



### STRUCTURES DES MOLECULES DES HYDROCARBURES

#### I-Notion d'hydrocarbure

Un hydrocarbure encore appelé carbure d'hydrogène ou hydrure de carbone est un corps composé uniquement d'éléments carbone et hydrogène. Sa formule brute est de la forme  $C_xH_y$ .

#### II-Principales familles d'hydrocarbures

Principalement, on distingue :

- les alcanes ou hydrocarbures saturés (C-C) ;
- les alcènes ou hydrocarbures éthyléniques (C=C) ;
- les alcynes ou hydrocarbures acétyléniques (C≡C) ;
- les arènes ou hydrocarbures aromatiques ou benzéniques.

#### ➤ N'oubliez pas :

Une chaîne carbonée est dite saturée si toutes ses liaisons carbone-carbone sont simples.

Une chaîne carbonée est dite insaturée si elle renferme au moins une double ou une triple liaison entre deux atomes de carbone.

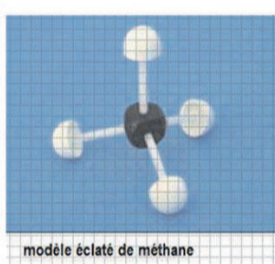
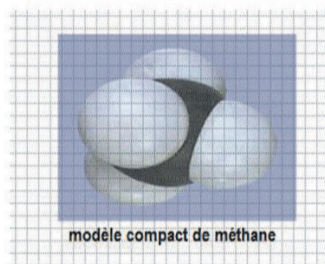
#### III-Structure de quelques molécules d'alcanes ou hydrocarbures saturés

Un alcane est un hydrocarbure saturé ne comportant que des liaisons simples et ne possédant pas de cycle. Il est acyclique.

Exemples : le méthane, l'éthane, le propane, le butane...

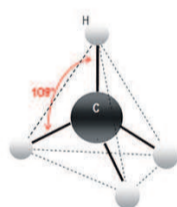
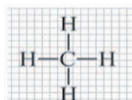
#### 3-4-Structure de la molécule de l'alcane en $C_1$ : le méthane

##### 3-4-1-Modèles moléculaires de la molécule de méthane

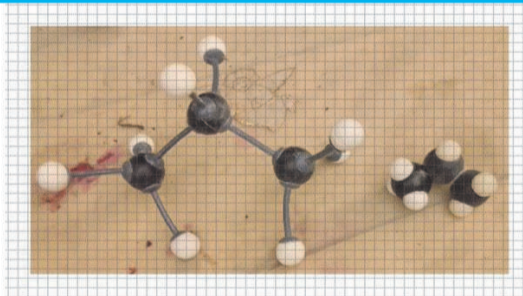


##### 3-4-2-Ses formules de structure

#### ➤ Sa formule développée plane

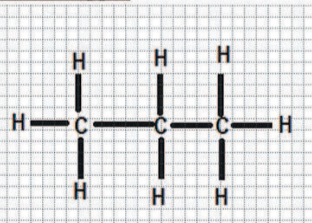


#### ➤ Sa formule brute : $CH_4$

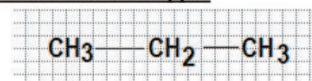


##### 3-6-2-Ses formules de structure

#### ➤ Sa formule développée



#### ➤ Sa formule semi-développée



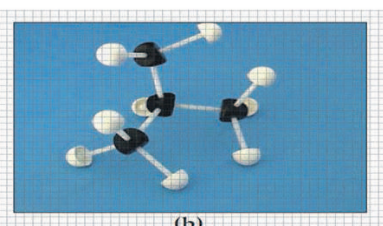
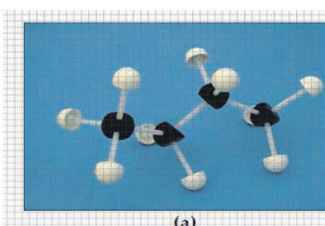
#### ➤ Sa formule brute : $C_3H_8$

##### 3-6-3-Description de la structure de la molécule de propane

Dans la molécule de propane, chaque atome de carbone est lié à 4 atomes. On dit que l'atome de carbone est tétraédrique. Tous les atomes ne sont pas dans un même plan.

