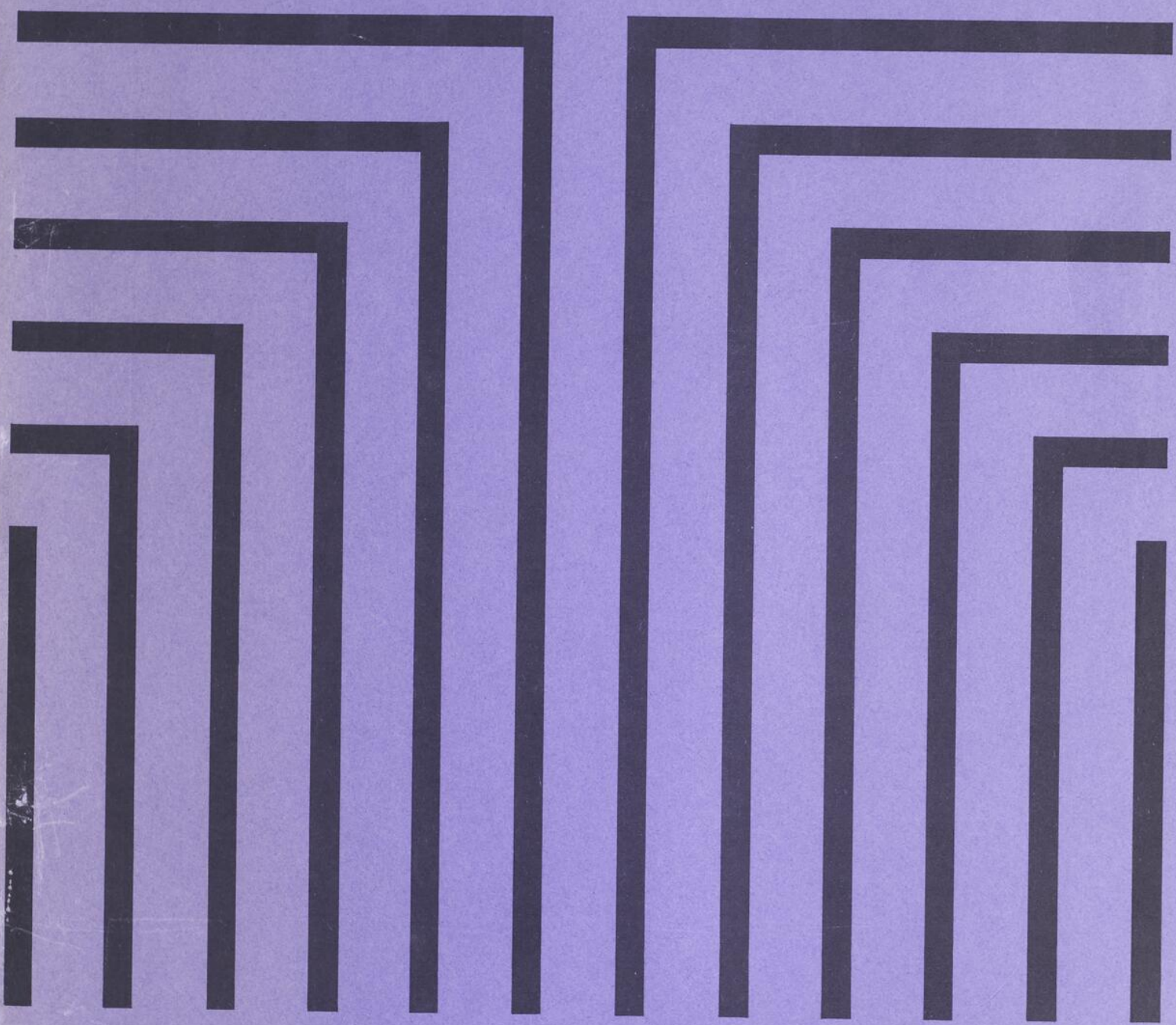


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PROGRAMME D'ÉTUDES

**ANGLAIS
LANGUE SECONDE**



MINISTÈRE DE L'ÉDUCATION DU QUÉBEC
DIRECTION GÉNÉRALE DE L'ÉDUCATION PERMANENTE

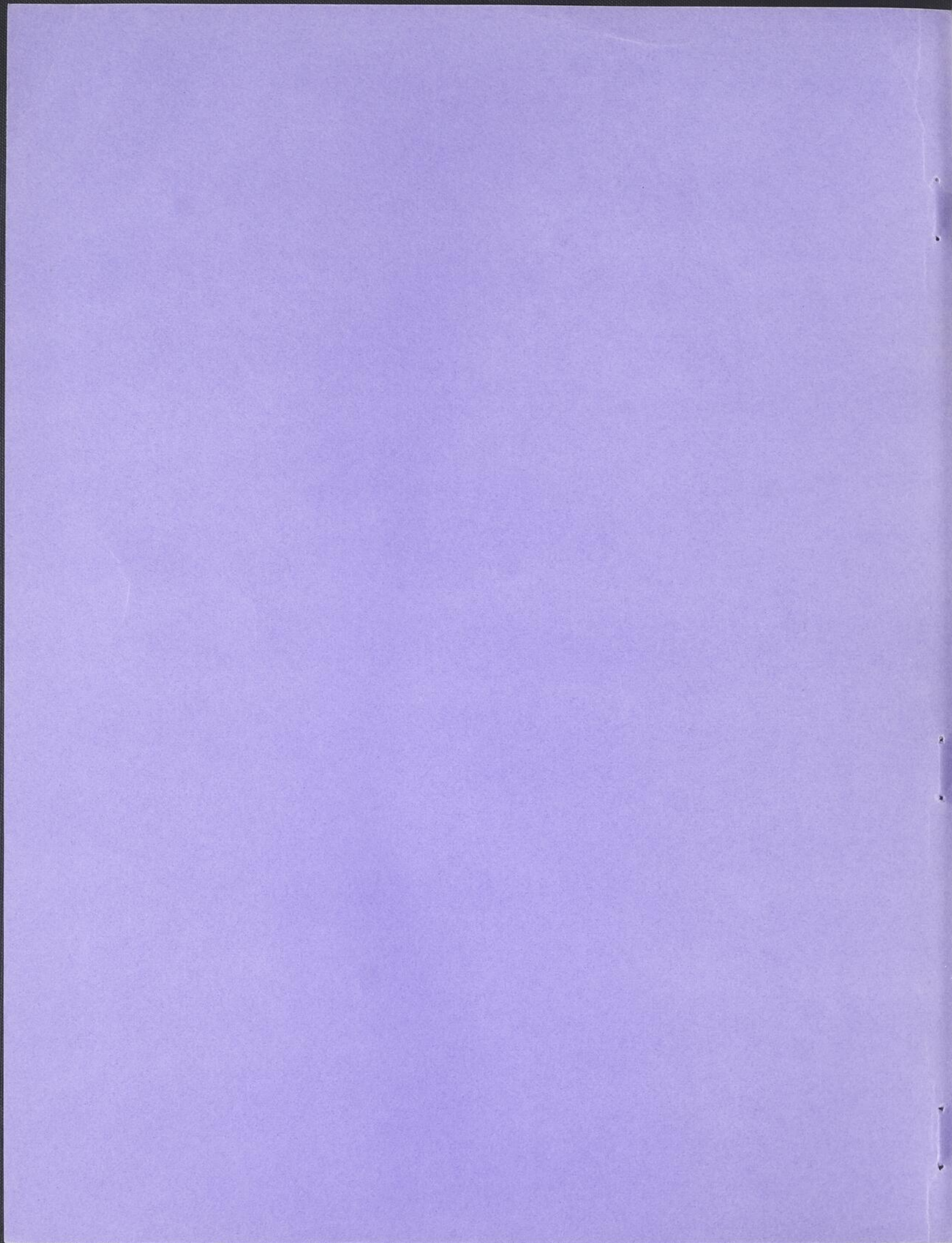


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ANGLAIS / LANGUE SECONDE

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SERVICE DE L'EDUCATION DES ADULTES

Objectifs généraux de l'enseignement de l'anglais (langue seconde)

1. La compréhension de la langue anglaise (sans avoir recours au français) telle qu'elle est parlée par les anglophones dans le milieu où évolue l'étudiant.
2. L'expression orale dans un anglais convenable (sans avoir recours au français) dans des situations semblables à celles où évolue l'étudiant.
3. La lecture de journaux, de magazines et de revues rédigés en anglais sans avoir à en faire une traduction.
4. La composition anglaise selon les structures et l'usage de l'anglais écrit sans avoir recours au français.
5. La compréhension et l'appréciation éventuelle d'un autre genre de vie, ainsi que d'une autre littérature et d'une autre civilisation.

OBJECTIFS PARTICULIERS DES COURS D'ANGLAIS LANGUE SECONDE

ALS 111: L'objectif premier de ALS 111 est la compréhension orale du contenu linguistique de ce cours. Le second est l'expression orale.

ALS 121: Les objectifs particuliers du cours ALS 121 sont:

La compréhension orale et l'expression orale du contenu phonologique, morphologique, syntaxique et lexical du cours.

La lecture de textes de difficultés graduées.

ALS 141: Les objectifs particuliers du cours ALS 141:

La compréhension orale et l'expression orale du contenu phonétique, phonologique, morphologique, syntaxique et sémantique du cours ALS 141.

La lecture de différents genres de textes de difficultés graduées; l'étudiant devra être en mesure d'écrire des compositions dirigées faisant appel à des dialogues, à des lectures déjà vus;

Une certaine connaissance des niveaux de langue basée sur la conversation et la lecture;

L'information culturelle telle qu'elle est transmise par la langue lors des conversations et des lectures.

ALS 151: Les objectifs particuliers du cours ALS 151:

La lecture de textes traitant d'une variété de sujets: science, histoire, géographie, littérature, sport, commerce, etc.

La composition écrite "précis writing" à partir d'un texte lu;

La composition proprement dite ayant rapport à des sujets liés à un texte déjà étudié;

Discussion portant sur des textes déjà étudiés.

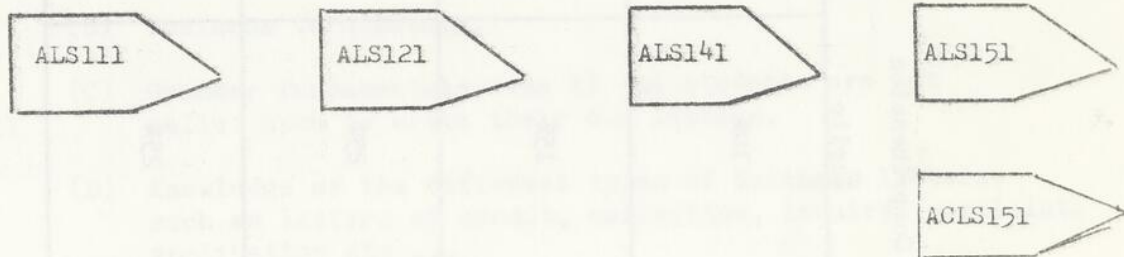
ACLS 151: The main objectives of ACLS 151 are:

- (A) "The Letter", its parts, their nature, and how to arrange and space them so as to invite easy reading.
- (B) Business terminology.
- (C) Grammar fundamentals even if the students are not called upon to write their own letters.
- (D) Knowledge of the different types of business letters, such as letters of credit, collection, inquiry, complaint, application etc ...
- (E) Knowledge of the basic principles of punctuation, capitalization, hyphenation and abbreviations.

Objectifs taxonomiques

	Disc. auditive	Compréhension orale	Expression orale	Compréhension écrite	Expression écrite
ALS111	25%	40%	25%	10%	
ALS121	10%	40%	35%	15%	
ALS141			50%	25%	25%
ALS151			25%	25%	50%

STRUCTURE GENERALE DES COURS D'ANGLAIS LANGUE SECONDE.



PREREQUIS

Cours	Prérequis
ALS111	aucun
ALS121	ALS111
ALS141	ALS121
ACLS151	ALS141
ALS151	ALS141

A LIRE

Les étudiants adultes sont différents des étudiants du jour et le professeur doit en tenir compte.

Voici quelques conseils pratiques tirés de l'expérience de professeurs qui enseignent depuis plusieurs années aux adultes.

- Ne jamais ridiculiser un adulte, c'est un élève souvent perdu à jamais;
- Expliquer dès le début du cours, ce qui sera vu dans le programme de l'année, les élèves aiment à savoir où ils vont;
- Prévoir en gros, ce qui sera vu au cours suivant, de sorte que si l'élève s'absente, il puisse se rattraper;
- Ne pas craindre de leur donner des devoirs à la maison. Quelques-uns ne pourront les faire, faute de temps ou de connaissances, mais la majorité en profitera. En faire la correction collectivement, on décèle des choses non comprises et on peut apporter un enseignement correctif;
- Si un élève s'absente, téléphonez-lui. Il aime qu'on s'occupe de lui et ainsi, il vous reviendra avec d'autant plus d'intérêt;
- Surtout, soyez toujours prêts; vous pourrez perdre en un soir le prestige de plusieurs semaines;
- Que votre enseignement soit pratique. L'adulte peut avoir à se servir le lendemain de ce que vous lui enseignez;
- Si vous avez une classe peu nombreuse, disposez vos élèves en cercle; tous se voient face à face; le colloque en est d'autant facilité.

MANUELS POUR LE PROFESSEUR

- ALS 111: Drills in English Sentence Patterns
 par G. Bibeau et R. Leblanc - livres I et II
People Speak (livre de lecture) Collier-Macmillan.
English 900 - livres I et II
English for Today - Book One - Teacher's text. The National Council of
 Teachers of English (McGraw-Hill)
Drills in English Pronunciation and Stress
 par G. Bibeau et R. Leblanc (Centre Educatif et Culturel)
- ALS 121: The Silver Elephant (livre de lecture) publié chez Collier-Macmillan.
Drills in English Sentence Patterns
 par G. Bibeau et R. Leblanc - livres I et II (Centre Educatif et Culturel)
ENGLISH 900 - livres 3 et 4 (Collier-Macmillan)
English for Today - Book I - Teacher's text. The National Council of Teachers
 of English (McGraw-Hill)
Drills in Eng. Pronunciation and Stress
 par G. Bibeau et R. Leblanc (Centre Educatif et Culturel)
- ALS 141: Drills in English Sentence Patterns
 par G. Bibeau et R. Leblanc - livre II
English Language Skills par Mary Finocchiaro
Mastering American English par Grant Taylor
The Island of Truth - (Collier-Macmillan)
Drills in English Pronunciation and Stress
 par G. Bibeau et R. Leblanc (Centre Educatif et Culturel)
- ALS 151: Modern English Essays par Thomas Lee Crowell Jr., (McGraw-Hill)
Advanced English Exercises par H.R. Fuller and F.F. Wosell (McGraw-Hill)
Index to Modern English par Thomas Lee Crowell Jr., (McGraw-Hill)

A MAGAZINE READER:

English Language Services Inc. (Collier-Macmillan Co.)

MANUELS DE L'ETUDIANT

- ALS 111: Drills in English Sentence Patterns
 par G. Bibeau et R. Leblanc - livres I et II
People Speak (livre de lecture)(Collier-Macmillan)
ENGLISH 900 livres I et II (Collier-Macmillan)
- ALS 121: Drills in English Sentence Patterns
 par G. Bibeau et R. Leblanc - livres I et II
The Silver Elephant (livre de lecture) (Collier-Macmillan)
ENGLISH 900 - livres III et IV (Collier-Macmillan)
- ALS 141: Drills in English Sentence Patterns
 par G. Bibeau et R. Leblanc - livres I et II
ENGLISH LANGUAGE SKILLS par Mary Finocchiaro
Mastering American English par Grant Taylor
The Island of Truth (Collier-Macmillan)
- ALS 151: Modern English Essays par Thomas Lee Crowell Jr.,(McGraw-Hill)
Advanced English Exercises par H.R. Fuller and F.F. Wasell(McGraw-Hill)

A MAGAZINE READER (Collier-Macmillan):

English Language Services Inc.

NOTES METHODOLOGIQUES

Reproduction des sons

Les exercices de prononciation sont nécessaires mais l'élève doit en tout premier lieu percevoir les sons clairement et préférablement dans un contexte avant de les reproduire. Conséquemment, tout exercice de prononciation devrait se faire aussi longtemps que possible. L'important est de donner à l'étudiant la possibilité de maîtriser chaque son à l'intérieur d'un contexte phonique réel.

A cet effet, il serait souhaitable que l'étudiant débutant consacre un certain temps au début de chaque leçon à l'audition des sons qui représentent selon vous des difficultés toutes particulières:

Ex.: what, this, you've, we've

Bien entendu les sons devront être tirés des phrases de base du programme.

C'est par l'enseignement des structures que le professeur peut faire passer la phonologie de l'anglais. Un son donné prend un sens en opposition avec d'autres sons à l'intérieur d'un code sonore. Par exemple: M. Sharp, ancien ministre des finances du Canada, parlant en français à la télévision nous mettait au courant du /kydlavi/. En réalité il voulait nous parler du /kudlavi/. Ainsi il y a une différence sonore pertinente qui occasionne une différence sémantique en français entre les sons /y/ et /u/ dans les mots /KY/ cul et /KU/ coût.

Dans le système sonore de l'anglais, le professeur devra attacher une attention toute spéciale à l'allongement des voyelles. Il y a une différence sonore pertinente qui amène une différence sémantique entre le "i" long et le "i" bref en anglais. Exemples:

it	--	eat
sit	--	seat
live	--	leave
pit	--	Pete
pitch	--	peach
mit	--	meat
bit	--	beat
hit	--	heat
bid	--	bead
bin	--	bean

A l'occasion, le professeur pourra faire pratiquer les voyelles qui donnent le plus de difficulté aux étudiants en leur présentant des paires minimales. Le professeur demande lequel des trois segments sonores est différent des deux autres.

1- cut	1- but	1- boss
2- caught	2- bought	2- bus
3- cut	3- bought	3- bus
1- pull	1- skull	1- bout
2- pool	2- skull	2- bought
3- pull	3- school	3- bout

Dans le système consonantique de l'anglais, il faudra attacher beaucoup d'importance aux consonnes qui n'existent pas ou qui existent différemment dans le système sonore du français.

1- tree	hear
2- three	ear
3- three	ear

Exemples d'item de test en discrimination auditive:

Pour chaque question, vous entendrez trois phrases; deux de ces phrases sont identiques tandis que l'autre est différente. Indiquez par un "x" sur votre feuille de réponses la phrase qui est différente des deux autres. Ecouter l'exemple suivant:

Exemple A:

- A) There are sick dogs in that room.
- B) There are six dogs in that room.
- C) There are sick dogs in that room.

La bonne réponse est B. En effet, il y a une différence entre "six", le chiffre six (6), et "sick", qui signifie malade.

Exemple B:

- A) That's a big cat.
- B) That's a big cat.
- C) That's a big rat.

La bonne réponse est C. Il y a une différence entre "cat", un chat, et "rat", un rat.

Accentuation et rythme

L'accentuation et le rythme sont nécessaires au sens de la phrase.
L'étudiant devra se rendre compte assez tôt de leur importance.

Stress is the emphasis given to a particular syllable within a word or to a particular word within a group of words. In individual words, stress is generally referred to as accent.

This important principle of English speech is often difficult for the foreign student to understand. In this native language, the student is often taught to respect the quality of all vowels. So, in speaking English, he naturally assumes that if he pronounces each syllable clearly and exactly he will be better understood. Actually, the reverse is true. Words in English are distinguishable by rhythm as well as by sound. Consequently the student will be much better understood if he stresses the accented syllable strongly and totally obscures all remaining vowels.

Rhythm is a definite and tangible phase of language. Rhythm provides a kind of musical framework for language. More important still, it also helps to convey meaning. In many cases rhythm is as important in this respect as individual words or grammar.

Ref.: Pronunciation Exercises in English

E. Clarey
R. Dixon

L'INTONATION

Deux principes fondamentaux à retenir:

1- "Rising - Falling intonation"

a) Baisse de la voix à la fin de la phrase pour indiquer une phrase complète qui ne demande pas de réponse.

Ex.: The boy is lazy.

b) Toute phrase interrogative qui débute par un "mot-question" tel que: when, where, why.

Ex.: What time will you call me?

2- "Rising intonation"

Toute question dont la réponse peut débiter par "yes" ou "no".

Ex.: Will you return later?

Cette représentation graphique peut se limiter à quelques règles très simples.

A) Ton moyen: trait immédiatement sous le mot
ex.: He's twenty-one years old.

B) Ton élevé: trait au-dessus du mot
ex.: So this is your pencil?

C) Ton bas : trait très au-dessus du mot
ex.: How old are you?

La Structure

Une langue est un système, c'est-à-dire, un tout composé d'unités qui s'influencent réciproquement. Tel est le premier postulat de la linguistique appliquée à l'enseignement des langues. Apprendre une langue c'est apprendre un ensemble de structures.

Qu'est-ce qu'une structure?

Parler une langue, c'est pouvoir comprendre et produire un nombre illimité de phrases à l'aide d'un nombre limité de cadres syntaxiques et de mots de vocabulaire. Enseigner une langue ne signifie pas enseigner un certain nombre de phrases à faire apprendre par coeur et à pouvoir placer dans la conversation. Enseigner une langue signifie enseigner un certain nombre de cadres syntaxiques ("frames") et de mots de vocabulaire.

Qu'est-ce qu'un cadre syntaxique?

C'est une manière particulière d'agencer un certain nombre de mots d'après un ordre comme des sujets parlants. C'est ainsi que dans l'exemple: "Is Louise going to Europe with Ninon soon?" certains agencements sont inacceptables (Louise going to Ninon soon with Europe...) Pourtant un certain type de changement apparaît comme tout à fait légitime puisque la phrase peut être modifiée comme suit:

Is Ninon going to Europe with Louise soon?

Is Andrew going to Europe with Louise soon?

Is Louise going to Europe with Ninon soon?

Ainsi dans l'exemple donné, l'ordre syntaxique ne peut être modifié, alors que certains mots peuvent être changés: le cadre syntaxique ne supporte pas de changement dans l'ordre des mots, mais permet des substitutions. Ce que le professeur de langues à enseigner, c'est un certain nombre de cadres syntaxiques et de mots à l'aide desquels les élèves pourront comprendre et produire un nombre illimité de phrases.

Une structure comprend donc une partie stable et une partie changeante. En effet dans l'exemple plus haut, on peut substituer

"Louise" à "Andrew" à "Ninon"; "soon" à "later" à "next year", etc., mais on ne peut substituer "Is", "to", "with". Les éléments qui peuvent être substitués à d'autres sont les éléments lexicaux; les autres, des éléments structuraux. Il peut arriver parfois qu'une substitution lexicale entraîne une variation d'un élément structural; c'est ce qui se produit par exemple, lorsqu'on remplace le mot "friends" par le mot "friend" dans la phrase: "My friend likes fishing": le verbe "like" devient "likes". En d'autres termes le nombre est changé; il s'agit d'un changement paradigmatique (un paradigme se définit comme l'ensemble des marques variables, comme la personne, le nombre, le genre etc.) Tels sont les deux types de variations, lexicales et paradigmatiques qui peuvent se produire à l'intérieur d'un cadre syntaxique.

"DRILLS"

La présentation des phrases de base sous forme de questions-réponses ou de dialogues, n'a d'autre but que de fournir un cadre à l'élève.

exemple: - What's this?

- That's a pencil.

- So this is your pencil?

- No, that's not my pencil.

