjective or the adverb.

Ex: He is not rich enough to live in Hollywood.

- **Negative adverbs:** hardly, barely, scarcely (à peine, presque pas)

They indicate a negation in the sentence.

Ex: I could hardly see anything.

Activity 1: Use correctly the adverbs in brackets.

1-(very much) I like this wine.

2-(only) We know the truth, let's keep it a secret.

3-(well) Did they play the symphony?

4-(even) He had deceived me; I felt I had no friend left.

5-(hardly) He knew what he was saying.

6-(often) He is ill, but (never) he looks ill.

7-(very well) She plays the piano.

8-(rather) I liked the young actress.

9-(very much) I enjoyed spending that day in New York.

- 10- (slowly) She read the long letter that her son had sent her.
 11- (half) I understood what he meant.
 12- (yesterday) I bought a new book about Wole Soyinka.
 13- (even) He could understand that, though he is only seven.
 14- (often) I have told you what I think.
 - Yes, you have.
 15- (nearly) I lost my temper.
 16- (only) I understand you, nobody else does.
 17- He's been to Australia. (too) And to New Zealand. (also) And to Borneo. (as well) And to Ceylon.
 18- (often) He's bad-tempered.
 - (often) Yes, he is.
 19- (soon) He recovered his self-control.
 20- (usually) We go to the pictures on Saturday afternoon.

Activity 2: Select the right words.

- 1- My sister has a (beautiful/beautifully) little girl.
- 2- She is slight/slightly) younger than Sarah.
- 3- But, (surprising/surprisingly), she is much smaller.
- 4- She is normal/normally) a sweet child.
- 5- Except when she is (angry/angrily).

UNIT 3

I- LISTENING COMPREHENSION

Along with speaking, reading and writing, listening is one of the four skills of language-learning. Almost all language teaching approaches incorporate a listening component. There are three kinds of activities.

- 1-Pre-listening activities are things learners do before a listening activity in order to prepare for listening.
- 2-While listening consists of a series of activities that a learner does while listening to a passage in order to show their understanding of what was heard of.
- 3-Post-listening consists of tasks which main aim is to help students reflect on the listening experience.

Listening requires attention, comprehension of the message that is being relayed and recollect of what has been said. Listening will help to improve the understanding of the language and the pronunciation.

II- IMPACT OF COVID-19 ON THE AGRICULTURE SECTOR

Agriculture is the backbone of any [economy](#). It is the primary sector which generates employment so that the entire circle of economic circulation goes on. When we talk about the Indian economy, the majority of the population is restricted to this sector.

With the ongoing pandemic, livelihoods of all the farmers and the people who are indulging in this sector are at high risk. In some nations, COVID-19 has disappeared while in some it is coming back. **Just a short span of the pandemic will leave an everlasting effect on the agricultural sector.** The pandemic will go away surely, but we do not know when and we do not know the quantum of the negative impact it will leave on the economy.

Closing out the borders, quarantine measures and market supply chain being broken along with trade disruptions are restricting the people's access to nutritious sources of food. For example in India, farmers were not able to harvest their crops because their labourers had fled back to their villages. **The crops were left wilting away on the farm and because of this, the fertile nature of the land is no more available.** This led to a lot of loss for these farmers who are totally dependent upon their farm produce as their source of income.

Challenges have come up with regards to logistics involving the movement of goods from one place to the other. There were various restrictions imposed in the early months of the lockdown and transport vehicles were not allowed to enter other states. **For all the agricultural produce that has a short shelf life, this obstructive nature of the supply chain called a lot of harm.** Moreover, the closure of restaurants and street food outlets removes the market ingredients for all these agriculturists.

III- VOCABULARY

Backbone : épine dorsale

Lockdown / closure: fermeture

IV-COMPREHENSION (6 marks) (*Answers must come from the text*)

1. Why is agriculture said to be the backbone of any economy?
2. What is the direct impact of the COVID 19 on farmers?
3. What cause the restrictions to people's access to nutritious sources of food?
4. Was the movement of goods easy in the early months of the pandemic? Justify your answer.

V- ESSAY WRITING (6 marks)

Topic: "The COVID 19 is putting food security at risk."

What solutions can you suggest to solve that problem? Write your words in fifteen (15) lines maximum.