- And, what's that?

- That's my book.

- etc...

Aussitôt que l'élève est en mesure d'imiter correctement quelques phrases clefs il est important de lui faire explorer immédiatement les possibilités multiples que chaque phrase représente, Ceci est le point tournant .

L'étudiant doit acquérir des habitudes de langage. Pour développer ces habitudes il faut créer des automatismes qui amèneront des structures de la langue.

A cet effet, voici quelques notes tirées de "Drills in English" de (G. Bibeau & R. Leblanc)

Sentence Patterns

DRILL, DON'T EXPLAIN!

Oral work takes place on two levels: one, the more passive, deals with the recognition of sounds and structures, the other, the more active, the production level.

... Professional opinion is unanimous in asserting that the only way to create automatic responses to linguistic stimuli is through the oral approach of language teaching. It is not sufficient for the student to know HOW the foreign language works (it is really of no use to know WHY it works this or that way), he must make it work on his own and repeat the structures as many times as acquiring automatic reaction to a question or a statement is necessary. This reaction takes place at the two levels of decoding what he heard from the speaker and of encoding his answer. The action of decoding and encoding, and vice-versa, must become a new habit which is much closer to the psychological or mental conditioning than to the conscious analysis of the language. When a student, for example, in going through the exercises, answers incorrectly, it is inefficient to stop him and explain the mistake; rather, he should hear the correct answer without emphasis of the voice on any part of the sentence, continue his work and later concentrate on repeating and repeating his incorrect answer correctly. This seems the only way to lead the student to safe self-correction. Too much reasoning on the structure would disturb, destroy the effect of repetition and upset the process of establishing a new habit.

... The more one works on structures, the more he understands their usage in the language. Oral drill is more efficient in understanding than grammatical explanations and nice drawings on the blackboard.

THE ORAL DRILL PRECEEDS THE WRITTEN EXERCISE.

What we stated about the oral approach of the teaching of languages doesn't mean that there should be no written exercises. On the contrary, we think that the written exercises are necessary to reinforce the knowledge of structures. The real function of these exercises is not, then, to create new habits but to reinforce them by adding the visual help in remembering.

DRILLS IN ENGLISH

SENTENCE PATTERNS
WORKBOOK 1

B. Bibeau
R. Leblanc

They offer the students the opportunity to make correlations between oral and spoken aspects of the language, which are often very different from one another, and are both necessary.

EXAMPLE:

TO BE - PRESENT AFFIRMATIVE

Make the proper substitutions.

Starting sentence: JOHN IS YOUNG.

Example:

<u>Teacher</u>	<u>Student answer</u>
a) He	A) He's young.
b) happy	b) He's happy
c) Mary	c) Mary is happy.

Many different types of exercises are proposed in this book:

I. SUBSTITUTION EXERCISES

1. Strict Substitution

- | | |
|--------------------------------|---------------------|
| 1. Betty is old. | 1. She's old. |
| 2. Peter is young. | 2. He's young. |
| 3. Peter and Paul are young. | 3. They're young. |
| 4. The house is big. | 4. It's big. |
| 5. Peter and you are brothers. | 5. You're brothers. |

2. Cross Substitution

John is young

- | | |
|-----------|--------------------|
| 1. He | 1. He's young. |
| 2. Paul | 2. Paul is young. |
| 3. Happy | 3. Paul is happy. |
| 4. Mary | 4. Mary is happy. |
| 5. Pretty | 5. Mary is pretty. |

II. TRANSFORMATION EXERCISES

3. Addition Insertion

- | | | |
|----------|---------|-----------------------|
| 1. Young | they | 1. They aren't young. |
| 2. tall | he | 2. He isn't tall. |
| 3. happy | she | 3. She isn't happy. |
| 4. good | it | 4. It isn't good. |
| 5. new | the car | 5. The car isn't new. |

4. Expansion

- | | |
|--|-------------------------------------|
| 1. We don't like the play now but... | 1. but we liked it yesterday. |
| 2. I don't visit him today but... | 2. but I visited him last week. |
| 3. The class doesn't start early... | 3. but it started early yesterday. |
| 4. I don't often count on you but... | 4. but I counted on you last month. |
| 5. We don't practise every day but ... | 5. but we practised yesterday. |

5. Contraction

- | | |
|------------------------------------|-------------------------|
| 1. We're boys. We're strong. | 1. We're strong boys. |
| 2. They're dogs. They're small. | 2. They're small dogs. |
| 3. Those are pens. They're blue. | 3. Those are blue pens. |
| 4. You want to wash the car. | 4. Wash it. |
| 5. We don't want to open the door. | 5. Let's not open it. |

6. Morphological Transformation

- | | |
|-----------------------------------|----------------------------------|
| 1. She's young. | 1. They're young. |
| 2. I haven't anything. | 2. I have nothing. |
| 3. That man misses a tooth. | 3. That man misses some teeth. |
| 4. I work in a library. | 4. I worked in a library. |
| 5. We paint the house every year. | 5. We're painting the house now. |

7. Syntactical Transformation

- | | |
|--------------------------------------|-----------------------------------|
| 1. You'll pass your exams. | 1. Will you pass your exams? |
| 2. The cat is old. | 2. Is the cat old? |
| 3. The line is blue. | 3. It's a blue line. |
| 4. If you have enough money, buy it. | 4. If you're rich enough, buy it. |
| 5. Let's teach English to the boys. | 5. Let's teach the boys English. |

III. Idiomatic Response Exercises

8. Tag Questions

- | | |
|-----------------------------|---------------|
| 1. Mary is learning... | 1. Isn't she? |
| 2. The sun isn't shining... | 2. Is it? |

9. Short Answer

- | | |
|-----------------------|-------------------|
| 1. Is that a tractor? | 1. No, it isn't. |
| 2. Are those oranges? | 2. Yes, they are. |

One of our goals is to draw the attention of teachers on the necessity of working through a great number of different exercises to achieve a real mastery of the English language. The authors of this book are deeply convinced that without an intensive oral drilling of the structures, no one can hope to learn English properly and rapidly. Oral training is THE ONLY practicable way of giving the amount of practice in syntax and morphology which is absolutely necessary to get to a maximum of efficiency.

HOW TO USE THE BOOK IN CLASS

This book of drills is not intended to replace the textbook and the instructor should not use it to explain the structures. We suppose that the morphological or syntactic structures of the lesson are known and well understood by the students, although one will find in our exercises many examples that might be useful during the explanation phase of the lesson.

1. Make sure that the students know the structures and the words used in the drill.

2. Read the instructions carefully so that the students understand what it is all about. Books are open. Don't explain.
3. Read the example once or twice. Don't explain.
4. Have all the students listen to the teacher's sentence and one of them give the answer. DON'T WAIT FOR THE ANSWER LONGER THAN THE TIME YOU WOULD HAVE TO REPEAT IT TWICE.
5. Repeat the correct answer after the student.
6. Repeat the same sentence and have one or two other students give the correct answer. Again, after each one, repeat the correct answer.
7. Do the first five sentences the same way with different students. Do not allow the students to read the teacher's cues, nor to repeat the correct answers, unless they can do it perfectly.
8. Then, from the sixth sentence, go on more quickly, one different sentence per student. A drill should not last more than 8 minutes. Don't hesitate if you have a large class, to do some choral drill: you will soon learn to pick individual errors from the chorus.
9. After the drill, ask the students to close their books and do it again. Vary the order of the cues.
10. Come back on the drills after a couple of weeks and make a complete revision once every two months.

SHOULD YOU HAVE A TAPE RECORDER....

The drills must be done exactly the same way with or without a tape recorder, except that the Teacher's sentences and the student answers are played instead of being uttered by the instructor.

AND A LANGUAGE LABORATORY

Tapes of these drills have been recorded for use in a language laboratory, although they may be used in the classroom. Everything is recorded: instructions, examples, teacher's sentences and student answers with a blank space after the teacher's sentences to allow students to answer before they hear the correct answer.

None of these drills should be programmed in the laboratory unless the subject is well known and the exercise prepared in the classroom. An exercise on an unknown subject would have the worst effect on the knowledge as well as on the attitude of the students towards the language laboratory and the drills. No books are allowed in the laboratory.

COMPREHENSION ORALEEXERCICE

Le professeur lit un texte à toute la classe. Il le relit deux ou trois fois selon la complexité du texte. Puis, il demande aux élèves des questions se rapportant au texte. Les élèves doivent répondre aux questions avec une assez grande précision. Toute erreur de sens ou d'ordre des mots est inacceptable. (Aucun volume pendant ce genre d'exercice). Ils seront obligés de se fier à leur compréhension orale pour être en mesure de répondre aux questions.

SHORT PASSAGES. 4 possible answers.

How is Mrs. Brown today?

Hi! Martha. How are you today?

Fine, Thanks. And how are you?

Pretty well. Is Mrs. Brown here today?

No she isn't. She isn't well today.

a) Fine

b) Pretty well

c) Sick

d) Well

Where was Bill on Thursday?

Today is Friday. Bill and John are in school. Yesterday John was in Washington, D.C. but Bill was in bed sick.

a) In class.

b) At home.

c) At school.

d) In Washington, D.C.

Short passages. 4 possible answers. (continued)

How many sisters does John have?

How many sisters do you have Paul?

I have two sisters.

How many do you have, John?

I have four brothers but no sisters.

a) four

b) two

c) none

d) many

What is Fred's father's first name?

That's Mr. Harrison, I believe.

Yes. He's Fred's father.

I know him. His first name is Peter. His wife's name is Jane.

a) Mr. Harrison

b) Peter

c) Fred

d) Mr. Smith

Peter, take this piece of chalk and go to the blackboard.

Q. Where is this taking place?

Your possible responses:

It's taking place in class.

or

This is taking place in a classroom.

TESTING

COMPREHENSION ORALE

Test - 1-

Le professeur dit à l'élève:

- Vous entendrez un énoncé. Cet énoncé sera suivi de trois phrases; vous devez choisir la meilleure réponse.

Exemple A:

George is a fat man.

A) He's thin.

B) He's big.

C) He's little.

La bonne réponse est (B). En effet, la phrase (B) "He's big" signifie à peu près la même chose que "George is a fat man".

Dans d'autres cas, vous entendrez une question. Cette question sera suivie de trois réponses. Vous devrez choisir, parmi ces trois réponses, celle qui répond le mieux à la question posée. Ecoutez l'exemple suivant:

Exemple B:

How many days are there in a week?

A) There are six days.

B) There are five days.

C) There are seven days.

La bonne réponse est (C). En effet, il y a sept jours dans une semaine.

Dans cette partie, la situation vous sera communiquée au moyen d'un dialogue. Vous choisirez parmi les réponses proposées celle qui convient le mieux à la question.

Voici un exemple. Vous entendez:

BOY: Mary, where did you put my ball?

GIRL: I left it in my room.

Puis, vous avez les choix suivants: A) She lost the ball.
B) She put the ball in her room.
C) She got the ball for him.

Vous inscrivez donc (B) sur votre feuille de réponses parce que c'est le 2e choix qui est la meilleure réponse à la question posée.

EXPRESSION ORALE

Directives avec l'expression oral:

Le but de ce test est de faire parler l'étudiant dans la langue seconde.

Le genre de test proposé veut faire disparaître le subjectivisme de la correction d'un examen du genre "entrevue" par exemple.

A cette fin, le correcteur n'aura pas à juger de la valeur globale d'une réponse. Ces unités sont données plus bas, dans la liste des réponses à ce test.

- L'emploi valable de l'ensemble des unités-clé vaut 1.0.
- L'emploi non-valable d'une ou de plusieurs des unités-clés d'un numéro donné, ou le non-emploi, rendent la réponse fautive au complet.
- Puisque, souvent, il y a plus d'une réponse possible, le correcteur aura plus d'une série d'unités-clés, chacune des séries tenant compte d'une réponse possible. Il est évident, à ce moment, que les unités-clés produites par l'étudiant doivent toutes provenir de la même série.

Dans ce test, nous voulons mesurer votre habileté à vous servir de langue parlée.

Dans cette partie, vous allez entendre soit une phrase, soit un dialogue, qui va vous mettre au courant d'une situation. Ensuite, vous allez entendre une question se rapportant à cette situation. Vous devez répondre à chaque question dès qu'elle vous est posée. La question ne sera pas répétée. Répondez clairement et précisément à la question. Toute réponse logique est acceptable lorsqu'il y a plus d'une bonne réponse possible.

Voici un exemple. Vous entendez:

Peter, take this piece of chalk and go to the blackboard.

Q. -Where is this taking place?

Vous pourriez répondre:

It's taking place in class.

ou encore

This is taking place in a classroom.

L'élève entend ceci:

The day before yesterday was Sunday, August 12.

Q.- What's today?

Réponse:

Today is Tuesday, August 14 or 14th.

Le point est accordé si l'élève a les éléments suivants:

Tuesday.....fourteen or fourteenth.

Q. Where is this taking place?

It's taking place in class.

Q. Where is this taking place?

It's taking place in class.

Q. Where is this taking place?

It's taking place in class.

PROGRAMMATION DE L'ANGLAIS ECRIT ELEMENTAIRE, LANGUE SECONDE.

X
X
X

points traités:

1. NUMBER
2. POSSESSIVE CASE
3. GENDER
4. REGULAR SIMPLE CONJUGATION
5. CONCORD
6. IRREGULAR SIMPLE CONJUGATION
7. CONTRACTED FORMS
8. COMPARISON
9. SUBJUNCTIVE MOOD
10. RULES OF SPELLING

X
X
X

1. NUMBER:

1. There are two numbers in English (1. the singular: a table
2. the plural : tables)

2. The plurals of nouns:

1. general rule: singular noun (+s): the tables.
2. secondary rule: singular noun (+es): the boxes.
3. irregular plural: a few words, like man/men; child/children
4. irregular plural: no change: the sheep (is/are).
5. words always singular: the furniture (is)
6. words always plural: the clothes (are).

(2.1-2.2)

- 3.1. words ending in (-o)
 1. +es: the potatoes
 2. + s: 1. foreign words: the pianos
2. abbreviated words: the photos (photography)
- 3.2. words ending in (-ss, -sh, -ch, -x)
 1. +es: the kisses, the brushes, the matches, the boxes
- 3.3. words ending in (-y)
 1. +s: when y is preceded by a vowel: the boys,
 2. y-i, +es: when y is preceded by a consonant: the parties
- 3.4. words ending in (-fe)
 1. f-v, +es: the wives
(3) the lives
the knives
 2. +s: the safes, (the fifes)
- 3.5. words ending in (-f)
 1. f-v, +es: the leaves, the wolves, the selves, the calves, the
(9) shelves, the loaves, the thieves, the halves.
 2. +s : the other nouns: the roofs, the gulfs, the reefs,
the chiefs, the dwarfs, the cliffs,
etc.
 3. (f-s) or (f-v, +es): scarfs, wharves, hoofs.

2.3. Irregular plural

1. by vowel change: man, woman: men, women
foot, tooth, goose: feet, teeth, geese
mouse, louse: mice, lice
2. by adding -(r)en: ox, child: oxen, children
brother: brethren

2.4. No change in the plural:
one sheep, deer, fish, salmon, trout: two sheep, deer...

2.5. No plural:
nouns like: information, advice, knowledge, news,
progress, etc.

2.6. No singular:
nouns like: scissors, trousers, compasses, billiards,
contents, goods, oats, thanks, wages, people,
etc.

4. Plural of compound words:

1. cf. 2.1.: armchairs, bookcases, armfuls
2. cf. 2.3.: manservant, menservants
3. The 1st noun: passers-by, lookers-on, fathers-in-law,
etc.

2

(The possessive case)

1. The possessed object is placed after the possessor
(person or animal)
L'auto de mon père: my father's car
(1) (2) (2) (1)
2. The possessor (person or animal):
 - 1- not ending in -s: + 's: the boy's hat
the man's clothes
 - 2- ending in -s: + ' : the boys' hats
3. The possessor (other than a person or an animal):
 - 1- introduced by of: the legs of the table
 - 2- may be used as an adjective: the table legs
 - 3- may have the possessive form '(s)
 1. in time expressions: a day's work
 2. in particular expressions:
two pounds' worth of flowers
for goodness' sake
at his fingers' ends
a needle's point, etc.
4. When there are more than one possessor, the '(s) or '(' is used only with the last: this is Peter, Paul and Mary's house.

3 (Gender:)

1. There are three genders: masculine, feminine, neuter.
 - 1.1. the masculine: nouns referring to males: a man, boys, a dog...
the pronoun: he - him - his
 - 1.2. the feminine: nouns referring to females: a woman, girls, a cow...
the pronoun: she - her- hers
 - 1.3. the neuter: all inanimate things: hair, house, desk, courage..
the pronoun: it - its
 1. are feminine: the moon, ships, (cars, trains, sometimes)
 2. is masculine: the sun
 - 1.4. some nouns have a common gender: their form is the same for the masculine or the feminine: friend, teacher, parent, child, chemist, author, poet, cook, driver, artist, etc.
2. The feminine of nouns:
 1. a (completely) (different form) : man/woman: husband/wife
gentleman, lord/lady;
king/queen, bull/cow;
uncle/aunt; boy/girl;
nephew/niece etc.
 2. masculine +(-ess): actor/actress; waiter/waitress
master/mistress, etc.
(the vowel preceding the r (-e-, -o-) will disappear)
 3. To emphasize the sex, in general statements, the noun with common gender will be preceded by (man/woman), (he/she) : a man artist; a she cat
3. Adjectives have no gender; they do not agree with nouns.
a nice boy / a nice girl
4. Besides nouns, only pronouns are changed by genders:
he/ she/ it; him/ her; his/hers.

4 (The regular simple conjugation) continuous...

- 20- 1.3.1. secondary rule: 1 syllable verb: VV-C/VV-C-ing: keep/keeping
- 21- 1.3.1. " V-CC/V-CC-ing: help/helping
- 22- 1.3.3. the final-e drops: " C-e/C-ing: love/loving
- 23- 1.3.2. same rule for verbs of 2-3 syll. with last syll. stressed: begin/beginning; prefer/preferring
- 24- 1.3.1. but: enter/entering
- 25- 1.3.2. verbs in V-l/V-ll-ing (no exceptions) travel/travelling
- 26- 1.4.1. general rule: verb +(Ed): laugh/laughed
- 27- 1.4.2. verbs ending in -e + (D): C-e/C-ed: live/lived
- 28- 1.4.3. cf 19- : V-C/V-CC-ed: stop/stopped
- 29- 1.4.3. cf 23- : admit/admitted
- 30- 1.4.3. cf 25- : V-l/V-ll-ed: signal/signalled
- 31- 1.4.4. cf 16- : C-y/C-i-ed: carry/carried
- 32- 1.4.1. cf 17- : V-y/V-y-ed: obey-obeyed

5

(Concord)

- 1- 1.1 adjectives do not agree with nouns: they have only one form:
ex: a nice boy/ nice boys/ a nice girl/ nice girls
- 2- 1.2 the demonstrative adjectives "this" and "that" only will
change form in the plural:
ex: this boy, this girl: these boys, these girls
that boy, that girl: those boys, those girls
- 3- 2.1 the verb agrees with its subject in number and person
4- I am/ you are/ he is
5- they look/ he looks; they are looking/ he is looking
- 6- 2.2 two or more singular subjects connected by and take a plural
verb: the man and his child sleep
- 7- 2.1 a collective noun will be singular according to sense:
the government pays well
- 8- 2.3 a collective noun will be plural according to sense:
the government depart
- 9- 2.4 singular subjects joined by or will take a singular verb:
a man or a woman is needed
- 10- 2.4 same rule for neither... nor:
neither my mother nor my father is glad
- 11- 2.1 certain nouns like news, mathematics, (politics), are singular
in meaning: the news is false
- 12- 1.2: 2.1: these sort of things are moving
subjects like "sort of things" are plural

(6) (Irregular simple conjugation)

- 1- There are regular and irregular verbs, according to conjugation.
- 2- Regular and irregular verbs have the same conjugation in the
 - present indicative, 3rd p.s.: he works/he sees
 - infinitive : to work/to see
 - present participle : working/seeing
- 3- Irregular verbs differ from the regular verbs in the
 - simple past tense : he worked/he saw
 - past participle : worked/seen
- 4- The simple past tense and the past participle have the same form in regular verbs: he looked/looked
- 5- They have a different form in irregular verbs(most of the time): he saw/seen
- 6- Irregular verbs will be of different types:
 1. let/ let/ let
 2. come/ came/ come
 3. begin/ began/begun
 4. get/ got/ got
 5. give/ gave/ given
 6. build/ built/ built
 7. choose/ chose/ chosen
 8. freeze/ froze/ frozen
 9. find/ found/ found
 10. catch/ caught/ caught
 11. bring/ brought/ brought
 12. go/ went/ gone
 - etc.
- 7- Auxiliary verbs have a particular conjugation
 1. can could
 2. may might
 3. shall should
 4. will would
 5. must
 6. ought ought (to)
 7. used (to)
 8. need needed
 9. dare dared
 10. do, does did done
 11. have, has had had (to)
 12. be, am, is, are/ were, was/ been
 - 1.6 are uninflected auxiliaries: I can, he can

(7)

(Contracted forms)

- 1- Auxiliaries will have the contracted form
1. with the subject
 2. with "not"
- 2- 1.0 contracted forms with the subject
- 3- 1.1 to be, to have, shall, will, should and would, will keep the last consonant, linked to the subject by the apostrophe
- 4- 1.2 I shall/ I'll
1.3 I will/ I'll
- 5- 1.4 I should/ I'd
1.5 I would/ I'd
- 6- 1.6 I am/ I'm
1.7 You are/ you're
1.8 He is/ he's
- 7- 1.9 I have/ I've
1.10 He has/ he's
1.11 I had I'd
- 8- 1.12 'll refers to shall, will
1.13 'd refers to should, would, and had
1.14 'm refers to am
1.15 's refers to is, and has
1.16 're refers to are
1.17 've refers to have
- 9- 2.0 contracted forms with not:
2.1 the negative form: auxiliary + not: I am not
2.2 the contraction: auxiliary + n (linked to the verb) + ' + t:
I don't
- 10- 2.3 I can: two forms: I cannot/ I can't
- 11- 2.4 I may: no contraction: I may not
2.5 I might: no contraction: I might not
- 12- 2.6 I shall: no contraction: I shall not
- 13- 2.7 I will: irregular: I won't/ I will not
- 14- 2.8 I am or I'm: no contraction: I am not/ I'm not
2.9 You are: you are not/ you're not/ you aren't
but not: you'ren't
2.10 he is: he is not/ he's not/ he isn't
but not: he'sn't
- 15- 2.11 I would: I would not/ I would'nt/ I'd not
but not: I'dn't
2.12 I should: I should not/ I should'nt/ I'd not
but not: I'dn't

(7) (Contracted forms) continued

- 16- 2.13 I do: I do not/ I don't
- 2.14 He does: he does not/ he doesn't
- 2.15 I did: I did not/ I didn't

- 17- 2.16 I have: I have not/ I haven't I've not
- 2.17 He has: he has not/ he hasn't/ he's not
- 2.18 I had: I had not/ I hadn't/ I'd not

- 18- 2.19 I was: I was not/ I wasn't
- 2.20 You were: you were not/ you weren't

- 19- 3.0 no double contraction: I'lln't, he'sn't, etc.
- 3.1 auxiliaries contracted with their subjects will be followed by not, only: I'm not, you're not, they'd not, I've not, he's not
- 3.2 auxiliaries contracted with not will not be contracted with their subjects: he isn't, you aren't, she hadn't

(8)

(Comparison)

- 1- There are three degrees of comparison:
 1. positive (plain adjective)
 2. comparative
 3. superlative
- 2- 2.0 formation of comparative
- 3- 2.1 monosyllabic adjectives: positive + (ER): tall/ taller
 dissyllabic adjectives, with stress on second syllable:
 (usually in -er, -y, -ly) positive + (ER): clever
 cleverer
- 4- 2.3 dissyllabic adjectives, with stress on first syllable:
 (usually in -ful, -re) (more)+ positive: careful/ more
 careful
- 2.4 polysyllabic adjectives: (more) + positive: beautiful/
 more beautiful
- 5- 2.5 adjectives in (-e) (2.1., 2.2) will drop the -e(or add -r
 nice/ nicer
- 6- 2.6 adjectives in (-y) (2.1, 2.2) will change -y to -i-:
 pretty/ prettier
- 7- 2.7 irregular comparatives
- 8- 1. good/ better
- 9- 2. bad/ worse
- 10- 3. old/ elder (people) (expressing seniority)
- 11- 3.0 formation of superlative
- 12- 3.1 cf. 2.1 -ER becomes -EST: tall/ taller/ tallest
 3.2 cf. 2.2 -ER becomes -EST: clever/ cleverer/ cleverest
- 13- 3.3 cf. 2.3 MORE becomes MOST: most careful
 3.4 cf. 2.4 MORE becomes MOST: most beautiful
- 14- 3.5 cf. 2.5 : nice/ nicer/ nicest
 3.6 cf. 2.6 : pretty/ prettier/ prettiest
- 15- 3.7 irregular superlatives (cf. 2.7)
- 16- 1. good/best
- 17- 2. bad/worst
- 18- 3. old/eldest
- 19- 3.8 The superlative may be preceded by the: this is the best,
 this is better

(8)

(Comparison) continued

- 20- 4.0 constructions with comparisons:
- 21- 4.1 equality: (AS) + positive + (AS): as good as...
- 22- 4.2 (NOT + AS) + positive + (AS): not as good as...
- 4.3 (NOT + AS) + positive + (AS): not so good as...
- 23- 4.4 superiority: comparative + (THAN): better than...
- 24- 4.5 not + comparative + (THAN): not better than...
- 25- 4.6 the+superlative + of: the best of
- 26- 4.7 the+superlative+in for places: the best in
(of
- 27- 4.8 not +the +superlative +(in: not the best
(of)the class
(in)town
- 28- 5.0 comparative of inferiority is expressed with (LESS):
less beautiful(than), less clever (than)
- 29- 5.1 less rich, etc. is often replaced by opposite adjective in
comparative of superiority: poorer, etc.
- 30- 5.2 or it is replaced b : not so rich as
- 31- 5.3 superlative of superiority is expressed with (THE LEAST)
the least beautiful
- 32- 5.4 (cf. 5.1.) the least food --> the worst
- 33- 6.0 Comparison of adverbs
- 34- 6.1 (cf. 2.1. (ER): (EST): 3.1): adverbs of one syllable:
near/ nearer/ nearest
- 35- 6.2 The adverbs (often) and (early): early/ earlier/ earliest
- 36- 6.3 adverbs (6.1) in -y, cf. 2.6
- 37- 6.4 adverbs of two or more syllables, cf. 2.4.
clearly/ more clearly/ most clearly
- 38- 6.5 Irregular adverbs:
- | | | | |
|----|--------|---------|--------------------------------|
| 1. | well | better | best |
| 2. | badly | worse | worst |
| 3. | little | less | least |
| 4. | many | more | most |
| 5. | much | more | most |
| 6. | far | farther | farthest(distance) |
| 7. | far | further | furthest(distance and
time) |

(9) (subjunctive mood)

- 1.0 Forms of the verbs
- 1- 1.1 The present subjunctive has the same form as the simple present
- 2- Less the -s of the third person:
God bless you; I suggest that he come now.
- 3- 1.2 The present subjunctive of TO BE is (BE) for all persons:
I wish she be here.
- 4- 1.3 The past subjunctive has the same form as the simple past:
I wish that he came then!
- 5- 1.4 The past subjunctive of to be is (WERE) for all persons.
If I were there..., if she were here.
- 6- 1.5 Compare if he was there (then) / if he were there (now).
- 2.0 Use of subjunctive
- 7- 2.1 Expressions of faith and hope: God save the queen!
- 8- 2.2 cf. may + infinitive: may you be happy!
- 9- 2.3 cf. be/ should be: it is requested that you be present
it is requested that you should be present
- 10- 2.4 (2.3 can apply to other verbs): I suggest that you come
I suggest that you should come
- 11- 2.5 A few phrases: come what may, be that as it may, far be it
from me to...
- 12- 2.6 cf. ...so that I may + infinitive
...so that I might + infinitive
- 13- 2.7 Past subjunctive is used after: it is time...
as though, as if, if, if only ...
(I) wish..., (I) would sooner, rather...
- 14- 2.8 Compare: I would rather go/ I would rather you went
(same person) (different person)
- 15- 2.9 Compare: I wish he went/ I wish him to go/
I wish he would go

(10) (Rules of spelling)

1. Double letters
 - 1- 1.1 Words of one syllable: -VC → -VCC + suffix
ex: stopped, running, hotter
 - 2- 1.2 Words of two or three syllables, with stress on last syllable: cf. 1.1: admitted, forbidding, beginner
 - 3- 1.3 Words ending in -Vi → -Vll + suffix
signalled, quarrelling, traveller, skillfully
2. Omission of final e
 - 4- 2.1 Words ending in -CE -C + suffix
the e drops when the suffix begins with a vowel:
loving, lover, lived
 - 5- 2.2 The e remains when the suffix begins with a consonant:
lovely, hopeful
 - 6- exceptions: truly, duly
 - 7- 2.3 Words ending in -ee do not change:
seeing, agreeable
3. Words ending in -ce and -ge
 - 8- 3.1 The e remains when the suffix begins with a, o, u:
courageous, manageable
 - 9- But: replacing, replaced (2.1)
 - 10- 3.2 -ce -ci before -ous:
spacious, gracious
4. Words ending in -y
 - 11- 4.1 -Cy → -Ci + suffix, (save-ing)
carried, happier, happily, but carrying
 - 12- 4.2 -Vy → -Vy: no change:
saying, prayed, player
5. Abbreviations
 - 13- 5.1 A period is used after the last letter of abbreviated word
Mr. Messrs. Mrs. Blvd. Bldg.
 - 14 - 5.2 Words are abbreviated by dropping the vowels:
Boulevard: Blvd.; Limited: Ltd.
Maplewood: Mplwd.; Montreal: Mtl.
 - 15- 5.3 The first and the last letters are kept:
Street: St.
 - 16- 5.4 Or the two first:
Company: Co.

(10) (Rules of spelling) continued

6. Sounds and writing: (a few examples)
- 6.1 i and y are either pronounced (I) or (ai)
cf. city, party; night, plywood
- 6.2 ie and ei:
usually ie: believe; there are exceptions: seize,
their, neighbour
ei after c: deceive, receipt
etc.
- 6.3 a few homophones:
colonel, kernel; cheque, check; break, brake; bear, bare;
etc.
- 6.4 a few "hard" words like: recipe, finite
etc.

Service de l'Education des Adultes

Anglais langue seconde

ALS-111

90 heures - 6 crédits - 2 soirs par semaine.

Contenu

Diviser le programme en tranches exactes et précises demeure quelque chose d'arbitraire et de théorique. Aussi, la division en tranches que nous faisons ici en est une qui se veut une suggestion beaucoup plus qu'un idéal à atteindre.

1ère tranche:	structures	1 à 7.5
2e tranche:		8 à 16.4
3e tranche:		17 à 26.1
4e tranche:		27 à 34.4
5e tranche:		35 à 40.5
6e tranche:		41 à 48.6
7e tranche:		49.0 à 59.8
8e tranche:		60.0 à 67.5
9e tranche:		68 à 75.3
10e tranche:		77 à 83.1

Programme ALS-111

Répartition du programme en tranches et en heures approximativement:

1ère tranche:	De la 1ère heure à la 9e
2e tranche:	De la 10e heure à la 18e
3e tranche:	De la 19e heure à la 27e
4e tranche:	De la 28e heure à la 36e
5e tranche:	De la 37e heure à la 45e
6e tranche:	De la 46e heure à la 54e
7e tranche:	De la 55e heure à la 63e
8e tranche:	De la 64e heure à la 72e
9e tranche:	De la 73e heure à la 81e
10e tranche:	De la 82e heure à la 90e

ALS-151

No. 1.0 à 7.5

Tranche 1.

- What is this?
- This is a book.
- What's that?
- That's an eraser.
- Is it a book?
- Yes, it is.
- No, it isn't.
- No, it is not.
- No, it is not a book.
- Is it a book or a pencil?
- It is a pencil.
- It's not a pencil.
- What is this?
- It's a pencil.
- It's not a pencil.
- Is it good?
- Yes, it is.
- No, it isn't.

It's not a pencil. It's a book.

- Is this book good?
- Yes, it is.

- Is it good or bad?
 It's good.

- Is this bood good or bad
 - It's good.

What's this?
 Is it a book?
 Yes, it is.

What's that?
 Is it a good book?
 Yes, it is.

What is it?
 Is it a good book?
 No, it isn't. It's a stupid book.
 No, it is not; it's stupid.

Voir: Drills in English Sentence Patterns, livre 1

drills 23,24,26 et 27.

What's this?
 Is it a book?
 Yes, it is.

Tranche 2.

No. 8.0 à 16.4

8-9-10

- John is tall

He's tall

- Mary is tall

She's tall

Voir: Drills in English Sentence Patterns, livre 1
drills 1,2,3,4,5,6,7,9,10 et 11.

- John is not tall

He's not tall

- Mary is not tall

She's not tall

- Is John tall?

Yes, he's tall

Is he tall?

No, he's not tall

- Is Mary tall?

Yes, she's tall

Is she tall?

No, she's not tall

11-12

- The wall is high

It's high

- The wall is not high

It's not high

- Is the wall high? Yes, it is
Is it high? No, it isn't
- Yes, it's high
- No, it's not high
- 13-14-15-16
- John is here
He's here Voir: Drills in English Sentence Patterns,
He's not here livre 1, drills 14,15,16 et 19
- The box is here
It's here
It's not here
- Is John here?
Is he here?
- Yes, he's here
- No, he's not here
- Is the box here?
Is it here?
- Yes, it's here
- No, it's not here.
- Is John there?
- Yes, he's there

- Is it there?
 - No it isn't there
 - No it isn't

- Is Mary there?
 - No, she isn't there

- John and Paul are here
 Mary and Jane are here
 They're here

- John and Paul are not here
 Mary and Jane are not here
 They are not here

- The pen and the pencil are here
 They're here

- The pen and the pencil aren't here
 They're not here
 They aren't here

- Are John and Paul here?
 Are they here?
 - Yes, they are here

- Are the pen and the pencil here?
 - No, they are not here

ALS-151

No. 17 à 26.1

Tranche 317 - 18

John and Paul are tall.

The pen and the pencil are red.

They are tall.

They're red.

Are they tall?

- Yes they're tall.

Voir Drills in English Sentence Patterns, livre 1
drills 1, 2, 3, 4, 5, 6, 7, 8, 10 et 11

The books are red.

(plural in /s/)

(students, residents,...)

The boys are tall.

(plural in /z/)

(toys, erasers,...)

The roses are red.

(plural in /iz/)

(dishes, dresses,...)

The books are not red.

Are the books red?

- Yes, they are.

- No, they are not.

19 - 20

(Voir drill 27 dans English Sentence Patterns)

What is John?

- John is a student.

What is he?

- He is a student.

Is John a student?

Is he a student?

- Yes, he is.
- No, he isn't.
- No, he is not a student.

John and Paul are students.

They are students.

Are John and Paul students?

Are they students?

- Yes, they are students.
- Yes, they are.
- No, they are not students.
- No, they aren't.

22 - 23 - 24

(Voir Drills in English Sentence Patterns, drill 49)

He's a student but I am a clerk.

He is not a student but I am a clerk.

He is not a student but I am.

He is a student but I am not.

I am a student but you are a clerk.

I am not a student but you are a clerk.

I am not a student but you are.

I am a student but you are not.

I am a clerk but you are students.

I am not a clerk but you are students.

25 - 26

Am I a student?

- Yes, you are.
- No, you're not.

Voir Drills in English Sentence Patterns
livre 1, drill 27

Are you a student?

- Yes, I am.
- No, I'm not.

Are you students?

- Yes, we are.
- No, we are not.

What are you?

- I'm a student.
- We're students.

He's tall but I'm short.

He's not tall but I am.

I'm tall but you are not.

Remarques

Etudier spécialement la prononciation des mots difficiles,
les contractions, l'adjectif qui ne prend jamais la marque du pluriel.

Les noms mis au pluriel peuvent être étudiés à l'aide de:
"Drills in English" Book 1, drills # 14, # 17, # 20.

Etudier la forme interrogative d'une phrase.

Ex: They are tall.

Are they tall?

L'auxiliaire précède toujours le sujet.

Is John in the class?

Is the box in the kitchen?

Is he in the class?

- Yes, he is in the class.

- Yes, it is.

- No, he is not.

Are the boxes in the kitchen?

- Yes, they are in the kitchen.

- No, they are not.

22 - 23

There is a box in the kitchen.

There are children in the class.

There are some boys in the class.

There are some children in the class.

There are some boys in the class.

There are some girls in the class.

Is there a box in the kitchen?

Is there some paper on the desk?

24 - 25 - 26

I walk.

You walk.

I walk but you run.

We run.

We run but they walk.

ALS-151

No. 27.0 à 34.4

Tranche 427 - 28 - 29

Where is John?

Where is Mary?

- He's here.

- She's there.

Voir Drills in English Sentence Patterns
drills 109 - 110

Where's he?

- He is here.

Where's it?

- It's in the box.

Where are John and Paul?

Where are they?

- They're in the class.

- They are in school.

Where's the box?

- It is in the kitchen.

Where's John?

- There he is.

Where are John and Paul?

- There they are.

Where's Paul?

- He's at the church.
- He's on the train.

Is John in the class?

Is the box in the kitchen?

Is he in the class?

- Yes, he is in the class.
- Yes, it is.
- No, he is not.

Are the boxes in the kitchen?

- Yes, they are.
- No, they are not.

30 - 31

There is a box in the kitchen.

There are children in the class.

Voir Drills in English Sentence Patterns
drills 82, 83, 84

- There's some children in the class.
- There are some boys in the class.
- There's some sugar in the kitchen.

Is there a box in the kitchen?

Is there much sugar on the shelf?

32 - 33 - 34

I walk.

You walk.

I walk but you run.

We run.

We run but they walk.

Voir Drills in English Sentence Patterns
drills 42 à 49

ALS-111-13

Do I walk?

- Yes, you walk.

Do (es) you (he, she, etc...) walk?

- Yes, you (he, she, etc...) do (es).

- Yes, he does.

Do John and Paul walk?

You and I, do we walk?

- I do not walk.

- I don't walk.

Do I walk?

Do you walk?

- No, I do not walk.

- No, you don't.

ALS-151

No. 35 à 40.5

Tranche 535 - 36

I see the student.

I see John.

I see some boxes.

I see boxes.

Voir Drills in English Sentence Patterns
drills 42 à 49

I don't see John.

I don't see any boxes.

Do I see John?

Do I see any boxes?

Do I see an eraser?

- Yes, you do.

- No, you don't.

I study in the class.

I come from school.

I don't study in the class.

Do I study in the class?

- Yes, you do.

- No, you don't.

37 - 38 - 39

ALS-111-15

John walks.

He likes /s/

He tells /z/

He sees /iz/

Voir Drills in English Sentence Patterns
drills 42 à 49

He walks, but I run.

Does John walk?

Does the box open?

Does he walk?

- Yes, he does.
- Yes, it does.
- No, he does not walk.
- No, he doesn't.

He walks, but she runs.

He walks, but she doesn't run.

He walks, but she doesn't.

He doesn't walk, but I do.

- Yes, there is.
- No, there is not

Voir Drills in English Sentence Patterns
drills 80 à 84

Are there many boxes on the shelf?

- Yes, there are.
- No, there aren't.

Are there any boxes in the kitchen?

- Yes, there are some.
- No, there aren't any.

How many boxes are there?

How much sugar is there?

I don't walk but he does.

ALS-111-16

40 -

Drills in English Sentence Patterns - Book 1, drill 111

When do you walk?

- I walk often. (time)
- I walk a mile often. (time)
- I walk here often. (here, there, ... etc - place)

I see the box here often.

They see the box here often.

Remarques

Revenir à l'explication des remarques déjà vues, prononciation, contractions, etc...

Emploi de "do" dans une phrase négative ou interrogative -

- I like this book. (pas d'auxiliaire)
- Do I like this book?
- I don't like this book.

Emploi de "some" + "any" dans les phrases.

- Ex. I like some books.
I don't like any books.
Do I like any books?

Emploi de "many" "much".

- Ex. I like many books. (choses qui se comptent)
Do you want much sugar? (chose qui ne se compte pas)

Etude de "there is" "there are". Drills in English" Book 1, Drills # 82, # 83 - 3rd pers. sing. "Drills in English" Book 1, Drill # 36, # 37.

Tranche 6.

Nos. 41.0 à 48.6

Bloc 41.0 + 42.0

41.0 V (Imperative)

ex. Come

.1 V + here

" + there

ex. come here
go there

.2 V + the + N

Voir: Drills in English Sentence Patterns,
drills 58,59,60.

ex. bring + the = box

.3 V + to

V + on + the + N

V + from + N (prop.)

V + etc.

ex. Put + on + the + light
Buy + from + John

.4 N (voc.) + V

" + V + here (there)

" + V + the + N

" + V + to + the + N

" + V + to + N (prop.)

ex. John, + go
John, + come + here
John, + bring + the + paper
John, + go + to + the + store
John, + go + to + Montreal

.5 Let's + V

ex. Let's + go

41.

.6 Let's + 41.1, 41.2, 41.3

ex. Let's go + there

Let's + bring + the + box

Let's + put + on + the + light

42.0

Don't + V (Imperative)

ex. Don't + go

.1 Don't + 41.1

ex. Don't + come here

.2 Don't + 41.2

ex. Don't + bring the box

.3 Don't + 41.3

ex. Don't + put on the light

.4 N (voc.) + Don't + 41.4

ex. John, + Don't + bring the paper

.5 Let's + not + 41.5

ex. Let's + not + go

.6 Let's + not + 41.6

ex. Let's + not + bring the box

- 43.0 What + are + you + doing? Voir: Drills in English
Sentence Patterns,
drills 29, 55 et 56.
- .1 I'm + V-ing
ex. I'm + working
- .2 I'm + V-ing + the + N
ex. I'm + studying + the + lesson
- .3 I'm + V-ing + to + the + N
ex. I'm + going + to + the + post office
- .4 We're + 43.1
ex. We're + walking
- .5 What + is + he + doing?
ex. What is he doing?
- .6 He + 's + V-ing
ex. He + 's + running
- .7 He + 's + V-ing + 43.2
ex. He + 's + writing + the report
- .8 What + are + they + doing?
ex. What are they doing?
- .9 They're + 43.1
ex. They're + eating

44.0 I + V + TIME (habit)

ex. I eat often

.1 I'm + V-ing + now

ex. I am driving now

.2 44.1 = they

ex. They are leaving now.

.3 N (proper) + is + V-ing

ex. Bill is talking

.4 The + N + and + N + are + V-ing

ex. The boys and the girls are playing

.5 Oppose the V to the V-ing form in 44.3

ex. Lillian sings and is singing now

45.0 Is + N (prop.) + V-ing?

Voir: Drills in English
Sentence Patterns,
drills 30,31

ex. Is John reading?

.1 Is + he + V-ing?

ex. Is he standing?

.2 Yes, + N (prop.) + is + V-ing

ex. Yes, John is standing

.3 Yes, = he + 's + V-ing

ex. Yes, he's standing

- .4 Yes, + he + is
ex. Yes, he is
- .5 No, + N (prop.) + is + not + V-ing
ex. No, John is not standing
- .6 No, + he + 's + not + V-ing
ex. No, he's not standing
- .7 No, + he + 's + not
ex. No, he's not
- .8 Substitute other pronoun in 45.1
ex. Are they standing?
- 46.0 This + is + a + N Voir: English 900
Book 1 U.3
ex. This is a car
- .1 I + V + this + N
ex. I like this book
- .2 Those + are + N (plur.)
ex. Those are workers
- .3 I + V + these + N (plur.)
ex. I see these trees

47.0 This + N + is + adj

ex. This child is tall

Voir: Drills in English
Sentence Patterns
drills 16 et 19.

.1 These + N (plur.) + are + adj

ex. These apples are red

.2 This + N + is + V-ing

ex. This girl is running

.3 These + N (plur.) + are + V-ing

ex. These boys are playing

48.0 I + V + this + N + and + that + N

ex. I want this coat and this hat

.1 I + V + this + N + that + one

ex. I want this orange and that one

.2 I + V + this + one + and + that + one

ex. I see this one and that one

.3 I + don't + V + this + N + nor + that + N

ex. I don't want this coat nor that one

.4 I + don't + V + this + one + nor + that + one

ex. I don't want this one nor that one

.5 I + don't + V + this + N + but + that + N

ex. I don't choose this book but that magazine

.6 I + don't + V + this + N + I + V + that + N

ex. I don't want this book I want that magazine

Tranche 7.

Nos. 49.0 à 59.8

49.0 I + V + N (prop. masc.)

ex. I see Richard

Voir: Drills in English
Sentence Patterns
drills 35 et 38.

.1 I + V + him

ex. I see him

.2 I + V + N (prop. fem.)

ex. I see Rita

.3 I + V + her

ex. I see her

.4 I + V + N (sing. neu.)

ex. I want sugar

.5 I + V + it

ex. I want it

50.0 I + V + prep + N (prop. masc.)

ex. I go to John

.1 I + V + prep + him

ex. I go to him

.2 I + V + prep + her

ex. I go to her

.3 I + V + prep + it

ex. I go to it

51.0 Do + you + V + N ?

Voir: Drills in English Sentence Patterns,
drill 95.

ex. Do you like soup?

.1 Yes + I + V + it

ex. Yes, I like it

.2 Do + you + V + him ?

ex. Do you like him?

.3 Yes + I + do

ex. Yes, I do

.4 No + I + don't

ex. No, I don't

.5 Do + you + V + me ?

ex. Do you like me?

.6 Does + he + V + you ?

ex. Does he like you

.7 Yes + he + V + me

ex. Yes, he likes me

52.0 He + V + N (prop.) + and + N (prop.)

ex. He meets Tom and Jerry

.1 He + V + them

ex. He meets them

52.2 I + V + the + N + and + the + N

ex. I see the car and the train

.3 You + V + the + N (plur.)

ex. You see the streets

.4 You + V + them

ex. You see them

.5 You + V + N (prop.) + and + me

ex. You see Paul and me

.6 You + V + us

ex. You see us

.7 He + V + you + and + me

ex. He sees you and me

.8 He + V + us

ex. He sees us

.9 Practice the combination of pronouns

ex. He sees them (you-her- etc.)

53.0 What + is + this?

ex. What is this?

.1 This + is + a + N

ex. This is a box.