VI- TRANSLATE INTO FRENCH (4 marks)

Translate Paragraph 1 of the text into French: *From "...Agriculture is the backbone" down to ...the population is restricted to this sector.»*

VII- TRANSLATE INTO ENGLISH (4 marks)

A cause de la pandémie du CORONA 19, les petits agriculteurs pourraient se voir interdire de travailler sur leurs terres ou d'accéder aux marchés pour vendre leurs produits ou acheter des semences ou d'autres biens de base, ou pourraient être surpris par une hausse des prix alimentaires ou une réduction du pouvoir d'achat.

VIII- Brainstorming

Question 1: Do all people around the world have sufficient food to eat? Justify your answer.

Question 2: What solutions can be found to solve that problem?

IX- -SKIMMING Read the text and complete the sentence below.

The text is about.....

The objective of the concept of food security is to make available all foodstuffs in sufficient quantities and with the adequate nutritional qualities, whatever is their origin, be they produced locally, imported, or donated as food aid. That is why the promoters of free trade demand the opening of countries to imports of food, considering that consumers worldwide have the right to purchase their

5 foodstuffs at the lowest cost possible.

The food crisis has produced a variety of proposed solutions. One group argues that high and volatile prices will make the task harder and that more needs to be done to boost supplies through the spread of modern farming, crop research, and food processing in poor countries.

10 The alternative view is skeptical of the modern food business. This group, influential among NGOs and some consumers' associations, focuses more on the food problems of wealthier countries, such as concerns about animal welfare and obesity. It argues that modern agriculture produces food that is tasteless, nutritionally inadequate, and environmentally disastrous.

15 Feeding the world in 2050 will not be easy, and 'business as usual' will not achieve it. There are ways and means to boost yields of the main crops; despite the constraints of land and water, fertilizers and pesticides are available and although the concerns of the critics of modern agriculture may be understandable, the reaction against intensive farming is not always justified.

Adapted from Wikipedia, the free encyclopedia

Note: *NGOs: ONG(les Organisations Non Gouvernementales)*

X- WORD STUDY Read the text; and find in it words or expressions whose meanings are given below. The lines are indicated to help you. **N°1 is an example.**

- 1. substances that are used as food (line 1): **foodstuffs**
- 2. to buy (line 5):
- 3. price (line 5):
- 4. to encourage (line 7):
- 5. concentrates effort or attention on something (line10):
- 6. nourishing; giving food to (line 13):
- 7. harvests; productions (line 14):
- 8. organic or synthetic substances added to the soil to help plant grow more successfully (line 15):

B- Read the text once again, and find in it compound words hidden behind the definitions below. N°1 is an example.

- 1. a state in which there is sufficient food in quantity and quality for everybody is called is **food security** (paragraph 1)
- 2. A system of international trade in which there are no restrictions or taxes on imports or exports is (paragraph 1)
- 3. A state in which there is a lack of sufficient food for everybody is (paragraph 2)
- 4. Research that is devoted to the amelioration of useful plants is (paragraph 2)
- 5. Act of transforming foodstuffs in order to conserve them over a long period of time is (paragraph 2)
- 6. Farming on small lands and which uses modern techniques such as fertilizers, pesticides in order to increase productions is called (paragraph 3)

XI- COMPREHENSION Read the text; and answer the questions below.

- 1. What is the aim of the concept of food security?
.....
.....
- 2. Why do promoters of free trade ask for the opening of countries to imports of food?
.....
.....
- 3. What does the first group of people propose to solve the food crisis?
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- 4. Why does the second group of people criticize those solutions?
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XII- WRITING “How can you help your country achieve food security?”

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XIII- TRANSLATION INTO FRENCH

Translate the text from “**There are ways and means to ...**” down to “**...intensive farming is not always justified.**”

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XIV- TRANSLATION INTO ENGLISH Translate the passage below into English.

Bien que le nombre de personnes victimes de la faim ait diminué d'environ 5 pour cent depuis le début des années 90, presque 800 millions de personnes souffriraient encore de la faim dans les pays en développement et environ 30 millions dans les autres pays. L'accroissement de la population et l'amplification de l'exode rural vers les zones urbaines vont rendre la lutte contre la faim encore plus difficile qu'elle ne l'est aujourd'hui.

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