Nos. 60.0 à 67.5

Tranche 8

- 60.0 This + is + the + N + of + the + N Refer to drills
ex. This is the title of the book with "this, "these"
- .1 These + are + the + N (plur.) + of + the + N
ex. These are the titles of the book
(Voir Drills in English Sentence Patterns, livre 1, dr.16, 19)
- .2 I + V + the + N + of + the + N
ex. I like the title of the book
Voir Drills in English Sentence Patterns, -livre 2, dr. 19)
- .3 The + N + of + the N + is + adv.
ex. The title of the book is here
- .4 The + N + of + the + N + is + adj.
ex. The title of the book is interesting
- .5 Repeat 60.3 in the plural
ex. The titles of the books are here
- 61.0 Whose + N + is + this (Voir Drills in English Sentence
ex. Whose book is this? Patterns, livre 2, dr.18, 19,
20, 21, 23)
- .1 It + belongs + to + N (prop. sing.) English 900
ex. It belongs to Richard Book 1 U. 3,8
- .2 It's + N (prop. sing.)'s
ex. It's Richard's book
- .3 I + V + N (prop. sing.)'s + N
ex. I see Richard's book
- .4 N (prop. sing.)'s + N + is + adv.
ex. Richard's book is there

- .5 N (prop. sing.)'s + N + is + adj.
ex. Richard's book is interesting
- .6 Whose + N (plur.) + are + these?
ex. Whose books are these?
- .7 They're + N(prop. sing.)'s + N (plur.)
ex. They're Richard's books
- .8 Use plural possessed object in 61.3
ex. I see Richard's books
- 62.0 Whose + N + is + this?
ex. Whose book is this?
- .1 It + belongs + to + the + N (sing.)
ex. It belongs to the student
- .2 It's + the + N (sing.)'s + N
ex. It's the student's book
- .3 I + V + the + N (sing.)'s + N
ex. I have the student's book
- .4 The + N (sing.)'s + N + is + adv.
ex. The student's book is here
- .5 The + N (sing.)'s + N + is + adj.
ex. The student's book is red
- .6 Whose + N (plur.) + are + these?
ex. Whose books are these?
- .7 They're + the + N (sing.)'s + N (plur.)
ex. They're the student's books
- .8 Use plural possessed object in 62.3
ex. I have the students' books

- 63.0 Whose + N + is + this?
ex. Whose book is this?
- .1 It + belongs + to + the + N (plur. reg.)
ex. It belongs to the students
- .2 It's + the + N (Plur.reg.)' + N
ex. It's the students' book
- .3 I + V + N (plur. reg.)' + N
ex. I have the students' book
- .4 The + N + (plur. reg.)' + N + is + adv.
ex. The students' book is here
- .5 The + N (plur. reg.)' + N + is + adj.
ex. The students' book is red
- .6 Whose + N (plur.) + are + these?
ex. Whose books are these?
- .7 They're + the + N (plur. reg.)' + N (plur.)
ex. They're the students' books
- .8 Use plural possessed objects in 63.3
ex. I have the students' books
- 64.0 Whose + N + is + this?
ex. Whose book is this?
- .1 It + belongs + to + N (prop.)
ex. It belongs to John
- .2 It's + N (prop.)' + N
ex. It's John's book
- .3 It's + N (prop.)'s
ex. It's John's

- 65.0 Whose + N (plur.) + are + these?
ex. Whose books are these?
- .1 They + belong + to + the + N(plur.reg.)
ex. They belong to the students
- .2 They're + the + N(plur. reg.)' + N (plur.)
ex. They're the students' books
- .3 They're + the + N (plur.reg.)
ex. They're the students'
- 66.0 Whose + N + is + this?
ex. Whose toy is this?
- .1 They + belong + to + the + N (plur. irreg.)
ex. They belong to the children
- .2 They're + the + N (plur. irreg.)'s + N (plur.)
ex. They're the children's toys
- .3 They're + the + N (plur. irreg.)'s
ex. They're the children's
- 67.0 Whose + N + is + this?
ex. Whose book is this?
- .1 It's + one + of + N (prop.)'s + N (plur.)
ex. It's one of John's books
- .2 It's + one + of + N(prop.)'
ex. It's one of John's
- .3 Whose + N (plur.) + are + these?
ex. Whose books are these?
- .4 They're + some + of + N (prop.)'s + N (plur.)
ex. They're some of John's books

- .5 They're + some + of + N (prop.)'s
 - + the + N (sing.)'s
 - + the + N (plur.)'

ex. They're some of John?s
 They're some of the student's
 They're some of the students'

Nps. 68.0 à 75.3

Tranche 9

- 68.0 N (prop.) + is + adj. (1) + but + N (prop.) + is more + adj.(1)
ex. Mary is pretty but Jane is more beautiful
- .1 The + N + is + adj. (1) + but + the + N + is + more + adj.(1)
ex. The car is modern but the airplane is more modern
- .2 N (prop.) + and N (prop.) + are + adj.(1) + but + (prop.) + is +
more + adj.(1)
ex. Joan and Mary are careful but Suzan is more careful
- .3 N (prop.) + and + N (prop.) + are + adj. (1) + but + N (prop.) +
and + N (prop.) + are + more adj. (1)
ex. Paul and John are studious but Richard and Jim are more studious
- .4 The + N(plur.) + are + adj. (1) + but + the + N (plur.) + are
+ more + adj. (1)
ex. The magazines are interesting but the newspapers are more
interesting
- .5 They + are + adj. (1) + but + we + are + more + adj.(1)
ex. They are studious but we are more studious
- 69.0 N (prop.) + is + adj.(2) + but + N (prop.) + is + adj.-er
ex. Mary is pretty but Jane is prettier
- .1 The + N + is + adj.(2) + but N + is + adj.-er
ex. The dog is small but the cat is smaller
- .2 N (prop.) + and + N (prop.) + are + adj. (2) + but + N (prop.)
+ is + adj.-er
ex. Paul and John are tall but Bill is taller
- .3 The + N (plur.) + are + adj.(2) + but + the + N (plur.) +
are + adj.-er
ex. The dogs are small but the cats are smaller

- .4 They + are + adj. (2) + but + we + are + adj.-er
ex. They are rich but we are richer
- .5 Repeat for various combinations of nouns-pronouns
ex. She is rich but he is richer

68.0 N (prop) Voir: English 900
book 6 U. 8

69.0 N (prop) Voir: Drills in English
Sentence Patterns, livre 2,
dr. 26, 31, 33, 34, 36, 37,
38,
Comp. & super.
dr. 28, 30, 35.

407

Tranche 10

Nos. 77.0 à 83.1

- 77.0 N(prop.) - is adj.(1) - but N(prop.)
- is - the - most - adj.(1) English 900
Book 6U. 8
- ex. John is studious but Paul is the most studious
- .1 The - N is - adj.(1) - but - the - N -
is - the - most - adj.(1) Drills in English Sentence
Patterns Book 2
dr. 28, 30, 35
- ex. The dog is intelligent but the cat is
the most intelligent dr. 27, 29, 32
- .2 The - N(plur.) - are - adj.(1) - but - the -
N(plur.) - are - the most - adj.(1)
- ex. The newspapers are interesting but the magazines
are the most interesting
- .3 They're - adj.(1) - but - you're - the - most -
adj.(1)
- ex. They're studious but you're the most studious
- 78.0 N(prop.) - is - adj.(2) - but - N(prop.) -
is - the adj. est
- ex. John is tall but Bill is the tallest
- .1 The - N - is - adj.(2) - but - the - N - is -
the - adj. - est
- ex. The dog is small but the cat is the smallest
- .2 The N(plur.) - are - adj.(2) - but - the - N(plur.)
- are - the - adj. - est
- ex. The Dogs are small but the cats are the smallest
- .3 They're - adj.(2) - but - we're - the - adj. -est
- ex. They're wise but we're the wisest
- 79.0 N(prop.) - is - adj.(3) - but N(prop.) - is -
the adj.(3) (irreg. superl. form)
- ex. John is good but Paul is the best
- .1 The - N - is - adj.(3) - but - the - N - is -
the - adj.(3)
- ex. The magazine is good but the book is the best
- .2 The N(plur.) - are - adj.(3) - but - the - N(plur.)
- are - the - adj.(3)
- ex. The magazines are good but the books are the best
- .3 They're - adj.(3) - but - we're - the - adj.(3)
- ex. They're good but we're the best

- 80.0 N(prop.) - is - the most - adj.(1)
ex. John is the most studious
- .1 The - N - is - the - most - adj.(1)
ex. The cat is the most intelligent
- .2 The N(plur.) - are - the - most - adj.(1)
ex. The cats are the most intelligent
- .3 They're - the - most - adj.(1)
ex. They're the most intelligent
- 81.0 N(prop.) - is - the - most - adj.(1)
ex. Paul is the most intelligent
- .1 The N - is - the - least - adj.(1)
ex. The dog is the least intelligent
- .2 The N(plur.) - are - the - least - adj.(1)
ex. The dogs are the least intelligent
- .3 They're - the - least - adj.(1)
ex. They're the least intelligent
- 82.0 N(prop.) - is - the - most - adj.(1) - in - the - N
ex. John is the most intelligent in the class
- .1 They're - the - most - adj.(1) - in - the - N
ex. They're the most intelligent in the class
- .2 The N - is - the - most - adj.(1) - of - the -N
ex. The student is the most intelligent of the group
- .3 The - N(plur.) - are - the - most - adj.(1) - of - the -N
ex. The students are the most intelligent of the group
- .4 Repeat the series with "least"
ex. The students are the least intelligent of the group
- 83.0 N - is - the - more - adj.(1) - of - the - two
ex. John is the more intelligent of the two
- .1 N - is - the - most - adj.(1) - of - the - three
ex. John is the most intelligent of the three

ALS-111-211

ANGLAIS LANGUE SECONDE

ALS 121

90 heures - 6 crédits - 2 soirs par semaine

NOTE METHODOLOGIQUE

Nous vous présentons ici, l'ensemble des structures qui forment le cours d'anglais 121. Ces structures vous devrez les présenter à vos élèves de telle sorte qu'à la fin du cours, ceux-ci ne les comprennent pas seulement mais puissent les reconnaître et s'en servir au cours d'une conversation.

Vos élèves n'ont pas d'anglais écrit comme tel à apprendre à ce cours-ci. Ils doivent reconnaître certaines structures et s'en servir oralement quand le stimulus nécessaire leur demande de répondre.

Votre travail en sera donc un strictement oral dans lequel vous ne devrez pas, d'abord parler mais bien faire parler. Vous parleriez pendant toute une leçon que vous ne donneriez pas à vos élèves ce qu'ils doivent recevoir.

Vous aurez, certainement à faire face à plusieurs difficultés pédagogiques et méthodologiques dans votre enseignement. Ce programme veut vous aider à saisir l'esprit qui doit animer tout cours d'anglais comme langue seconde.

Les premières difficultés auxquelles vous aurez à faire face n'ont rien à voir avec l'anglais comme tel. Elles se rapportent à un groupe d'adultes quel qu'il soit. Comme il est moins compromettant d'écouter et de ne rien dire, comme notre peuple n'a pas beaucoup de facilité à s'exprimer, comme la gêne trouble beaucoup de personnes, c'est donc d'abord à un facteur humain que vous devrez vous attaquer. Vous devrez, et ceci est essentiel, amener vos gens à parler en créant le climat de confiance nécessaire. Ceci n'est pas facile de vaincre un respect humain qui existe depuis bien longtemps, sans doute, mais ce serait aussi se leurrer que de penser enseigner une langue seconde, que de penser communiquer dans un système fixe et rigide, dans une relation impersonnelle maître-élèves.

Une autre grande difficulté sera de faire saisir qu'une langue seconde ne s'enseigne ni ne s'apprend comme les mathématiques ou toute autre science. On devra donc ici accepter de prendre moins de notes, de noircir moins de cahiers et de parler et communiquer davantage. On devra accepter l'arbitraire de la langue anglaise autant que nous acceptons l'arbitraire de la langue française. Par exemple, on dira "j'ai faim" mais "I am hungry" et il sera inutile de vouloir discuter que les anglais auraient peut-être pu dire, "I have hunger". On devra, aussi éviter les merveilleux résumés qui synthétisent si bien la matière donnée et apprise et qui font de la matière quelque chose d'écrit. Enfin, on doit ici insister sur la progression lente et nécessaire du programme. Il faut bien se garder de brûler les étapes ou d'en juger quelques-unes inutiles. Le lent mais certain progrès assurera à vos élèves la possibilité de s'exprimer, de communiquer.

Ce bloc de structures que nous vous présentons représente 90 heures de cours. Peut-être pouvons-nous ici tenter d'expliquer le plan d'une leçon elle-même.

Partons de la structure

John is nice

John was nice

Vous n'avez pas ici la possibilité d'expliquer bien longtemps ce dont il s'agit, cependant vos élèves ne sont pas nécessairement capables de se servir de cette structure. Aussi, devront-ils la pratiquer.

Ex: John is nice

John was nice

He was nice

She was nice

Mary was nice

Ensuite I was nice
 We were nice
 We were happy

Ensuite Was John nice?
 Were we nice?

Ensuite John wasn't nice
 He wasn't nice
 Mary wasn't nice
 We weren't nice

Souvent, des professeurs auront de la difficulté à vraiment faire saisir une structure; aussi, pensons-nous que les différents genres d'exercices structuraux que nous proposons ici rendront un très grand service à tous ceux qui auront à enseigner ce programme.

I. Substitution Exercises

1. Strict Substitution

- | | |
|--------------------------------|---------------------|
| 1. Betty is old. | 1. She's old. |
| 2. Peter is young. | 2. He's young. |
| 3. Peter and Paul are young. | 3. They're young. |
| 4. The house is big. | 4. It's big. |
| 5. Peter and you are brothers. | 5. You're brothers. |

2. Cross Substitution

John is young.

- | | |
|-----------|--------------------|
| 1. He | 1. He's young. |
| 2. Paul | 2. Paul is young. |
| 3. happy | 3. Paul is happy. |
| 4. Mary | 4. Mary is happy. |
| 5. pretty | 5. Mary is pretty. |

II. Transformation exercises

3. Addition Insertion

- | | |
|----------------|-----------------------|
| 1. young they | 1. They aren't young. |
| 2. tall he | 2. He isn't tall. |
| 3. happy she | 3. She isn't happy. |
| 4. good it | 4. It isn't good. |
| 5. new the car | 5. The car isn't new. |

4. Expansion

- | | |
|--|-------------------------------------|
| 1. We don't like the play now but ... | 1. but we liked it yesterday. |
| 2. I don't visit him today but ... | 2. but I visited him last week. |
| 3. The class doesn't start early ... | 3. but it started early yesterday. |
| 4. I don't often count on you but ... | 4. but I counted on you last month. |
| 5. We don't practise every day but ... | 5. but we practised yesterday. |

5. Contraction

- | | |
|------------------------------------|-------------------------|
| 1. We're boys. We're strong. | 1. We're strong boys. |
| 2. They're dogs. They're small. | 2. They're small dogs. |
| 3. Those are pens. They're blue. | 3. Those are blue pens. |
| 4. You want to wash the car. | 4. Wash it. |
| 5. We don't want to open the door. | 5. Let's not open it. |

6. Morphological Transformation

- | | |
|-----------------------------------|----------------------------------|
| 1. She's young. | 1. They're young. |
| 2. I haven't anything. | 2. I have nothing. |
| 3. That man misses a tooth. | 3. That man misses some teeth. |
| 4. I work in a library. | 4. I worked in a library. |
| 5. We paint the house every year. | 5. We're painting the house now. |

7. Syntactical Transformation

- | | |
|--------------------------------------|-----------------------------------|
| 1. You'll pass your exams. | 1. Will you pass your exams? |
| 2. The cat is old. | 2. Is the cat old? |
| 3. The line is blue. | 3. It's a blue line. |
| 4. If you have enough money, buy it. | 4. If you're rich enough, buy it. |
| 5. Let's teach English to the boys. | 5. Let's teach the boys English. |

III. Idiomatic Response Exercises

8. Tag Questions

- | | |
|------------------------------|---------------|
| 1. Mary is learning ... | 1. isn't she? |
| 2. The sun isn't shining ... | 2. is it? |

9. Short Answer

- | | |
|-----------------------|-------------------|
| 1. Is that a tractor? | 1. No, it isn't. |
| 2. Are those oranges? | 2. Yes, they are. |

Voici d'autres exemples d'exercices:

A (Substitution)

TEACHERSTUDENT

I need paper

énoncé modèle

I need

vide

money

stimulus

I need money

nouvel énoncé

B (Person-number substitution)

We need paper

We need paper

I _____ .

I need paper

He _____ .

He needs paper

Mary and I _____ .

Mary and I need paper

They _____ .

They need paper

C

(Item substitution)	Mary is sick.	Mary is sick.
	_____ English.	Mary is English.
	_____ tired.	Mary is tired.
	_____ ready.	Mary is ready.

D

(Double-item substitution)	He is tired today.	He is tired to-day.
	_____ sick _____.	He is sick to-day.
	Mary _____.	Mary is sick today.
	_____ present _____.	Mary is present today.
	They _____.	They are present today.

Pour en arriver à ce que tous et chacun maîtrisent une structure, il faudra évidemment un temps considérable. L'approche préconisée a le mérite de permettre à tous les élèves de pouvoir, à chaque leçon, s'exprimer et communiquer un peu plus parce que chacun possède un ou plusieurs éléments de plus qui s'ajoutent aux automatismes déjà acquis. C'est précisément ces automatismes que nous visons à faire acquérir.

Objectifs taxonomiques

Ayant à l'esprit une telle façon de concevoir l'enseignement de l'anglais comme langue seconde, on peut sans doute se demander de quelle façon on pourra contrôler les progrès des élèves. Voici donc à cet effet quelques exemples de contrôles possibles. Il est bien évident qu'on n'enseigne pas en fonction des examens mais en fonction d'une acquisition de structures. Cependant, si on sait de quelle façon le contrôle s'exercera, on peut plus facilement, peut-être, orienter ces acquisitions.

Exemples de discrimination auditive:

L'élève indique la lettre correspondant à la phrase qui est différente des autres.

- A) We always send it by mail.
- B) We always sent it by mail.
- C) We always send it by mail.

- A) Yesterday, Mrs. Jones watched her baby.
- B) Yesterday, Mrs. Jones washed her baby.
- C) Yesterday, Mrs. Jones watched her baby.

- A) The bus is late today.
- B) The boss is late today.
- C) The bus is late today.

- A) I caught it last night.
- B) I cut it last night.
- C) I cut it last night.

Exemples de compréhension orale.

On lit les 3 énoncés suivants:

L'élève doit choisir laquelle des 3 réponses est la plus juste.

- | | |
|--|--|
| 1- Where do you usually sit? | 1- A) On the chair.
B) Under
C) Behind. |
| 2- John gave Helen a beautiful watch | 2- A) Helen is beautiful.
B) The watch is beautiful.
C) John watches Helen. |
| 3- Mr. Martin has been a policeman for ten years. | 3- A) He used to be a policeman.
B) He is a policeman.
C) He is not a policeman now. |
| 4- Jim hurt himself but he'll be here later. | 4- A) The accident was happening.
B) The accident happens.
C) The accident is happening.
D) The accident happened. |
| 5- - Is Peter in the study room?
- No, he went home at 8:30. | 5- A) He's left his home.
B) He's left for school.
C) He's left for his home.
D) He's left school. |
| 6- - Are they new friends for you?
- No, we've known them since 1960. | 6- A) We were friends before 1960.
B) We've been friends for 1960.
C) We were new friends after 1960.
D) We became friends in 1960. |

Comment mesurer la compréhension de la langue écrite:

Many people think they can tell what the weather is going to be like. But they hardly ever come to the same answer. One man may say, "Do you see all those different colours in the east? It's going to rain tomorrow". Another man will say, "Yes, there are many different colours in the east. We're going to have good weather tomorrow."

People often look for the weather they want. When the fruits or the vegetables need water, the man looks for something to tell him it's going to rain; he won't see anything else. When friends have a picnic, they are so sure that the weather is going to change very quickly that they sit eating their lunch while it rains.

Almost everyone listens to what the weatherman says. But he does not always tell us what we want to hear and at times, of course, he makes an error. But he probably comes closer to being correct than anyone else.

53) According to the writer

- A) most people can tell what the weather will be
- B) most people think the same about the weather
- C) most people tell the weather from the colours in the sky
- D) most people should listen to the weatherman

()

54) When they are at a picnic

- A) people eating in the rain make the weather change
- B) people keep hoping that the rain will stop
- C) people wait for a change in weather before eating
- D) people eat quickly because they think it will rain

()

55) In this text, the writer wants to tell us that

- A) he knows how to tell the weather.
- B) conversations on weather amuse him.
- C) weatherman make a lot of mistakes.
- D) everyone thinks that the weatherman knows better. ()

56) The different colours in the sky

- A) mean that the weather will be different the next day.
- B) tell something only when they are in the east.
- C) let the different people see what they want to see.
- D) make people wish for the weather they need. ()

Comment vos élèves reconnaissent-ils des formes exactes
de la langue écrite:

He.....dinner when I arrived.

- A) has had
- B) had had
- C) has have
- D) had have ()

He's.....in a class of bad students.

- A) the most bad
- B) the worst
- C) the baddest
- D) the worse ()

I didn't hear of.....

- A) the Ted's accident
- B) Ted accident's
- C) Ted's the accident
- D) Ted's accident ()

He talked to me last.....

- A) at about eight o'clock
- B) about eight o'clock
- C) at eight o'clock about
- D) about at eight o'clock ()

I didn't see.....books in her room.

- A) many
- B) some
- C) no
- D) much ()

Façons de contrôler l'expression orale des élèves. Après un stimulus donné, on s'attend à ce que l'élève réponde dans un sens donné:

<u>Stimulus</u>	<u>Réponses</u>
1. Play in your room Tom, and I'll work in the kitchen. Q.- When will she work in the kitchen?	1.plays...his.... OR....is (will be) playing....his.....
2. I must do it now before I forget. Q.- Why must he do it now?	2.because he will (he'll)....OR...because he may....
3. I went to the game last night and I got all wet. Q.- How was the weather last night?	3. It was raining OR it was rainy OR it rained
4. She - Henry, did you buy this television set for the children? He - No, this one is mine. Q.- For whom did Henry buy that T.V. set?	4. For himself
5. - Mr. Brown never goes out in the evening - No, his home is the only place he finds interesting. Q.- What does Mr. Brown do in the evening?	5. stays at home OR stays home

REPARTITION APPROXIMATIVE POUR FINS D'EXAMENS.

Discrimination auditive	10%
Compréhension orale	40%
Expression orale	35%
Compréhension écrite	15%
	100%

Diviser le contenu du programme en tranches exactes et précises demeure quelque chose d'arbitraire et de théorique. Aussi, la division en tranches que nous faisons ici en est une qui se veut être une suggestion beaucoup plus qu'un idéal à atteindre.

1ère tranche structures	84 à 95
2e tranche	96 à 100
3e tranche	101 à 106
4e tranche	107 à 114
5e tranche	115 à 123
6e tranche	124 à 136
7e tranche	137 à 145
8e tranche	146 à 152
9e tranche	153 à 159
10e tranche	160 à 163

PROGRAMME 121

Répartition du programme en tranches et en heures approximativement:

1ère tranche	: De la 1ère heure à la 9e
2e tranche	: De la 10e heure à la 18e
3e tranche	: De la 19e heure à la 27e
4e tranche	: De la 28e heure à la 36e
5e tranche	: De la 37e heure à la 45e
6e tranche	: De la 46e heure à la 54e
7e tranche	: De la 55e heure à la 63e
8e tranche	: De la 64e heure à la 72e
9e tranche	: De la 73e heure à la 81e
10e tranche	: De la 82e heure à la 90e

Le nombre d'élèves par classe ne devrait certainement pas dépasser 25 élèves et il serait préférable de n'avoir pas plus de 20 élèves par classe. Un nombre supérieur à celui-ci ne permet pas de bien suivre chacun de ses élèves dans leur apprentissage, et de les faire progresser en toute justice.

Comme matériel didactique à recommander, on doit évidemment mentionner

- le laboratoire de langues
- le magnétophone

Ces moyens, entre autres, permettent aux élèves de s'entendre, de s'exprimer, de se corriger, de mieux mesurer le progrès qu'ils font et de mieux les motiver à poursuivre l'apprentissage de la langue seconde.

N.B. Programmation de l'anglais écrit
élémentaire - succinct et pratique.
Voir: pages 26 à 41 au début du
programme d'études.

PREMIERE TRANCHE

N'EST-CE PAS QUE LA LECTURE DE L'INTRODUCTION FACILITERA VOTRE TRAVAIL!

84

John is nice today
 John was nice yesterday
 He was nice
 Mary was nice

Peter	joyful
Paul	happy
Jim	sorry
Jane	glad
We	
They	
	etc...

Voir Drills in English, Sentence Patterns, book 1, drills 66, 67, 68

* Pour passer du présent au passé, le stimulus ici est "yesterday"

85

John was not angry
 John wasn't angry

He	} wasn't angry
She	
It	

A - Voir autres exercices structuraux au numéro précédent

B - Voir Drills in English, Sentence Patterns

Book 1, drill 71

86

Was John angry?
 Yes he was angry
 (she)
 (it)
 Yes he was
 (she)
 (it)

No he wasn't angry
 No he was not angry
 (she)
 (it)

No he wasn't
 No he was not
 (she)
 (it)

Was he angry?
 (she)
 (it)

Mary	happy
Joe	cheerful
The cat	lucky
The dog	sad
Helen	etc...

* Voir Drills in English Sentence Patterns
 Book 1, drills 69, 70

87

What was this?
 What was that?
 What was it?

It was a salmon
 It was an apple
 Was it a salmon?
 Was it an apple?

Yes, it was a salmon
 Yes, it was an apple
 Yes it was

No it was not a salmon
 No it was not an apple
 No it was not
 No it wasn't

horse-clock
 dog-calendar
 cat-car
 cow-desk
 etc...

actor
 union
 engineer
 apple
 etc...

88

The doctor was here

He was here

(she)

(it)

The doctor was not here

The doctor wasn't here

Was the doctor here?

Was he here?

(she)

(it)

Yes he was here

Yes he was

No he wasn't here

No he wasn't here

Doctor
 Girl
 Man
 Nurse
 Artist
 Woman
 Boy
 Lawyer
 etc...

89

John and Jim were here

They were here

John and Mary were here

Mary and Joan were here

John and Mary were not here

John and Mary weren't here

They were not here

They weren't here

Me and I

etc...

writer
instructor
farmer
player
teacher
driver
etc...

90

Were Mary and Joan here

Were the doctor and the lawyer here?

Were they here?

Yes they were here

Yes they were

No they weren't here

No they weren't

91

John and Mary were happy

The doctor and the lawyer were happy

They were happy

They were not happy

They weren't happy

Yes they were happy

Yes they were

No they weren't happy

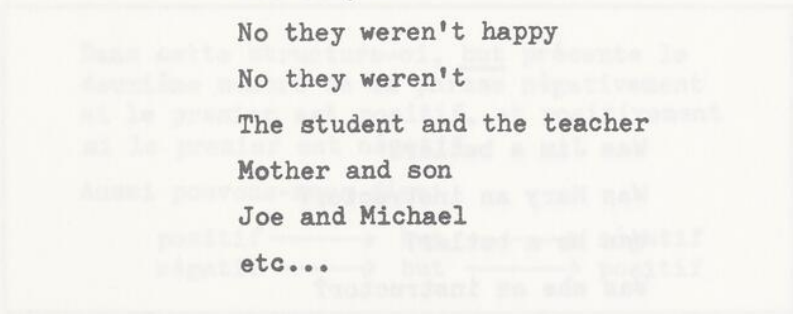
No they weren't

The student and the teacher

Mother and son

Joe and Michael

etc...



happy	glad
sorry	sorry
good	good
strong	strong
bad	bad
pretty	pretty

92

What was Jim?
 What was Mary?
 Jim was a lawyer
 Mary was an engineer
 What was he?
 (she)
 He was a lawyer
 She was an engineer

nurse
 teacher
 driver
 preacher
 player
 notary
 collector

93

Was Jim a butler?
 Was Mary an instructor?
 Was he a butler?
 Was she an instructor?
 Yes he was a butler
 Yes he was an instructor
 Yes he was
 Yes she was
 No he was not a lawyer

No she was not an instructor

No he wasn't

No she wasn't

butler

instructor

farmer

player

teacher

driver

etc...

94

I was a lawyer but you were a butler

I was an engineer but you were an instructor

I was not a lawyer but you were a butler

I was not an engineer but you were an instructor

I was not a teacher but you were

I wasn't an instructor but you were

I was a teacher but you were not

I was a teacher but you weren't

I was an engineer but you weren't

Dans cette structure-ci, but présente le deuxième membre de la phrase négativement si le premier est positif, et positivement si le premier est négatif.

Aussi pouvons-nous dire:

positif	→	but	→	négatif
négatif	→	but	→	positif

95

Was I a student?

Was I an artist?

Yes you were

No you were not

No you weren't

Were you a teacher?

Were you an artist?

Yes I was

No I was not

No I wasn't

Were you servants (students-artists)

Yes we were

No we were not

No we weren't

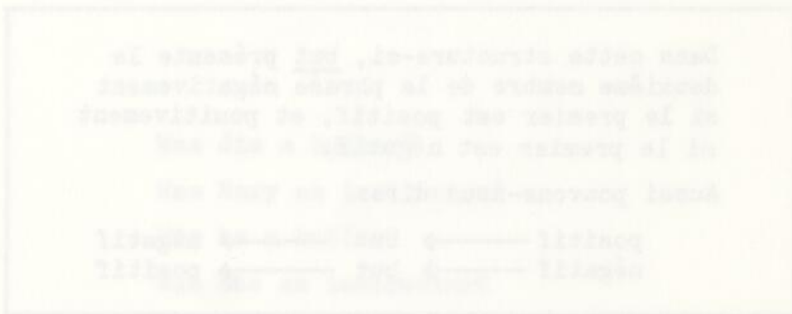
What were you?

I was a student

I was an artist

We were servants (students-artists)

Voir: Drills in English, Sentence Patterns
Book 1, Drill 75



Was I a student?
Was I an artist?
Yes you were
No you were not
No you weren't
Were you a teacher?
Were you an artist?
Yes I was
No I was not
No I wasn't
Were you servants (students-artists)
Yes we were
No we were not
No we weren't
What were you?
I was a student
I was an artist
We were servants (students-artists)

DEUXIEME TRANCHE

AVEZ-VOUS BIEN VARIE VOS EXERCICES?

Where was Jim?
Sarah?

He → was → here
She → → there

He → was in the kitchen
She → was in the class

Where was he?
Where was she?
Where was it?
It was in the kitchen
It was in class
Where were Jim and Mary?
Where were they?
They were in the kitchen
They were in the class
Where was the kitchen?

He |
She | was in the house
It | was in class

Where was Jim?
Where was the kitchen?

Where (he) was
 (she)
 (it)

Where were Jim and Mary?
Where were the book and the ball?
Where were the dogs?
There they were

94

Where was Robert?

He was at the fair, door

She was at the work, home

etc...

He was on the bus, platform

She was on the bus, platform

etc...

- Voir structure 96 pour le développement de celle-ci

98

Was John in the house?

Was John in class?

Was the nurse in the hospital?

Was the teacher in the school?

Was the teacher in class?

Was he in the school?

(she)

(it)

Was he in class?

(she)

(it)

Yes she was in the school

(he)

(it)

Yes he was

(she)

(it)

No he was not

she wasn't

it wasn't

Were Mary and Joan in the house?

Were the teacher and the student in class?

Were the students (in class)?

Yes they were

No they were not

No they weren't

Voir Drills in English Sentence Patterns

x Book 1, pour les prépositions in, at, on, drill 28, 62

99

There was a dog in the house

(an elephant) at the fair

on the desk

There were dogs in the house

at the fair

on the desk

There was some food in the house

(noise)

There were some persons at the fair

Voir Drills in English Sentence Patterns

Book 1, drill 28

100

Was there a table in the house?

Was there an eagle at the fair?

Was there much paper on the desk?

Yes there was

No there was not

wasn't

Where there many pens on the desk?

Where there pens on the desk?

Yes there were

Were there any pens in the drawer?

Yes there were some

No there weren't any

How many pens were there? yesterday

How much sugar was there?

They arrived yesterday

Voir Drills in English Sentence Patterns reported yesterday
Book 1, drill 12

Verbes en D ----- departed

Verbes en D ----- arrived

Verbes en D ----- stopped

Voir Drills in English Sentence Patterns
Book 1, drills 17, 18, 19

I
You
We
They

did arrive yesterday?

OF A ID-ENTRANC STENO BRIGADA ELIQUINI DEON
TERRIVITANILLOPIA T'LANCO DE BILIN 101 117
They

I
You
We
They

did

did Paul and Jane arrive?

you and I did we arrive?

Voir Drills in English Sentence Patterns
Book 1, drill 101

There was a dog in the house
 (an English) at the fair
 on the deck
 There were dogs in the house
 at the fair
 on the deck

Voilà l'ordre de la leçon
 Vous devriez la lire à votre prochaine séance. Et lisez-la
 deux fois, pour les répétitions de la page 107, 108.

There was a dog in the house
 (an English) at the fair
 on the deck
 There were dogs in the house
 at the fair
 on the deck

TROISIEME TRANCHE

VOUS DEVRIEZ ABORDER CETTE TRANCHE-CI A VO-
 TRE 19e HEURE DE COURS. APPROXIMATIVEMENT.

Was there a dog in the house?
 Was there an English at the fair?
 Was there any dog on the deck?
 Were there dogs
 in the house
 at the fair
 on the deck?
 Were there dogs
 in the house
 at the fair
 on the deck?

101

I arrived yesterday
 You arrived yesterday
 I arrived but you departed yesterday
 We arrived yesterday
 They arrived yesterday
 We arrived but they departed yesterday

Verbes en D → departed

Verbes en D → arrived

Verbes en T → stopped

Voir Drills English, Sentence Patterns
 Book 1, drills 87, 86, 85

102

Did

I
You
We
They

 arrive yesterday?

Yes

I
You
We
They

 arrived yesterday

Yes

I
You
We
They

 did

Did Paul and Jane arrive?

You and I did we arrive?

Voir Drills in English Sentence Patterns
 Book 1, drill 101

103

I did not stop

I	}	didn't stop
You		
We		
They		

Did	}	I	stop
		You	
		We	
		They	

No	}	I	did not stop
		You	
		We	
		They	

No	}	I	didn't
		You	
		We	
		They	

Voir Drills in English, Sentence Patterns,
Book 1, drills 101, 102, 103, 104

104

I	[dress]	T
		finish		
		pass		

[call]	D
	close		
	listen		

[start]	ID
	paint		
	decide		

104

I dressed in the room yesterday
 I waited on a bench yesterday
 I looked at an artist yesterday
 I hurried to school yesterday
 I arrived from Quebec yesterday
 I didn't dress in the room yesterday
 Did you dress in the room?
 Yes I did
 No I didn't

(Repeat with different verbs and pronouns)

105

John	}	finished				
		listened				
		painted				
He	}	finished				
She		listened				
It		painted				
He	}	painted but	}	I	}	played
She				You		
It				We		
				They		

Voir Drills in English Sentence Patterns
 Book 1, drills 85 - 86 - 87

106

Did John call?
 Did the principal remember?
 Did a girl stop?
 Did an animal play?

Did	}	he call?
		she stop?
		it play?

Yes	⎧	he	⎩	called
		she		stopped
		it		played

Yes	⎧	he	⎩	did
		she		
		it		

No	⎧	he	⎩	did not	⎧	call
		she		didn't		stop
		it		play		

No he didn't

107

He wanted but she refused

She she

It it

He refused but she didn't refuse

He refused but she didn't

He didn't refuse but I did

I didn't accept but he did

Voir numéro 94

108

When did you arrive?

I arrived on time

I received a book

I received an orange + time

I received the newspaper

I received him

I received my newspaper in my room at six o'clock

I arrived in Chicago yesterday

109

Répétez les numéros 101 à 109 en vous servant des verbes irréguliers

Voir Drills in English Sentence Patterns
Book 1, drills 89 à 104

110

(Use other pronouns and mix verbs)

What did you do yesterday?

I washed yesterday

I washed

I washed the dishes
 I washed the kitchen
 I washed the kitchen all afternoon
 I washed the dishes in the kitchen all afternoon

111

What were you doing yesterday?

I was washing yesterday
 I was washing
 I was washing the dishes

Faites cette structure-ci comme au numéro 110

Voir Drills in English Sentence Patterns
 Book 1, drills 72, 73

112

He was washing yesterday

He	<table border="0"> <tr> <td>was not</td> <td rowspan="2">} washing the morning</td> </tr> <tr> <td>wasn't</td> </tr> </table>	was not	} washing the morning	wasn't
was not	} washing the morning			
wasn't				

Was he washing

Yes he was

No he wasn't

Were they washing?

Yes they were

No they weren't

113

He married after I married

He married after me

before

He married before I did

Change nouns & pronouns

114

He was smiling when I arrived

He was happy when I arrived

He changed when I arrived

Make distinction clear by changing situations

Use other nouns and pronouns

Your little is a little better
Book of John 15: 13

He was washing the dishes
I was washing the dishes

He was washing the dishes
I was washing the dishes

He arrived after me
I arrived before him

Change nouns & pronouns

He is going to come tomorrow
 He's going to come at 3 o'clock
 He's going to come here at 9 o'clock
 He's going to receive the results
 I'm going to wait at the station
 They're going to travel this summer

CINQUIEME TRANCHE

CHER PROFESSEUR,
 LAISSEZ PARLER VOS ELEVES, NE PARLEZ
 PAS TROP VOUS-MEME.

115

I will come tomorrow

I

You

He

She + ll + come tomorrow

It

We

They

Voir Drills In English, Sentence Patterns
Book 1, drill 116

116

Will you come tomorrow?

Yes I'll come tomorrow

Yes I will

No I will not come tomorrow

No I won't come tomorrow

No I won't

Use other pronouns

Voir Drills in English Sentence Patterns
Book 1, drill 117

117

When will Mary come?

Mary will come tomorrow

Mary'll come tomorrow

He'll	}	come tomorrow
She'll		

He'll come here tomorrow

He'll see the results here tomorrow

118

He is going to come tomorrow
 He's going to come at 9 o'clock
 He's going to come here at 9 o'clock
 He's going to receive the results
 I'm going to wait at Place Bonaventure
 Jim and Mary are going to travel this summer
 They're going to travel this summer

Voir Drills in English, Sentence Patterns
 Book 1, drill 121

119

Is John going to travel this summer?

Is $\left\{ \begin{array}{l} \text{he} \\ \text{she} \end{array} \right\}$ going to travel this summer?

Are Joan and Jim going to travel?

Are they going to travel?

Voir Drills in English, Sentence Patterns
 Book 1, drill 123

120

Mary is not going to travel this summer

Mary isn't going to travel this summer

He $\left\{ \begin{array}{l} \text{isn't going to travel} \\ \text{She} \end{array} \right\}$

I'm not going to travel

They aren't going to travel

They're not going to travel

Is he going to travel this summer?

Yes he's going to travel this summer

Yes he is

No $\left\{ \begin{array}{l} \text{he isn't} \\ \text{he's not} \end{array} \right\}$ going to travel

No he is not

No he isn't

No he's not

Voir Drills in English, Sentence Patterns
Book 1, drill 122

121

Who is going to travel?

Who's going to travel?

Mary is going to travel

Joan & Jim are going to travel

Mary is going to travel

Mary is

Use 2 subjects in answers

Use personal pronouns

122

John is happy. Is he not

John is happy. Isn't he

He's happy. Isn't he

She's happy. Isn't she

They're happy. Aren't they

I'm happy. Am I not

The boy is happy, Isn't he

The desk is brown. Isn't it

The girls is pretty. Isn't she

Voir Drills in English Sentence Patterns
Book 1, drill 125

123

Joan is not ugly. Is she?

Joan isn't ugly. Is she?

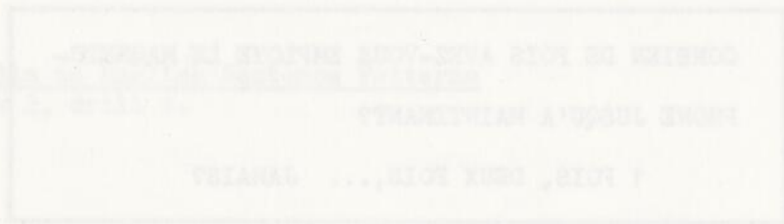
She isn't	}	ugly. Is she?
She's not		

He isn't	}	pretty. Is he?
He's not		

They aren't	}	stupid. Are they?
They're not		

I'm not tall. Am I?

The man	}	isn't	}	tall. Is he?
The girl				ugly. Is she?
The desk				solid. Is it?



John does not come. Does he?
 John doesn't come. Does he?
 He doesn't come. Does he?
 They don't come. Do they?
 The doctor doesn't come. Does he?

(she)
(is)

Your Drilling in Texas is...
 Book 1, Drill 100
 Your Drilling in Texas is...
 Book 1, Drill 100
 Your Drilling in Texas is...
 Book 1, Drill 100
 Your Drilling in Texas is...
 Book 1, Drill 100
 Your Drilling in Texas is...
 Book 1, Drill 100

- 1. Use 2 subjects in answers
- 2. Use personal pronouns

SIXIEME TRANCHE

COMBIEN DE FOIS AVEZ-VOUS EMPLOYE LE MAGNETO-
 PHONE JUSQU'A MAINTENANT?
 1 FOIS, DEUX FOIS,... JAMAIS?

The boy is happy, isn't he?
 The cat is dead, isn't it?
 The girl is prettier, isn't she?
 Your Drilling in Texas is...
 Book 1, Drill 100

124

John comes, does he not?

John comes, doesn't he?

He comes, doesn't he?

She comes, doesn't she?

The doctor comes, doesn't he?

(she)

(it)

Voir Drills in English sentence Patterns
Book 2, drills 124 to 136

125

You want, do you not?

You want, don't you?

I insist, don't I?

The doctor and the lawyer want, don't they?

The students come, don't they?

You and I come, don't we?

Voir Drills in English Sentence Patterns
Book 2, drill 1.

126

John does not come, does he?

John doesn't come, does he?

He doesn't come, does he?

They don't come, do they?

The doctor doesn't come,
does he?

(she)

(it)

127

Jane arrived, did she not?
 She arrived, didn't she?
 They arrived, didn't they?
 Jane and you arrived, didn't you?
 The doctor arrived, didn't he?
 (she)
 (it)

128

John did not come, did he?
 He didn't come, did he?
 They didn't come, did they?
 John and I didn't come, did we?
 The doctor didn't come, did he?
 (she)
 (it)

129

John is coming, is he not?
 He's coming, isn't he?
 She's coming, isn't she?
 They're coming, aren't they?
 I'm coming, am I not?
 The doctor is coming, isn't he?
 (she)
 (it)

130

Joan is not coming, is she?
 She isn't coming, is she?
 He isn't coming, is he?
 They aren't coming, are they?
 They're not coming, are they?
 I'm not coming, am I?
 The doctor isn't coming, is he?
 (she)
 (it)

135

John is going to come, is he not?
 He's going to come, isn't he?
 They're going to come, aren't they?
 I'm going to come, am I not?
 You and I are going to come, aren't we?
 The doctor is going to come, isn't he?
 (she)
 (it)

136

Mary is not going to speak, is she?
 She isn't going to speak, is she?
 They aren't going to speak, are they?
 I'm not going to speak, am I?
 You and I aren't going to speak, are we?
 The doctor isn't going to speak, is he?
 (she)
 (it)

Plus aucun problème de Tag Ending?

137

I usually arrive at 9 o'clock
 I often come here
 John often brings him here
 John often comes with him here
 They are always hungry
 They are always here
 They don't usually come here
 They are not usually happy here
 Do they often come here?
 Is he always happy?
 I come here often
 I don't come here usually
 Do you come here often?

Voir Drills in English, Sentence Patterns
 Book 2, drills 57-58

138

It's a steak dinner
 It's a glass of wine
 It's a wine glass
 It's a steam-boat
 It's a work bag

139

He studies engineering
 That man is charming
 He enjoys skiing

140

- 1 - He drinks much wine
- 2 - He eats a few peanuts
- 3 - He drinks a little milk

(many - much - few - little - a lot of ... etc)

- 4 - Many of them came here

(much of - all of - several of)

- 5 - Not many of them were here

(not much of - not all of - not any of - none of)

Vous devez ici répéter avec les mots entre parenthèses.

141

- The other man comes here
 Two other men come here
 Another man goes away

(the other - the others - two others)

Répétez avec les mots entre parenthèses

142

- He spoke to me
 He speaks to me
 He spoke to me
 He will speak to me
- He asked me a question
 He will introduce his father to me
 He will sell Mary his car
 He sold his car to Mary

143

I rented his car 2 days ago
 I sold my car 3 months ago
 I brought my book two minutes ago
 Did I bring my book 2 minutes ago
 I will bring my book 2 hours from now
 Will I bring my book 2 hours from now
 He didn't bring his book 2 hours ago
 (verbes réguliers et irréguliers)

Voir Drills in English, Sentence Patterns
 Book 2, drills 54-55-56

143

Rappel

Short answers avec

is

are

do

does

did

was

were

will

Voir Drills in English, Sentence Patterns
 Book 2, drill 2

144

Adverbes en ly - rapidly

illegally

immediately

Adjectives as adverbs

John runs fast

John speaks English rapidly in class

John speaks English fast in class

John brings his book to me fast

John does not bring his book to me fast

Does John bring his book to me fast

Rappels: passé & futur

Rappels: short answers

Rappels: I give him a hand

Verbe - Ind. Obj. - Dir. Obj.

145

How much! How many!

I eat a few peanuts

I drink a little milk

(many - much - few - little - a lot, etc...)

There are a few peanuts

There is a little milk

(were)

(will be)

Is there a few?

As there a little sand in the box?

Will there be many children?

Do I want a few peanuts?

Do I need a little milk?

How much milk is there

was

will there be

} in the frig?

How many balls are there in the bag??

were

will there be

How much money do you receive each week
How many errors did you make in the test

Your ability to handle...
[Redacted box containing illegible text]

I eat a few peanuts
I drink a little milk
(easy - much - few - little - a lot - etc...)
There are a few peanuts
There is a little milk
(will be)

Is there a few peanuts?
Is there a little milk?
Will there be many children?
Do I want a few peanuts?
Do I need a little milk?
How much milk is there?
Will there be
How many balls are there?
Will there be

I can get there
 must get you
 may get you now

I can get there
 must get you
 may get you now

Conditional
 You can
 must be happy
 some reason to kill
 may

Can you come here
 Can you catch this
 Can you catch this
 you like to kill
 Can you be happy
 I would like to kill
 I cannot be happy

HUITIEME TRANCHE

PARLEZ-VOUS ENCORE TROP?

Et vos élèves pas assez?

Je ne parle pas trop
 you have to come

will have

you don't have to come
 you might not

I want to see you

No I don't
 No I don't
 Will you please
 I do believe me

I can go there

must go there

may go there

I can get there

must get you

may get you now

You can

must be happy

may

Can you come here

Can you catch him

Can you catch him now

Can you be happy

I cannot come

I cannot be happy

I can't come now

I can't be happy

Can you come now? Yes I can

Can you come now? No I can't

You have come now

You don't have to come now

Do you have to come now? Yes I do

Do you have to come now. No I don't

Voir Drills in English, Sentence Patterns
Book 2, Drills 59 à 68

You have to come

had

will have

You don't have to come

didn't

won't

Do you have to come? Yes I do No I don't

Did you have to come? Yes I did No I didn't

Will you have to come? Yes I will No I won't

N'oubliez pas de bien revoir
tous les temps connus.

147

Conditional

I would like to score once
could
should
might

I would not like to hit you

I wouldn't like to hit you

Would I like to hit you

Would I like to hit you

Yes I would

No I wouldn't

I would like to go but John wouldn't

(tous les auxiliaires)

I don't want to go but John does

(tous les auxiliaires)

Voir Drills in English Sentence Patterns
Book 2, drills 121 - 122 - 60 - 61 - 123

Rappel de tous les auxiliaires au conditionnel

148

Too Either

I want it and John does too

(tous les auxiliaires)

I don't want it and John doesn't either

He wants it and so do I.

He doesn't want it and neither do I

I want it; do you too? Yes I do
No I don't

He doesn't want; don't you either? Yes I do
No I don't

Voir Drills in English, Sentence Patterns
Book 2, drills 82 - 83 - 84

149

Idiomatic Verbs

Ex: to call up
" " on
" look up
" " like
" put on
" take off

You take off your coat
You take your coat off
You don't take off your coat
You don't take your coat off
Do you take off your coat
Do you take your coat off

Voir Drills in English Sentence Patterns
Book 2, drills 114 - 115

150

Tag Ending

I am happy; aren't you
I'm not happy; are you
I am here; aren't you
I'm not here; are you
You are his friend; aren't you
You aren't his friend; are you
I like him; don't you

Rappel du tag-Ending

151

"In order to"

"for"

"because"

I study in order to play this afternoon

I come for him

I study in order not to miss my year

Why do you study? In order to succeed

In order not to miss my year

152

Emploi de la préposition BY

He comforts himself by praying

We learn much by travelling

How did you come? I came by bus

How did you get rich? I got rich by working

I came with Paul

without any of the

voir Drills in English Answers Answers
Book 2, drill 10 - 11 - 12

"in order to"

"because"

"because"

in order to

I study in order to play this afternoon

I come for the

I study in order not to miss my test

Why do you study? In order to succeed!

In order to

NEUVIEME TRANCHE

A QUI DE DROIT:

B R A V O

voir Drills in English Answers Answers
Book 2, drill 10 - 11 - 12

How did you come? I came by car

How did you get ready? I got ready by working

I came with Paul

153

Infinitive clauses

I want to go there

I want not to go there

Do I want to go there

She can't speak English but she's trying to

Can she speak English? No but she's trying to

Can she speak English? Yes but she's trying to do it better

154

Infinitive group following an adjective

It is too dark for us to be able to see

It's too dark for us to see

Would it be just for the boy to be rewarded

Is it dark for you to see

The paint isn't too fresh for you to enter

It's too cold to go out

Is it too cold to go out

It isn't too cold to go out

Would it be just to let him go

155

TOO - ENOUGH

I am too glad

I am very glad

He is too fast

He is very fast

I am happy enough

He likes her

You study too much

It is fair enough

It is too dark to go out

You study too much to fail

he is happy ENOUGH

he has ENOUGH money

156

Progressive forms past & future

I was coming rapidly

I was running when he came

Was he coming rapidly

Was he running when I came? Yes he was

No he wasn't

He wasn't running rapidly

He wasn't running rapidly when you came

He will be running tomorrow

He will be studying when you come

He won't be studying tomorrow

He won't be crying when you come

Will he be crying then?

Will he be crying when you speak?

Will he be crying when you speak? Yes he will

No he won't

157

ONE

I want that brown sweater and that white one

I want some fresh strawberries and so juicy ones

I want this one and that one

I want that red box but no blue one

I want some salt and some pepper

(a few - many - several - a lot)

Voir Drills in English, Sentence Patterns
Book 2, drill 39

158

I am like you

I play like you

(the same as - different from - differently from - the same
color as - as adjective as - as rapidly as - as many as -
few little - as many peaches as - as much milk as)

I am just like you

I play just like you

I am more jovial than you

I walk less rapidly than you

They look better than ours

I prefer them longer than these

I am much more intelligent than you

I walk even less rapidly than him

I am a lot happier

I walk a great deal faster than her

I want much milk as fresh as yours

I walk even more rapidly than you do

They look even less interested than you do

I want tomatoes the most

I want the least problems

I want the biggest

I run the fastest

I want the most interesting books

I want the less preoccupying books

I want the greatest books

I want the best books

159

Relative clauses

It's the man that is rich

It's the man who is rich

It's the horse which is fast

It's the man that I see

It's the man whom I see

It's the horse which I see

I like a man who looks fine
It is the boy that your sister goes out with
It is the man whom I saw looking at you
It is the horse on which I ride
The man that relaxes is happy
The horse which runs is mine
The man that practises succeeds
The man who practises succeeds
The dog which guards barks
The man that I see is happy
The man whom I see is happy
The dog which I see is Pieries
The man that I see plays the piano
The man whom I see plays the piano
The horse which I see runs fast
The place where I go is 200 miles from here
The time when he'll come is near
The man whose name is written is my uncle
The horse on which I rode is dead now
The thing that I see is made of copper
The place where I go is the best around here
The time when I'll be back will be tomorrow night
The man with whom I drink comes from Ottawa
The class in which I study is cold
The girl that you see is my sister-in-law
The man whom I saw looking at you is a doctor
The horse on which I rode died yesterday
He isn't a doctor who answers no phone calls
Is it the man who flies?
Is it the horse which speaks?
Is it the man that came. Yes it is
Is it the man that came. No it isn't
Do you know the man who came? Yes I do
Do you know the man who came? No I don't
Is it the man that you injured?
Do you know the man whom your sister married?
Is he where you pretend?
Do you know where Jim is?

160

John won three races
 John ran for 3 hours
 He travelled during the summer
 He studied when you played
 Did you see when he came
 I did not stand up when he came in

161

You played while Joe was working
 Did you play while Joe was working?
 You did play while Joe was working
 Joe was working when you played
 Joe was not working when you played
 Was Joe going where you played?

162

You see who is honest
 You see who is joyful
 You say that they smile
 You say to him that they smile
 You tell him that they smile
 You tell him to smile
 You tell him not to smile
 You say that Joe comes
 Do you say that you know him? Yes I do
 No I don't
 I don't say that I know him
 I don't say to you that I know him
 Do you say to me that you know him

163

He has worked for 3 hours
 He has left since 1965

DIXIEME TRANCHE

M E R C I

Toute critique constructive est
toujours souhaitable et bienvenue

ob I see
I don't

and would I

I don't say that I know him

I don't say that you know him

Do you say that you know him

Do you say that you know him

Do you say that you know him

Do you say that you know him

Do you say that you know him

Do you say that you know him

Do you say that you know him

Do you say that you know him

EXERCICES PRATIQUES
(pour le cours ALS 121)

You have known him for 3 years

You have known him since 1962

You've known him for 3 years

You've known him since 1962

You've seen him often

You've seen him

I have been searching for 3 hours

I have been searching since noon

I've been searching for 3 hours

I've been searching since noon

I've been watching TV since you left

I haven't smoked for 3 hours

I haven't smoked since noon

Have you studied for 3 hours? Yes I have

Have you studied since noon? No I haven't

La compréhension
phonologique, etc.

La lecture avec
des aides graphiques,
des directives
des lectures etc.

Des exercices
sur la conversation

L'information en
lors des conversations

EXERCICES PRATIQUES

Voici quelques
exercices.

EXERCICES PRATIQUES

L'enseignement
sans écrit, d'abord et avant tout, est
une responsabilité de langage parlé. C'est
dans un compartiment qui est vide et
dans l'appréhension d'un phénomène linguistique quel-
conque. On ne devrait pas insister sur cette distinction, il ne s'agit
pas de différencier les deux modalités linguistiques en tra-
ditionnelles, il s'agit de les faire profiter de sorte à ce qu'elles
deviennent évidentes par elles-mêmes. Cependant, si la situation se
veut efficace, elle se doit d'être variée. Il nous faut sortir de
"l'habitus" de la présentation ou de la substitution pure et simple, final
lorsque le temps vient d'enseigner, par exemple le "Fast Forward
Lesson", il vous faut varier la présentation et vous ne voulez pas
empêcher vos élèves. A cet effet nous vous permettons de vous servir
quelques techniques et, nous l'espérons, quelques vous être utiles.
Voici quelques exemples que vous pouvez, sans difficulté, intégrer à
votre enseignement. Il importe de toujours partir à l'élève un exemple
type de ce qu'on lui demande.

Service de l'éducation des adultes

Anglais langue seconde

A L S 141

90 heures - 6 crédits - 2 soirs par semaine

OBJECTIFS PARTICULIERS
(pour le cours ALS 141)

La compréhension orale et l'expression orale du contenu phonétique, phonologique, morphologique, syntaxique et sémantique du cours ALS141.

La lecture assez rapidement de différents genres de textes de difficultés graduées. L'étudiant devra être en mesure d'écrire des compositions dirigées ainsi que des résumés faisant appel à des dialogues, à des lectures déjà vus.

Une certaine connaissance de la stylistique de la langue seconde basée sur la conversation et la lecture.

L'information culturelle telle qu'elle est transmise par la langue lors des conversations et des lectures.

NOTES METHODOLOGIQUES GENERALES

Voici quelques conseils pratiques dans l'élaboration de votre programme.

A- Grammaire (structures)

L'enseignement d'une langue étant associé à celui d'une habileté, il nous faut, d'abord et avant tout, créer des automatismes qui tiennent compte de la spontanéité du langage parlé. C'est donc un comportement qui est visé et non l'appréhension d'un phénomène linguistique quelconque. On ne saurait trop insister sur cette distinction. Il ne s'agit pas de faire comprendre une ou des règles de grammaire écrites ou traditionnelles, il s'agit de les faire pratiquer de sorte à ce qu'elles deviennent évidentes par elles-mêmes. Cependant, si la saturation se veut efficace, elle se doit d'être variée. Il nous faut sortir du "ghetto" de la conversion ou de la substitution pure et simple. Ainsi lorsque le temps viendra d'enseigner, par exemple le "Past Perfect Tense", il vous faut en varier la présentation si vous ne voulez pas ennuyer vos élèves. A cet effet nous nous permettons de vous rappeler quelques techniques qui, nous l'espérons, sauront vous être utiles. Voici quelques exemples que vous pouvez, sans difficulté, intégrer à votre enseignement. Il importe de toujours servir à l'élève un exemple-type de ce qu'on lui demande.

ADDITION

Teacher: He had worked
 Student: He had worked
 Teacher: There
 Student: He had worked there
 Teacher: for many years
 Student: He had worked there for many years.

INCLUSION

Teacher: He had worked
 Student: He had worked
 Teacher: always
 Student: He had always worked,...

REPLACEMENT

Teacher: He had worked there
 Student: He had worked there
 Teacher: They
 Student: They had worked there
 Teacher: in Montreal or learned etc,...

INTERGRADATION

Teacher: I know the man. He had worked there
 Student: I know the man who had worked there etc,...

CONVERSION

Convert into interrogative

Teacher: He had worked there
 Student: Had he worked there? etc...

COMPLETION

Teacher: He had ...
 Student: He had (worked there for many years) etc...

TRANSFORMATION

Teacher: He had worked there
 He'll...
 or
 Tomorrow...
 Student: He'll work there etc...

REJOINDER

Teacher: Had he worked there?
 Student: Yes, indeed
 Yes, of course etc...

CONTRACTION

Teacher: He had not worked there
 Student: He hadn't worked there

Il existe nombre d'autres façons de procéder. Vous savez sans doute, qu'on peut multiplier presque à l'infini le nombre de variables:

Ex.:

	1	2	3	4	5
HE	puts	my	pen	on	the box
	is putting	your	pencil	in	the basket
	will put	his	book	over	the bag
	put	her	key	under	the desk

A noter que nous respectons le principe suivant: "Qu'à chaque présentation ne soit rattachée qu'une seule difficulté". De cette façon, il nous est possible de maintenir l'intérêt tout en revisant les contenus préalablement saturés. Il importe toutefois de fournir à l'élève suffisamment d'exemples pour qu'il puisse suivre le mouvement. Une fois complétée, s'il y a lieu, le professeur pourra toujours appuyer cette pratique par de très brèves explications.

Il y aurait lieu de commencer le cours oralement et de le terminer par des exercices écrits de même type. A cet effet nous vous suggérons:

- "Drills in English Sentence Patterns" - Bibeau G., Leblanc R.
- "Mastering American English" - Taylor Grant

B- Compréhension (expression)

Le mot, s'il se veut tant soit peu rentable, doit être non seulement fonctionnel, mais intégré à un contexte. La position des mots dans la phrase revêt une importance toute particulière. Au début, l'acquisition du vocabulaire doit se faire dans des structures que l'élève con-

nait. C'est pourquoi nous nous permettons d'insister sur un principe de toute première importance: la gradation. Les textes doivent être non seulement gradués et adaptés aux besoins du milieu mais "personnalisés". Il importe en effet que le texte ne soit pas "laissé en blanc" et cela, quelque soit la méthode utilisée. Interrogez les élèves à l'aide des structures préalablement pratiquées de sorte que ceux-ci se sentent directement impliqués dans le processus d'apprentissage. On néglige trop souvent cet aspect. Avant de leur présenter un nouveau texte ou centre d'intérêt, veillez à les motiver en ce sens. Après avoir lu le texte, l'avoir fait lire, après en avoir extrait les idées directrices, posez leur quelques questions tout en leur offrant des choix possibles. Chaque item devrait contenir un minimum de trois distracteurs valables. De là, il y aurait lieu de "personnaliser" le tout en les interrogeant sur le sujet discuté.

A ce niveau, l'expression écrite doit prendre comme point de départ le ou les textes étudiés. Les centres d'intérêt peuvent être ou résumés ou exploités davantage. La composition ou expression écrite doit être collective d'abord puis, peu à peu, individualisée. Afin d'accroître le vocabulaire, vous pouvez toujours leur demander de trouver à l'énoncé le synonyme ou homonyme correspondant.

A cet effet nous vous suggérons:

- "English Language Skills" de Mary Finocchiaro et Violet Hock Lavenda
- Montreal Star "Current Events Test" - JR. Edition

C- Phonologie

Il n'y a rien de prévu dans le programme au chapitre de la phonétique comme telle, non parce que vous en êtes soustrait, mais bien parce que celle-ci doit être intégrée à votre enseignement. C'est à l'expression orale que revient la tâche d'intégrer une telle forme d'enseignement. Les symboles rattachés à la phonétique, à l'intonation, au rythme et au "stress" ne seront utilisés que pour appuyer une explication rien de plus. Toutefois, il y aurait lieu de prévoir quelques exercices qui tiennent compte de la transition entre l'oral et l'écrit. Le symbole sert, dès lors, de point de départ.

Ex.: contrast	/ w /	/ hw /
	wear	- where
	witch	- which
	wile	- while
	weather	- whether
	watt	- what

contrast / n / / t / / nt /

men - met - meant
can - cat - can't
pain - pate - paint

contrast / a / / e /

rob - rub
hot - hut
doll - dull

Il n'est pas nécessaire de faire le tout d'une façon formelle. Vous admettez avec nous qu'il vous est facile de faire le rapprochement lorsque l'élève, soit au cours d'une lecture dirigée, soit au cours d'un "drill", lit à haute voix, par exemple:

- "How old are you?" Duffy asked him

Il est possible de rapprocher chacun de ces sons et de les joindre à d'autres semblables ou différents. A cet effet, il vous serait utile de disposer du manuel suivant:

- "Drills in English Pronunciation and Stress"
par G. Bibeau et R. Leblanc (Centre Educatif et Culturel)

D- Lecture (reading)

La lecture "libre" n'est pas conseillée du moins au début. Il y aurait lieu de préparer quelques questions que vous présentez aux élèves avant même que le texte ou centre d'intérêt ne soit lu. De plus, nous vous suggérons d'extraire du texte, le ou les mots qui pourraient présenter quelques difficultés particulières aux niveaux de la compréhension ou de l'expression. Ceci étant fait, vous pouvez lire le texte. Il est bien entendu qu'à ce moment les élèves ont leur livre (reader) fermé. De là, vous invitez quelques élèves à lire à haute voix en ayant bien soin de corriger toutes les erreurs tant phonologiques que grammaticales. Si un ou des sons, mots ou expressions, présentaient des difficultés particulières, il serait souhaitable de prévoir des exercices correctifs correspondants. C'est là que la phonétique et le "drill" interviennent. Il faut bien se rappeler que l'élève doit pouvoir entendre et reconnaître un son avant de pouvoir le produire. La lecture dirigée se prête particulièrement bien à la transition de l'oral à l'écrit. Permettez-nous de vous suggérer: "The Island of Truth" de Collier-Macmillan. Il est gradué, intéressant, varié et surtout, il renferme quantité d'exercices d'application.

PRESENTATION DU CONTENU

La répartition qui suit n'est qu'une suggestion. Vous êtes très libres de l'adapter selon le niveau et les pré-requis des étudiants. Si des connaissances vous semblent déjà acquises, vous pouvez passer à des exercices plus enrichissants.

Nous vous suggérons de débiter votre cours avec "Mastering American English" de Grant Taylor pour ensuite continuer avec "English Language Skills". Le petit (reader) "The Island or Truth" peut servir très avantageusement pour la lecture en classe et à la maison.

	<u>MASTERING AMERICAN ENGLISH</u>	<u>ENGLISH LANGUAGE SKILLS</u>		<u>THE ISLAND OF TRUTH</u>
		Part I	Part II	
I	1 à 31 exercices	1 à 9	1 à 5	The Island of Truth Part I
II	32 à 73 exercices	10 à 18	6 à 10	The Island of Truth Part II
III	74 à 101 exercices	19 à 27	11 à 15	The Island of Truth Part III
IV	102 à 135 exercices	28 à 36	16 à 20	Heat Spell
V	136 à 167 exercices	37 à 45	21 à 25	The Cap and the Anthem
VI	168 à 185 exercices	46 à 54	26 à 30	The Open Window
VII	186 à 220 exercices	55 à 63	31 à 35	The Lady or the Tiger
VIII	221 à 256 exercices	64 à 70	36 à 40	The Adventure of the Dancing Men - Part I
IX	257 à 284 exercices	71 à 79	41 à 45	The Adventure of the Dancing Men -Part II
X	285 à 312 exercices	80 à 88	45 à 50	The Adventure of the Dancing Men -PartIII

POINTS DE GRAMMAIRE IMPORTANTS

- 1- Past Perfect Tense: forme négative
 forme interrogative
- 2- Passive Voice
- 3- Rappel de sous-groupes verbaux
- 4- Wish Clauses
- 5- Past Conditional
- 6- Must have - May have (forme négative)
- 7- Rappel - Conditionnel présent et passé (nég. et int.)
- 8- Because - although - in spite of
- 9- If clauses
- 10- Opposition "so" - "much"
- 11- Tag endings

Pronom possessif	Rappel
Gérondifs	
- 12- Adj. mod. verbe
- 13- Gerund servant sujet
- 14- Formes inter. et négat.
- 15- Différents types de N.P. (Noun phrases)
- 16- Différents types de V.P. (Verb phrases)
- 17 A) The relative clauses

N.P.	+ Be	+ N.P.	+ that	+ verb
			who	
			which	
			whom	
- B) N.P. + Prep. + whom + N.P. + V.P. + Be + N. P.

which
that
where
when

17 C) AUX + N.P. + V + where + N.P. + V.P.? Yes + N.P. + AUX
 why No, N.P. + AUX (neg)

18 A) N.P. + V (ed) + number + N
 B) N.P. + V (ed) + when + N.P. + V.P. (ed) (when, before, after)
 C) AUX (Past) + N.P. + V + when + N.P. + V.P. (ed)
 Past continuous tense

19 N.P. + V (ed) + while + N.P. + B.e. (past) + V (ing)
 AUX (past) + N.P. + V + while + N.P. + be (past) + V (ing)
 N.P. + AUX (past) + V + while + N.P. + Be (past) + V (ing)
 Be (past) + N.P. + V (ing) + where + N.P. + V.P. (ed)

20 Eléments d'élaboration des structures à proposition relative

N.P. + V.P. + who + V.P.
 N.P. + V.P. + which + N + V.P.
 The teacher + saw + which + boy + left
 N.P. + V.P. + WHO + BE + aj
 ou
 N.P.

N.P. + say + that + N.P. + V.P.
 N.P. + tell + N.P. + that + N.P. + V.P.
 AUX + N.P. + V + that + N.P. + V.P.? Yes, N.P. + AUX
 No, N.P. + AUX (not)

NOTES RELATIVES A L'EXAMEN

Voir tableau et remarques taxonomiques dans les notes méthodologiques au début du programme d'études.

Pour fin d'examens, on voudra bien tenir compte de l'importance accordée à chacun de ces aspects.

ALS141	
expression orale	50%
comprehension écrite	25%
expression écrite	25%

N.B. Programmation de l'anglais écrit élémentaire - succinct et pratique. Voir: pages 26 à 41, au début du programme d'études.

SERVICE DE L'EDUCATION DES ADULTES

ANGLAIS

LANGUE SECONDE

ALS 151

45 heures - 3 crédits - 1 soir par semaine

OBJECTIFSA- Objectifs généraux

- 1- La compréhension de la langue anglaise telle qu'elle est parlée par les anglophones dans le milieu où évolue l'étudiant.
- 2- L'expression orale dans un anglais convenable dans des situations semblables à celles où évolue l'étudiant.
- 3- La lecture de journaux, de magazines et de revues rédigés en anglais sans avoir à en faire une traduction.
- 4- La composition anglaise selon les structures et l'usage de l'anglais écrit sans avoir recours au français.
- 5- La compréhension et l'appréciation éventuelle d'un autre genre de vie, ainsi que d'une autre littérature et d'une autre civilisation.

B- Objectifs particuliers

Les objectifs de ce cours sont étroitement liés au fait que:

- 1- on s'adresse à une population adulte avec une expérience et des besoins particuliers.
- 2- ces derniers désirent entreprendre des études plus avancées et qu'en conséquence, doivent non seulement réussir à l'examen d'entrée mais être en mesure d'en absorber les contenus dans une langue qui, très souvent, n'est pas la leur d'où l'importance accordée à

A)	la compréhension écrite	(25%)
B)	l'expression orale et	(25%)
C)	l'expression écrite	(50%)

N.B.: Pour fin d'examens, on voudra bien tenir compte de l'importance accordée à chacun de ces aspects.

Pour parvenir à cette fin, on fera bien d'insister sur:

- 1- La lecture de textes traitant d'une variété de sujets: science, histoire, géographie, littérature, sport, commerce etc.

- 2- La composition écrite "précis writing" d'un texte lu.
- 3- La composition proprement dite ayant rapport à des sujets liés à un texte déjà étudié.
- 4- Discussions portant sur des textes étudiés.

C- Notes méthodologiques générales

l'élaboration de votre programme.

- L'enseignement doit se faire en anglais. En effet, seul un contact direct avec la langue cible permet un apprentissage tant soit peu rentable.
- L'enseignement de la grammaire doit être direct, fonctionnel et intégré. Le mot comme la règle prend son sens dans une phrase, dans une structure. Toutefois, cette structure doit être intégrée à un contexte et surtout, elle doit être personnalisée.
- Il vous faudra "animer" les textes ou centres d'intérêt. C'est dans la mesure où il se sentira impliqué directement que l'élève répondra à vos aspirations.
- On ne doit jamais laisser l'élève à lui seul sous prétexte que c'est un adulte; il doit, comme tout autre, être guidé. Ainsi lorsque le temps viendra de l'initier à la technique du "précis writing" il y aurait lieu de bien vous préparer à en faire avec eux.
- Avant d'engager le dialogue, il y aurait lieu de bien les alimenter sur le sujet discuté. Ainsi est-il question de faire plus de "guided conversation" que de "free conversation" laquelle résulte, la plupart du temps, en une pure perte de temps.
- Il y aurait lieu de grouper leurs connaissances et leurs efforts et d'exploiter davantage les possibilités du milieu.

Il vous sera difficile sinon impossible de tout couvrir. Il s'agira pour vous de dissocier l'essentiel de l'accessoire, le connu de l'inconnu. Ainsi dans la partie "grammaire", il s'agira de répondre d'abord et avant tout à leurs besoins. C'est la pratique de la langue qui déterminera les difficultés que vous aurez à solutionner, l'importance et le temps que vous devrez leur accorder.

E- Notes méthodologiques particulières

D'une façon générale on s'en tiendra à la méthodologie suggérée par les auteurs dans la préface de leurs manuels.

Les premiers cours devraient s'axer en partie sur une revision intense des phonèmes, morphèmes et structures acquises préalablement de sorte que l'étudiant en arrive à pouvoir se pencher sur des textes et par là, répondre aux stimulus proposés. Les textes proposés devront être variés, gradués et centrés sur l'intérêt et les besoins du milieu. Ils devront non seulement être lus et analysés mais discutés. Les idées étant fixées elles seront réutilisées dans et par la composition écrite, but ultime de notre démarche pédagogique.

La première partie du cours devrait porter sur une pratique intensive des structures orales et écrites et prévoir des exercices d'application. "Advanced English Exercises" de Fuller and Wasell nous semble répondre à ces besoins. Le manuel se divise en trois parties:

- I- Grammar
- II- Vocabulary and Writing (composition)
- III- Spelling

Toutes trois peuvent être conduites simultanément. Les exercices d'application en ce qui concerne la partie grammaire ne devraient être appuyés que par de très brèves explications que le responsable pourra toujours trouver dans "Index to Modern English" (C.f. "cross reference" dans "Advanced English Exercises", p. 195).

La 2e partie du manuel renferme deux types d'exercices. Le vocabulaire est introduit et intégré dans un centre d'intérêt sous forme de textes troués (ex. 157 et suivants). De là, l'élève est appelé à rédiger sur le sujet étudié. Afin de hâter l'apprentissage

il y aurait lieu ici d'exploiter davantage l'expression orale. Les exercices 183 à 201 se prêtent davantage à la forme écrite. Le texte ayant été lu, discuté et les idées étant fixées on peut demander à certains élèves de préparer un travail écrit qui sera analysé et commenté au cours suivant. La partie "Spelling" pourrait faire l'objet de travaux à domicile. Les exercices sont courts, demandent peu de temps et sont à la portée de tous.

"Modern English Essays" devrait retenir une bonne partie de votre temps et de votre attention. Le volume se divise en 5 blocs distincts et gradués. Chaque bloc se subdivise à son tour en 5 parties. Il serait prétentieux de faire le tout dans 45 heures. C'est pourquoi nous vous suggérons les thèmes suivants:

- U 1- Genius
- N 2- The Detective Story
- I 3- The Martian Romances
- T 4- Archeology
- 1 5- Valley Forge

- U 6- How John Milton Studied Latin
- N 7- Semantics
- I 8- Fiesta
- T 9- Comedy
- 2 10- A Citizen

- U 11- Simplicity in Shakespeare
- N 12- Utopia
- I
- T
- 3

- U 21- A Letter of Complaint
- N 22- Safety
- I
- T
- 5

En cela nous avons tenu compte de l'intérêt des textes proposés, de leur degré de difficulté, du temps dont vous disposez, des objectifs particuliers du cours et enfin de la gradation.

Il ne faut pas oublier que le "unit 1" tout en se divisant en 5 parties ("essays") se subdivise à son tour en 3 sous-groupes: 1 et 2, 3 et 4 et enfin 5. En effet le 2e "essay" vient seconder le 1er comme le 4e vient appuyer le 3e, le 5e venant renforcer le tout. A titre d'exemple on peut faire Unit 1 Essay 1 au 1er cours. Il s'agit ici de résumer le texte, de le lire, le faire lire, en extraire la ou les idées directrices et ainsi, engager le dialogue par les exercices 2- 3 - 4 et 8 particulièrement. De là, il convient de les initier aux processus de synthèse ("summary") avec l'exercice 5. L'exercice 7 ("Write a composition on a topic suggested by Essay 1 ") ne doit être donné qu'à quelques élèves seulement. Il doit, de plus, faire l'objet d'une critique constructive aux cours subséquents.

Les dernières minutes du cours étant ce qu'elles sont c'est-à-dire souvent pénibles, nous vous proposons le:

"Current Events Test" du Montreal Star et le
"Royal Bank Monthly Letter"

Ils ont tous deux l'avantage d'être souples et conséquemment favorisent un climat de détente. On peut obtenir ce matériel gratuitement en s'adressant au "Service des Relations Extérieures et de la Publicité" des intéressés.

Intégrés à ce tout, nous vous proposons quelques thèmes ou centres d'intérêt qu'il y aurait lieu d'exploiter:

- . Les transports et communications
- . La civilisation des loisirs: - théâtre
- cinéma
- pays et voyages
- . L'administration - le monde des affaires: - la Bourse
- les banques
- le système des compagnies
- l'assurance
- la publicité

F- Présentation du contenu

ADVANCED ENGLISH EXERCISES					MODERN ENGLISH ESSAYS	
GRAMMAR	PROFESSEUR SEULEMENT	VOCABULARY	WRITING COMPOSITION	REVIEW		
ALS-151-6 I	CROSS REFERENCE Fuller - Wasell Adv. Engl. Ex P. 195 Index to Modern English	Pp 157 -161	Pp 183 - 185	201 202	UNIT 1 Genius The Detective Story The Martian Romances Archeology Valley Forge	
II		162 - 166	186 - 188	203	UNIT 2 How John Milton Studied Latin Semantics Fiesta Comedy A Citizen	
159 III		83 - 110	167 - 171	189 - 192	204 205	UNIT 3 (Partly) Simplicity in Shakespeare Utopia
IV		111 - 134	172 - 176	193 - 196	206 207	UNIT 5 (Partly) A Letter of Complaint Safety UNIT 6 (Partly) Memories Of Dylan Thomas Petroleum
V		135 - 156	177 - 182	197 - 201	208 209	Centres d'intérêt suggérés et /ou personnels REVISION

Royal Bank Monthly Letter
Montreal Star: "Current Events Test"
senior edition.

N.B.: Pour fins d'examen on fera bien de ne pas se limiter à un seul de ces aspects. En effet il serait préjudiciable aux élèves que vous vous attardiez à couvrir qu'une seule de ces parties au dépens de l'ensemble du programme.

G- Notes relatives à l'évaluation de l'enseignement

L'examen doit tenir compte des normes établies précédemment à savoir:

- la compréhension écrite 25%
- l'expression orale 25%
- l'expression écrite 50%

Les examens ne peuvent être, en aucun cas, entièrement objectifs. Les techniques d'analyse ("Write a composition on such a topic") et de synthèse ("Write a summary in so many words") devront être intégrées à l'examen.

N.B.

PROGRAMMATION DE L'ANGLAIS ECRIT ELEMENTAIRE - SUCCINT ET PRATIQUE.

VOIR PAGES 26 à 41 AU DEBUT DU PROGRAMME D'ETUDES.

Service de l'éducation des adultes.

Anglais commercial (langue seconde).

A C L S 151

45 heures - 3 crédits.

Prérequis: A L S 141

OBJECTIVES OF THE COURSE.

The main objectives of ACLS 151 are:

- (A) "The Letter", its parts, their nature, and how to arrange and space them so as to invite easy reading.
- (B) Business terminology.
- (C) Grammar fundamentals even if the students are not called upon to write their own letters.
- (D) Knowledge of the different types of business letters, such as letters of credit, collection, inquiry, complaint, application etc...
- (E) Knowledge of the basic principles of punctuation, capitalization, hyphenation and abbreviations.

AN INVITATION TO PREPARE THE FUTURE

This course offers the students the opportunity to discover what Business English is, why it is important, and how it can be put to effective daily use. They have discovered by now the urgent need in business for oral and written expression which will contribute, in the future, to the successful position they are seeking. Just as their speech and dress express their personality, so do their letters represent them on paper. Their business letter also represents the firm they are working for, therefore, they should want their letters to make the best possible impression on those who receive them. More effective business letters mean greater business success.

Useless to say that "THE LETTER" should be of prime importance and started from the very beginning of the course, even if it only appears towards the end of the book that you are using. It often occurs that a lot of time is taken up with grammar, therefore, very little time is left at the end of the course for "THE LETTER" itself, and consequently, you rush through it. The results are very inadequate and your aim of this particular course has not been achieved.

Please bear in mind that it is not sufficient to tell the students: "It should be done this way, or it should be written that way, or read in your book for further information". What they need is PRACTICE... PRACTICE... PRACTICE... in all the items contained in this program.

Don't forget that "CORRECT PRACTICE MAKES PERFECT".

METHODOLOGY

As this is a course of 45 hours of three hours per week for fifteen weeks, the course should be divided into three distinctive parts as follows:

SUGGESTION

- (A) 1 hour per week for the "THE LETTER" itself.
- (B) 1 hour per week for the review of grammar fundamentals, which the student is supposed to know in order to write correctly. In this period, it would be appropriate to do the work pertaining to "COMPREHENSIVE COMPOSITION", preferably using "BUSINESS LETTERS", so as to give him the most practice possible with "BUSINESS TERMS". At the same time, it will get the student used to recognizing the different types of business letters which he or she will be called upon to do later on as the course progresses.
- (C) 1 hour per week to deal with the principles of punctuation, capitalization, number expressions, and abbreviations which will enable the student to present his written ideas clearly, correctly, and effectively. Business terms, idiomatic expressions, and vocabulary could also form part of this period.

It is the teacher who knows best the many variables he or she has to face in teaching a class (number of students, homogeneity of the students, difficulty of subject matter, etc...).

The following time allotment, although arbitrary, is a suggestion to help out the teacher.

FIRST PART - 9 hours or 3 weeks

1. (a) Eight main parts of the letter taught separately as to their respective positions and exercises on all different parts.
(b) Four letter styles.
(c) Punctuation - close, open, and mixed. A lot of practice can be done intermingling A, B, and C mentioned above.
(Study Projects pages 93 to 98)

2. (a) GRAMMAR - Several review exercises can be found in the workbook "STUDY PROJECTS" of "EFFECTIVE ENGLISH FOR BUSINESS".
Subject matter suggested for three hours of FIRST PART.
(Pages 5, 6, 9) (10, 11, 12) (13, 14, 15).
(b) It is suggest that at least two short "COMPREHENSIVE COMPOSITIONS" be given per night as homework and corrected the following week.
These should be short business letters. SEE SAMPLE NO 1 in this program.

3. (a) Punctuation - STUDY PROJECTS - Pages 39 to 48.
(b) Ads - Telegram.
(c) Bring in a few special idioms and business terms.

SECOND PART - 9 hours or 3 weeks

1. (a) Secondary parts of the letter
(b) Stationery and envelopes
(c) Envelope addressing
(d) Spacing and paragraphing
(e) More practice on parts of the letter already learned in FIRST PART.

2. (a) GRAMMAR - STUDY PROJECTS - (Pages 16, 17, 18) (21, 22, 23) (24, 25, 26)
(b) Two more comprehensive compositions are again suggested.
3. (a) Capitalization - STUDY PROJECTS - Page 49
(b) Interoffice communications or memos
(c) Add a few more idioms and business terms.

THIRD PART - 9 hours or 3 weeks

1. (a) Six C's of the letter. (qualities) STUDY PROJECTS Pages 77 to 82
(b) A few minutes taken up for review of FIRST & SECOND PARTS.
(c) Introduce types of letters. (SEE SAMPLE NO. 4) in this program.
Four or five of the suggested list per night, and stencils given on these for further practice.
2. (a) GRAMMAR - STUDY PROJECTS - (Pages 27,28) (29, 30) (31, 32)
(b) At least two more comprehensive compositions.
3. (a) Expression of numbers - STUDY PROJECTS - Page 50
(b) Vocabulary - STUDY PROJECTS - (Choose appropriate material among Pages 4, 7, 8, 19, 20)
(c) Again, add a few more idioms and business terms.

FOURTH PART - 9 hours or 3 weeks

1. (a) The Personal letter in comparison to Business letter -- only 6 parts.
(b) Review of parts 1, 2, and 3 of the letter.
(c) More time should be given to the different types of letters as sample NO. 4. Introduce new types and mix them up with the ones previously learned for further practice.

2. (a) GRAMMAR - STUDY PROJECTS -
(b) Two more comprehensive compositions
3. (a) Hyphenation - STUDY PROJECTS - Page 47
(b) Vocabulary - STUDY PROJECTS - (Choose among Pages 37, 38, 52, 87, 88)
(c) Keep adding idioms and business terms to your previous list.

FIFTH PART - 9 hours or 3 weeks

1. (a) Introduce remaining types of letters and continue practice on these as sample NO. 4.
(b) Drill on all previous subject matter pertaining to the letter, emphasizing more on what you may discover to be the students' weakest points.
2. (a) GRAMMAR - STUDY PROJECTS -
(b) Continue with the comprehensive compositions. By now the student has certainly acquired a lot of knowledge about the business letter as to its terms, contents, vocabulary, paraphrasing etc. This should be a great help for him in recognizing the types of letters with which you dealt in the first hour of the course.
3. (a) Abbreviations - There are no lists of abbreviations in the books you are actually using - it would be advisable to revert to "THE BLUE BOOK OF BUSINESS ENGLISH" by "REGENTS PUBLISHING COMPANY, INC." On pages 167 and 168 there is a list of "STANDARD BUSINESS TERMS", or you may refer to any other book where you can find such a suitable list.

- (b) Personal Data Sheet - PROJECT BOOK - Page 129
- (c) Application blank - PROJECT BOOK - Page 130
- (d) You will also find ideas, suggestions, and exercises pertaining to the different types of letters in your PROJECT BOOK from Pages 109 to 156. By-pass the exercises which you may think are too difficult for your students.

N.B. Even if the students are not expected to compose their own letters, it would be advisable to examine these different types of letters just the same.

THE FOLLOWING SUBJECT MATTER ENTERS IN PART NO. 1, THAT IS, IN THE FIRST HOUR OF THE COURSE AS SUGGESTED IN TIME ALLOTMENT SCHEDULE.

-I-

THE LETTER

(Pages 350 to 390)

- A) Main Parts:
1. Letterhead
 2. Heading
 3. Inside address
 4. Salutation (colon after a business salutation)
 5. Body
 6. Complimentary close (comma after a complimentary close)
 7. Signature (never a period after a signature)
 8. Signature identification and stenographic references.
- B) Secondary Parts:
9. Attention line
 10. Subject line
 11. Enclosures
 12. Postscript
 13. Reference line

METHOD

1. Each part should be taught separately with practice given as to their respective places in the letter. e.g. naming the parts, repeating them, identifying them orally and in writing. (see sample NO. 1 for the letter)
2. Practice in different kinds of "SALUTATIONS" appropriate to each individual pertaining to that specific letter. (Pages 654 - 657)

EX. The Prime Minister - Sir: or Dear Sir:
 To a men's club - Gentlemen: or Dear Members:
 To a priest - Dear Reverend Father:
 To your doctor - Dear Dr. Smith:
 To your professor - Dear Professor Smith:
3. Practice in different "COMPLIMENTARY CLOSINGS" appropriate to each individual or subject matter in that specific letter. (pages 384 - 385)

EX. To a friend or business acquaintance - Sincerely yours,
 To superior authority or to indicate special respect - Respectfully yours,
 Formal, but widely used - Yours truly,
 Yours very truly,
 Truly yours,

4. Practice with **LETTERHEADS** and **HEADINGS** - if the firm has its own stationery with printed letterheads, you just write the date line - i.e. May,5, 1968.

If the firm has no stationery with printed letterheads, headings will contain return address and date.

EX.: 3456 St. Denis Street
Montreal 15, Quebec
May 5, 1968

5. **INSIDE ADDRESS** could be dealt with in this manner - give students mixed up address such as the one that follows, and ask them to re-write the same address correctly with a given style (block or indented) and a given punctuation (open or closed).

EX.: montreal 10 p.q. district agent t j helton 3368 maisonneuve blvd
N.B. Eliminate abbreviations and capitalize.

Mr. Thomas J. Helton
District Agent
3368 Maisonneuve Boulevard
Montreal 10, Quebec

The above example is BLOCK STYLE with OPEN PUNCTUATION.
Once the different styles and punctuation have been learned, you may interchange the styles and punctuation.

6. **THE BODY** of the business letter should be short but to the point with no more than three paragraphs. It should begin two lines below the salutation.

Suggestion:

1st paragraph	-	introduction	-	2 to 3 lines.
2nd	"	- body itself	-	longer, as it should convey your message and your purpose of writing it.
3rd	"	- conclusion	-	short - 2 to 3 lines.

7. **THE SIGNATURE** should always be penwritten and legible. Never a period after your signature.

8. **SIGNATURE IDENTIFICATION** and **STENOGRAPHIC REFERENCE** should appear at the left margin.

EX.: TJC : m r

TJC represents the dictator's initials.
m r represents the stenographer's initials.

- N.B. The same practice should be given to the remaining parts which are clearly defined in **EFFECTIVE ENGLISH FOR BUSINESS, FIFTH EDITION** - Pages 357 - 389, comprising sections 2, 3, and 4.

Always keep in mind that "THE LETTER" and everything pertaining to it, is your main goal in this course. Its disposition should represent a beautiful "FRAME" with side and bottom margins equal in width. Often ask yourself:

- (A) Is my letter
- 1.- attractive to the eye?
 - 2.- well-shaped?
 - 3.- well-centered?
 - 4.- interesting to look at, and most important of all,
 - 5.- easy to read?

(B) Does my letter possess the SIX QUALITIES (six C's)?

- (Page 300) 1.- COURTESY and the YOU attitude. Politeness in the language and tone in what you say.
- (Page 313) 2.- COMPLETENESS - say enough but say just enough.
- (Page 322) 3.- CLEARNESS - to be able to communicate something to somebody and be understood.
- (Page 330) 4.- CORRECTNESS - mistakes cost money. Avoid errors in grammar, spelling and punctuation.
- (Page 337) 5.- CONCISENESS is word saving. Learn to condense by putting the maximum of thought into the minimum of words.
- (Page 337) 6.- CONCRETENESS IS THE OPPOSITE OF ABSTRACTNESS. Your choice of words should be vivid, descriptive, and colorful.

EX.: INDENTED PUNCTUATION

OPEN PUNCTUATION

April 20, 1968.

April 20, 1968

Mr. Robert Smith,
306 St. Denis Street,
Montreal 15, Quebec.

Mr. Robert Smith
306 St. Denis Street
Montreal 15, Quebec

As mentioned in no. 1, part 3 of the "LETTER WRITING" course, the following letter styles with different styles of punctuation are shown in the above letter. Indicate the names of the various parts of the letter.

WRITE THE FOLLOWING SAMPLES AND FILL IN THE BLANKS:

1. Which letter corresponds to the block style letter form?
2. Which letter corresponds to the block style letter form with indented paragraphs?
3. Which letter corresponds to the indented style form?
4. Which letter corresponds to the indented style letter form with blanked paragraphs?

SAMPLE IDENTIFYING THE DIFFERENT PARTS OF THE LETTER:

1- CANADIAN GENERAL ELECTRIC, INC.
 5000 JEAN TALON WEST
 MONTREAL 32, QUEBEC

2- May 29, 1967

3- Mr. John Evans, Manager
 Household Finance Company
 3185 Park Avenue
 Montreal 25, Quebec

4- Dear Sir:

We would be obliged to you if you let us know, by return mail, your opinion concerning the solvency and honesty of the firm whose name is written on the attached sheet.

5- As we are about to enter into business dealings with this firm, concerning an affair of major importance, we would like to know up to what degree we may venture into the transaction in all security.

All that you will communicate to us on this matter, will remain strictly between us.

We remain,

6- Yours truly,

7- Credit Manager

8- JTS:rp
 Enclosure 1

.....

INDICATE THE NAMES OF THE NUMBERED PARTS OF THE ABOVE LETTER:

1. 5.

2. 6.

3. 7.

4. 8.

STYLE: PUNCTUATION:

-II-

LETTER STYLES

(Pages 361 to 369)

- They are: -
1. Block style
 2. Indented style
 3. Semi-block with indented paragraphs
 4. Semi-block with blocked paragraphs

Practice should be given in recognizing and using different styles. (see following samples) but, of course, there are also other means which could be used as typing exercises, or hand-written.

E.G. - Write this letter "BLOCK STYLE WITH OPEN PUNCTUATION."
 " " " "SEMI-BLOCK WITH INDENTED PARAGRAPHS AND
 CLOSED PUNCTUATION".

-III-

PUNCTUATION PERTAINING TO THE LETTER ITSELF

(Pages 360 and 361)

Students are gradually learning the punctuation in general, but this one is precisely applied to the letter.

1. CLOSE PUNCTUATION also known as "end-of-line punctuation".
2. OPEN PUNCTUATION permits the omission of punctuation at the ends of lines, unless a line ends in an abbreviation.
3. MIXED PUNCTUATION retains the colon after the salutation and the comma after the complimentary close but omits the punctuation at the ends of the lines of the heading and the address.

N.B. Modern usage approves any of these forms of punctuation. The open and mixed punctuation styles are in favor because the omission of end-of-line punctuation saves the typist time.

EX.: CLOSE PUNCTUATION

April 20, 1968.

Mr. Robert Smith,
 3456 St. Denis Street,
 Montreal 15, Quebec.

OPEN PUNCTUATION

April 20, 1968

Mr. Robert Smith
 3456 St. Denis Street
 Montreal 15, Quebec

As mentioned in no 1, part 5 of the "INSIDE ADDRESS, assign exercises alternating different letter styles with different kinds of punctuation.

STUDY THE FOLLOWING EXAMPLES AND FILL IN THE BLANKS:

1. Which letter corresponds to the Block style letter form?
2. Which letter corresponds to the Block style form with indented paragraphs?
3. Which letter corresponds to the Indented style form?
4. Which letter corresponds to the Modified Block Style with Blocked Paragraphs?

-IV-

ENVELOPE ADDRESSING (Pages 391 to 393)

- Use: - 1. Block style with either close or open punctuation.
2. Indented style with either close or open punctuation.

The outside address should be the same as the inside address of the letter.

Three-line addresses for envelopes should be double-spaced.

When four or more lines are used, however, the envelope address should be single-paced.

- SPECIAL LINES ON THE ENVELOPE ARE:
1. An attention line
 2. In care of
 3. Hold for arrival
 4. Please forward
 5. Air Mail

All special lines are typed in the lower left corner. Never use symbol C/O or percentage sign (%) for "IN CARE OF".

Most firms usually have their return address printed on their stationery, but should none be available, then the return address should appear on the upper left corner of the envelope.

Practice addressing envelopes intermingling styles (block and indented) with punctuation (close and open).

-V-

STATIONERY AND ENVELOPES (Pages 394-395)

1. Use stationery sheets $8\frac{1}{2}$ by 11 inches for envelopes $9\frac{1}{2}$ by $4\frac{1}{8}$ inches, known as envelope no. 10.
2. Stationery sheets $8\frac{1}{2}$ by 11 inches can also be used with envelopes $6\frac{1}{2}$ by $3\frac{5}{8}$ inches.
3. Show the fold for the "WINDOW ENVELOPE".

Stationery and envelopes could be brought into class and the different folds taught for the different envelopes.

-VI-

SPACING AND PARAGRAPHING (Page 382)

The body of a single-spaced message requires double spacing between paragraphs. Every line of a paragraph may be written flush with the left margin, or the first line alone may be indented several spaces from the margin, depending on the writer's preference.

Paragraphs in business messages are, as a rule short and should aim straight at a specific target. As mentioned before in the BODY part of the letter, your first paragraph should be brief, since the second paragraph really conveys your message to the reader.

It is easier to read three paragraphs of six lines than one solid paragraph of eighteen lines. It is just as objectionable to overparagraph as to underparagraph, so try to strike a happy medium.

-VII-

DIFFERENT TYPES OF BUSINESS LETTERS

As the course advances, now is the time to introduce different types of business letters such as: -

1. Order letter	Page 466
2. Asking for an inquiry	" 447
3. Replying to an inquiry	" 450
4. Acknowledgment letter	" 471
5. Letters about credit: -	" 626
a) Asking for credit information	
b) Giving credit information	
c) References about credit	
d) Granting or refusing credit	
6. Collection letter	" 636
7. Sales letter	" 538
8. Complaint letter	" 594
9. Answering a complaint (adjustment letter)	" 609
10. Request letter	" 481
11. Follow-up letter	" 637
12. Introductions and recommendations	" 502
13. Application letter	" 510
14. Congratulation, appreciation, and praise	" 494
15. Reminder letter	" 639

Practice should be given in recognizing above types. Teacher could read one or two lines of a specific letter to the students, and ask them to identify the type. If you recall, the students are supposed to have had practice with these different types of letters through their exercises in "COMPREHENSIVE COMPOSITIONS" since the beginning of their course as mentioned previously under the heading "SUGGESTION" (B PART).

If the student cannot understand the meaning of your terms, then another alternative should be taken, whereby the devoted and ambitious teacher will not hesitate to make stencils to help out her or his pupils.

IDENTIFY THE TYPES OF LETTERS. PUT AN "X" AROUND THE CORRECT NUMBER.

1. Please send the following items c.o.d.
 1. a letter applying for a job.
 2. a letter ordering goods.
 3. a credit letter.
 4. a letter selling goods.
2. Somebody in your organization has made a mistake in filling the order I sent you recently.
 1. a credit letter.
 2. an inquiry letter.
 3. a letter ordering goods.
 4. a complaint letter.
3. Phonograph Record salesgirl. Experienced. At once. 739-0237.
 1. a collection letter.
 2. a want ad.
 3. a complaint letter.
 4. a telephone bill.
4. We are willing to wait until the first of next month for the balance of \$23.50.
 1. a credit letter.
 2. a letter confirming an order.
 3. a collection letter.
 4. a follow-up sales letter.
5. With reference to your letter of November 5, we regret that we sent you the wrong hat.
 1. a complaint letter.
 2. an inquiry letter.
 3. a reply to a complaint letter.
 4. a letter re-ordering merchandise.
6. We want to tell you how pleased we were with your order because it marks our first transaction with you.
 1. a letter ordering merchandise.
 2. a collection letter.
 3. a follow-up sales letter.
 4. a letter confirming an order.
7. We have had dealings with Messrs. Smithson and Clark, Limited for several years and have found them quite reliable.
 1. a letter ordering goods.
 2. a publicity letter.
 3. a letter giving credit information.
 4. an offer to buy.
8. We enclose a printed linen pattern and would appreciate matching samples.
 1. a letter ordering goods.
 2. a letter of inquiry.
 3. a sales letter.
 4. a complaint letter.
9. May we expect a trial order? Just mail the enclosed card and C2, and we shall send the bottle-opener at once.
 1. a sales letter.
 2. a credit letter.
 3. a collection letter.
 4. no correct answer given.
10. We have not had the pleasure of serving you since we announced the opening of our new store.
 1. a reference letter.
 2. a complaint letter.
 3. a follow-up sales letter.
 4. a letter to the editor for publication.

-VIII-

THE PERSONAL LETTER (Pages 438 to 446)

Its aims are the same as "THE BUSINESS LETTER", but there are only "SIX" parts.

1. Heading.
2. Inside address.
3. Salutation (use a comma after salutation of friendly letter).
4. Body.
5. Complimentary close (use a comma after a complimentary close).
6. Signature (never a period after a signature).

THE FOLLOWING SUBJECT MATTER ENTERS IN PART NO 2, THAT IS, IN THE SECOND HOUR OF THE COURSE AS SUGGESTED IN TIME ALLOTMENT SCHEDULE.

THE SAMPLES ARE DIFFERENT MEANS OF USING THE "COMPREHENSIVE COMPOSITION".

COMPREHENSIVE COMPOSITIONS
=====

INFORMATION - APPRECIATE - ORDER - MENTION - REFERENCES - HOPE

PRIVILEGE - MONTHLY - (letter about credit)

Gentlemen:

Thank you for the which we received yesterday.

Since we do not have the of your name on our books, we should very much your sending us a check for the amount, or the names of two trade in case you want to open a account with us.

Yours very truly,

STYLE:

PUNCTUATION:

SETTLED - POLICY - REFERENCES - SORRY - PERSONAL - REFER - REGRET -

APPLICATION - TROUBLE - ROUTINE - FIRMS - RELATIONSHIP - SUPPLIED -

REQUIRE - TERMS - (letter refusing credit)

Dear Sir:

Thank you for your letter of yesterday giving in connection with your for credit. It is with that we report these references are hardly what we

If you will please to our last letter, you will notice that what we ask for are trade references, that is, the names of any in our district who have supplied you with goods on credit We are sorry to you again in this matter, but a house requires that we have trade references and not references alone.

When this matter is settled, we expect a very agreeable business

Cordially yours.

STYLE:
PUNCTUATION:

WRITE THE FOLLOWING ADDRESS: - BLOCK STYLE - OPEN PUNCTUATION -

2041 fulton st. president, st. louis montana, the lee mfg co
mr joseph turner

EAGER - POSSIBLE - SHIPMENT - RECORDS - COPY - COLLECT - SMASHED -
DEPOT - MACHINE - ASTERISKS - (letter of complaint)

J. Walter Smith Recording Company
Bryant Avenue
San Francisco, California

Gentlemen

Twelve of the 150 I ordered from you last Thursday were completely when they arrived at the here.

I am enclosing a carbon of our order with after the name of each of the broken records. Please get them to us within twenty-four hours if possible, because our customer is very to have them.

Yours sincerely

STYLE:
PUNCTUATION:

CREDIT - OWE - DANGEROUS - REMINDING - APOLOGY - COLLECTION - TRANSFERRED
(letter answering a complaint)

J. B. Nosuch & Company,
Parkwood. Oregon.

Gentlemen:

We certainly do you an

The clerk who sent you the letter instead
of you that your account was due has just been
..... to another department where we hope she will
not be so

As always, you are good for all the you want.

Yours very truly,

JOHN SMITH
CREDIT MANAGER

boone connecticut mr w w dawson 347 - 5 th st dawson-jones corp.

WRITE THE ABOVE ADDRESS, INDENTED STYLE - CLOSED PUNCTUATION.

SAMPLES OF COMPREHENSION TESTS

1. DIRECTIONS: Letter No. 2 is a reply to letter No. 1. Find the sentence which should not appear in letter No. 2.

LETTER NO. 1

Gentlemen:

Please let us know if your model 7B, 6 by 4 wash cloths come in pale blue. We would like to have this information promptly because we expect to place an order within a few weeks.

Yours truly,

LETTER NO. 2

Dear Sirs:

We are glad to send you the information you requested. Our Model 7B, 6 by 4 wash cloth does come in pale blue. In the meantime, we enclosing a sample, and you will receive your order of pink face cloths within two weeks.

Very truly yours,

ANSWER: _____

2. READ THE FOLLOWING LETTER AND CHOOSE THE CORRECT EXPLANATION TO THE LETTER.

Dear Mrs. X:

I was driving by your house the other day and, frankly, your roof didn't look any too good to me. Of course, I couldn't tell for certain from the road, and I didn't want to drop in and interrupt whatever you were doing.

May I come and see if your roof has any weak spots that the winter rains and snow might find out? I'll do this free, of course.

Yours very truly,

FIX-IT, INC.

- a) That Mrs. X's roof leaks and it should be repaired by the FIX-IT CO.
- b) That Mrs. X's house is falling apart and it should be remodelled by FIX-IT, INC.
- c) That FIX-IT, INC. would like to examine Mrs. X's roof and see if it has any weak spots.
- d) That FIX-IT, INC. will repair Mrs. X's roof, free of charge.

Read the following letter and choose the telegram which answers best.

Gentlemen:

Somebody in your firm has made a mistake in filling the order I sent in last week.

I ordered a black coat, size 14, Model 16 C.
I received a blue coat, size 16, Model 14 B.

I am returning the second coat, and would like, in return, to receive the first one as soon as possible.

Yours truly,

TELEGRAM:

1. Please accept apologies for substitution.
2. Shipping blue coat, size 16, Model 14 B, at once.
3. Last week's order filled immediately.
4. Shipping black coat, size 14, Model 16 C, by special delivery.

THE FOLLOWING SUBJECT MATTER ENTERS IN PART NO.3, THAT IS,
IN THE THIRD HOUR OF THE COURSE AS SUGGESTED IN TIME
ALLOTMENT SCHEDULE.

- I -

PUNCTUATION (Pages 178 to 207)

Teach punctuation in general - period, comma, colon, semi-colon, quotations, dash, hyphen, parentheses.

METHOD - After learning the rules of each type mentioned above, written exercises are needed to improve their understanding and test their comprehension of the learned rule.

N.B. - It would be advisable to teach only one punctuation at a time. Adequate exercises of application for each type are given at the end of each lesson in "EFFECTIVE ENGLISH FOR BUSINESS" and in "STUDY PROJECTS".

(See summary inside of back cover of "EFFECTIVE ENGLISH").

CHOOSE THE SENTENCE WHICH IS CORRECTLY PUNCTUATED. CIRCLE THE NUMBER.

1.
 1. The products, may be divided into two classes: raw and manufactured.
 2. The products may be divided into two classes; raw and manufactured.
 3. The products may be divided into two classes: raw and manufactured.
 4. The products may be divided into two classes; raw, and manufactured.
2.

1. He said; "this is terrible."	3. He said, This is terrible.
2. He said, "This is terrible."	4. He said: "this is terrible."
3.
 1. I'm sorry but there isn't anymore.
 2. I'm sorry, but there isn't any more.
 3. I'm sorry! but there isn't any more
 4. I'm sorry but, there isn't any more.
4.
 1. It happened on Tuesday November 28, 1940.
 2. It happened on Tuesday November, 28, 1940.
 3. It happened on Tuesday, November 28, 1940.
 4. It happened on Tuesday, November 28 1940.
5.
 1. Who stole the pencil, I left lying on my desk?
 2. Who stole the pencil? I left lying on my desk.
 3. Who stole, the pencil I left lying on my desk?
 4. Who stole the pencil I left lying on my desk?
6.

1. My train leaves at 2.30 p.m.	3. My train leaves at 2.30 PM
2. My train leaves at 2:30 pm.	4. My train leaves at 2:30 p.m.

- 7.
1. a) Mr. Thompson the manager, bought the book "Office Efficiency".
 b) Mr. Thompson, the manager bought the book "Office Efficiency".
 c) Mr. Thompson, the manager, bought the book "Office Efficiency".
 d) Mr. Thompson the manager bought the book "Office Efficiency".
 2. a) Do you know the best route from here to Vancouver?
 b) Do you know? the best route from here to Vancouver.
 c) Do you know the best route from here to Vancouver.
 d) Do you know the best route from here to Vancouver!
 3. a) Dear Colonel Davidson
 b) Dear, Colonel Davidson;
 c) Dear Colonel Davidson:
 d) Dear Colonel Davidson.
 4. a) When can we Expect shipment.
 b) When can we expect shipment?
 c) When can we expect shipment
 d) When can we expect shipment?
 5. a) We ran short of cigarettes, candy, soda, pie, etc.
 b) We ran short of cigarettes candy soda, pie etc.
 c) We ran short of cigarettes; candy; soda; pie; etc.
 d) We ran short of cigarettes; candy, soda, pie, etc.

- II -

CAPITALIZATION P. 214

The general rule of CAPITALIZATION is that any proper noun must be capitalized. There are, however, many irregularities involved in the conventions governing capitalization in Modern English. In deciding what words to capitalize, you will find helpful guides in the book assigned to you that will solve the capitalization problems that you, as a teacher, will face and that the pupils will encounter later on in their office work.

- III -

EXPRESSION OF NUMBERS P. 220

General rules govern the use of figures or words. Should a number be written in words or in figures? How to handle numbers can be a puzzling question. Therefore, a good suggestion is to teach the rules according to the book that is assigned to you, and have pupils do the exercises accordingly for further practice.

- IV -

HYPHENATION P. 652

As hyphenation in English is very different from the French, it is important for a typist in an office to know where to separate a word.

After having taught the rules of hyphenation, lists of words could be given to the pupils to hyphenate in order to test their knowledge.

EX.	platinum	-	plat-i-num
	meter		me-ter
	metal		met-al
	writing		wri-ting
	written		writ-ten

N.B. Rules for hyphenating compound words are found in EFFECTIVE ENGLISH FIFTH EDITION on Pages No. 206 and 207. Rules for the division of words at line endings are given on Page 652 of the same book.

- V -

ABBREVIATIONS

There is an innumerable list of abbreviations. Should there be none in your manual, it would be advisable to make a stencil of the ones most commonly used. As this is really memory work, little tests should be given to test their knowledge, and should be of a multiple choice kind, as the following example:

AGENT	(1) ag.	(2) ag't	(3) AGT	(4) agt.	(4)
AMOUNT	(1) amt.	(2) am.	(3) at.	(4) am't	(1)

N.B. The numbers in the parentheses on the right hand side, are the correct answers.

REFERENCE:- "THE BLUE BOOK OF BUSINESS ENGLISH"

by
"REGENTS PUBLISHING COMPANY, INC." (Pages 167 & 168)

- VI -

ADS

Ads could be cut out by students from the newspaper and brought to class to be examined and used as models to help them do the ones assigned to them by their teacher.

- VII -

TELEGRAMS

Students should be taught how to write a telegram and limit themselves, as much as possible, to ten words. This is good practice in learning to condense your thoughts into a minimum of words, and to be concise by saving words, as saving words cuts costs in telegrams. Give students practice in writing some.

- VIII -

INTEROFFICE NOTICE

Interoffice notices, communications or memos do not go through the regular mail channel, but are sent from one department to another within the building. It is just another means of sending a message instead of using the telephone. They are usually printed by the company on company stationery.

EX. - DATE :
 FROM :
 TO :
 SUBJECT :

- IX -

VOCABULARY

There is abundant material in your "STUDY PROJECTS". Should you find these exercises too difficult, you could choose others, such as the following examples.

EXAMPLE NO. 1 - Choose the synonym of the underlined word.

- (a) The house was carefully appraised.
1) appraised 2) estimated 3) overpriced 4) bought
- (b) The store-keeper buys his merchandise at a reduced price.
1) retail 2) wholesome 3) wholesale 4) whole

EXAMPLE NO.2 - Underline the correct word.

- (a) Please (advice - advise) me by return mail
(b) The (personal - personnel) in our office have been carefully selected.

- X -

IDIOMATIC EXPRESSIONS

Again these are so numerous that it is impossible to teach them all. Teach the ones most commonly used in current speech.

e.g. - to get up - to look for - to turn on - to turn off - to put on -
to take off - to be able to - to be capable of - etc.

Reference Book:- ESSENTIAL IDIOMS IN ENGLISH by Robert J. Dixon.

- X I -

PERSONAL DATA SHEET AND APPLICATION FORM FOR EMPLOYMENT P.525

The students should be familiar with these forms because at the end of their course they will be called upon to offer their skills and knowledge to a prospective employer. This will then lead to the job interview and provide the final opportunity for them to sell their ability, personally, to the employer.

DATA SHEET:

It is used on a separate sheet, and accompanies the application letter. It serves as a useful summary for quick reference by the employer. He may file the application letter, but detach the convenient data sheet, and keep it on his desk for further reference.

1. Personal Information

Age :
Address :
Telephone No. :
Health :
Height and Weight:

2. Education

High School :
Degree received :
Major :
Grade average :
Business subjects:

3. Practical Work Experience

Sales Clerk Duties: Selling girls' dresses,
Dress Department merchandise exchanges, keeping
T. Eaton Co. sales records.(Summer employment)
Montreal,Que.

4. References (by permission)

Names and addresses of former employers.

INFORMATION BLANK: It is used by large companies hiring employees. To each applicant is given a printed information blank to be filled out in detail. When an information blank is supplied, the Data Sheet becomes unnecessary.

FEDERAL DATA BUREAU AND APPLICATION FORM FOR EMPLOYMENT P. 552

Before the Bureau of the Federal Bureau of Investigation, Section of Identification, the following information is being furnished for the purpose of identifying the applicant and for the purpose of identifying the applicant's previous employment history. This information is being furnished to the Bureau of the Federal Bureau of Investigation, Section of Identification, for the purpose of identifying the applicant and for the purpose of identifying the applicant's previous employment history.


PERSONAL INFORMATION
Name: [REDACTED]
Age: [REDACTED]
Address: [REDACTED]
Telephone No.: [REDACTED]
Health: [REDACTED]
Height and Weight: [REDACTED]

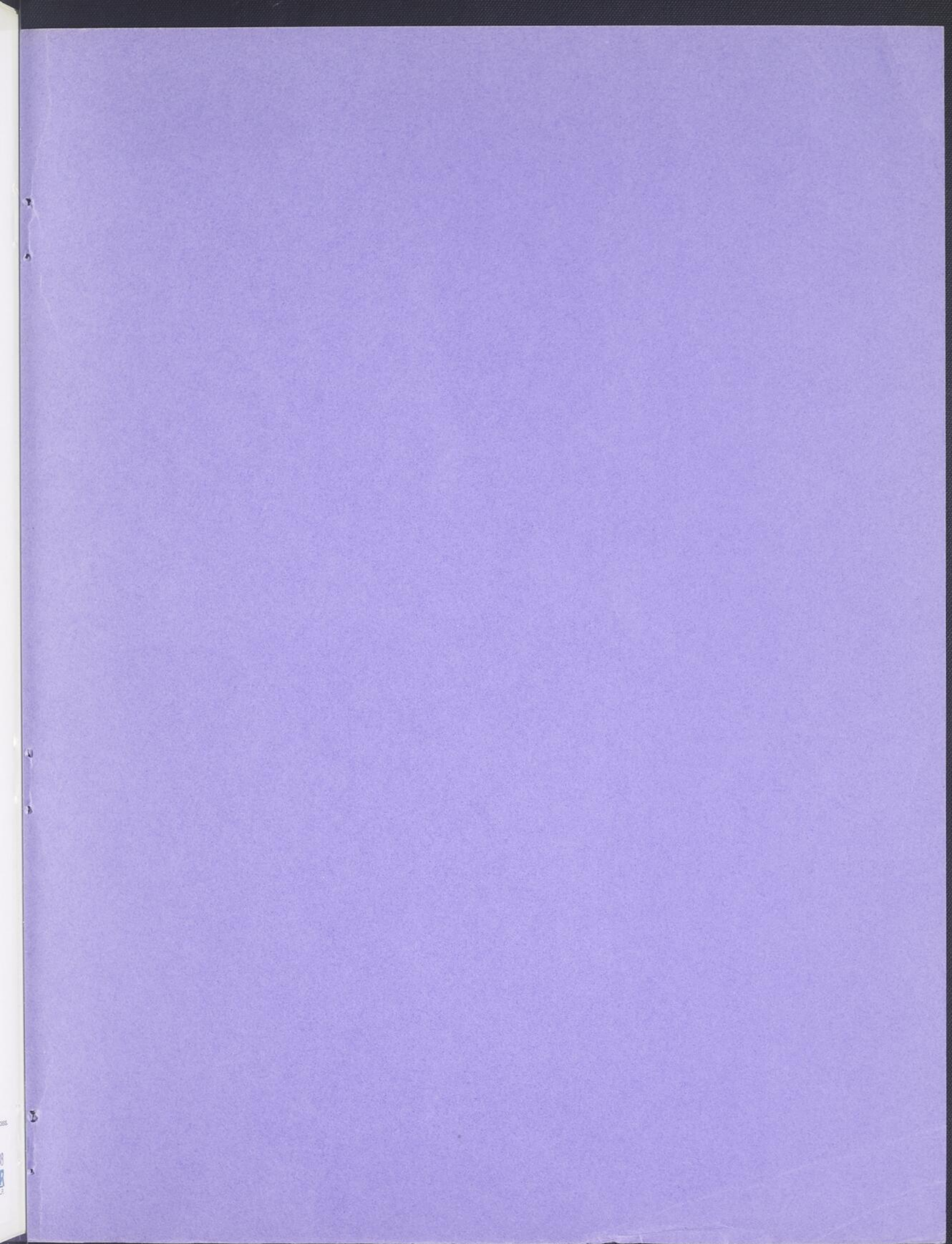
EDUCATION
Education: [REDACTED]
Degree received: [REDACTED]
Major: [REDACTED]

EMPLOYMENT HISTORY
Employer: [REDACTED]
Position: [REDACTED]
Dates of Employment: [REDACTED]
Reason for Leaving: [REDACTED]

ADDITIONAL INFORMATION
It is noted that the applicant is a member of the [REDACTED] and is a member of the [REDACTED]. The applicant is also a member of the [REDACTED].

DECLARATION
I hereby declare that the information furnished herein is true and correct to the best of my knowledge and belief.

Decidified using the Bookkeeper process.
Neutralizing Agent: Magnesium Oxide
Treatment Date:
 NOV 1998
BOOKKEEPER
PRESERVATION TECHNOLOGIES, L.P.
111 Thomson Park Drive
Cranberry Township, PA 16066
(724) 779-2111



BNQ



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DU MINISTÈRE DE L'ÉDUCATION
DU QUÉBEC

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