##### 3-7-Structure de la molécule de butane

##### 3-7-1-Modèles moléculaires de la molécule de butane



##### 3-4-3-Ses caractéristiques géométriques

-l'angle des liaisons  $HCH$  :  $109^\circ$  ;

-la longueur des liaisons C-H :  $110 \text{ pm}$  ou  $1,10 \text{ \AA}$

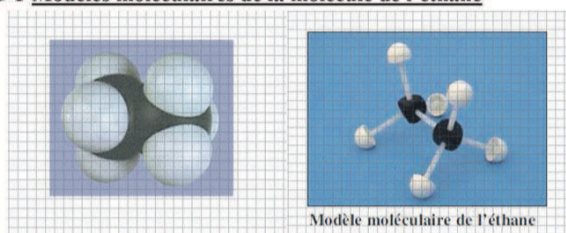
-la forme de la molécule : tétraédrique.

##### 3-4-4-Description de la structure de la molécule de méthane

Les cinq (5) atomes ne sont pas dans le même plan. On dit que la molécule de méthane n'est pas plane. Les quatre (4) atomes d'hydrogène occupent les sommets d'un tétraèdre régulier dont le centre est occupé par l'atome de carbone : on dit que la molécule de méthane est tétraédrique.

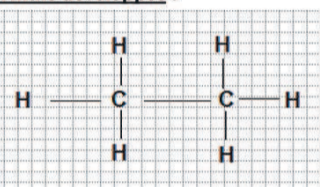
##### 3-5-Structure de la molécule de l'éthane

##### 3-5-1-Modèles moléculaires de la molécule de l'éthane

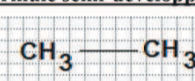


##### 3-5-2-Ses formules de structure

#### ➤ Sa formule développée :



#### ➤ Sa formule semi-développée



#### ➤ Sa formule brute : $C_2H_6$

##### 3-5-3-Description de la structure de la molécule de l'éthane

La molécule d'éthane est constituée de deux atomes de carbone liés par une liaison covalente simple, chacun lié à trois atomes d'hydrogène. L'atome de carbone occupe le centre d'un tétraèdre non régulier.

Tous les atomes ne sont pas situés dans un même plan ; donc cette molécule n'est pas plane.

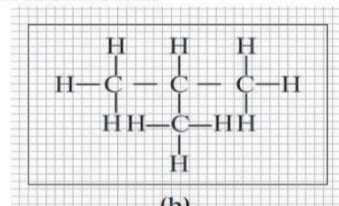
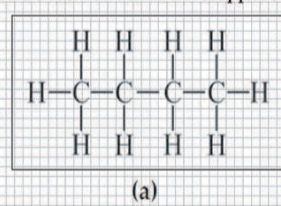
##### 3-6-Structure de la molécule de propane

##### 3-6-1-Modèles moléculaires de la molécule de propane

##### 3-7-2-Ses formules de structure

#### ➤ Ses formules développées

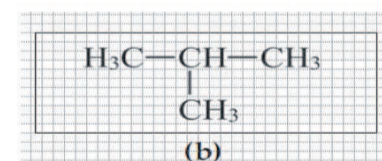
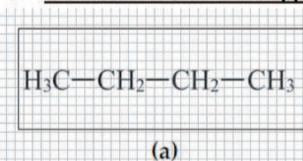
Les deux formules développées qui correspondent au butane sont :



Butane normal ou n-butane

isobutane ou méthyl propane

#### ➤ Ses formules semi-développées



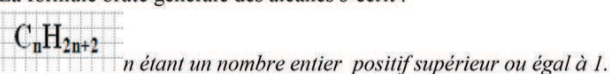
#### ➤ Sa formule brute : $C_4H_{10}$

##### 3-7-3-Description de la structure de la molécule de butane

Dans la molécule de butane, tous les atomes ne sont pas situés dans le même plan. Chaque atome de carbone est lié à 4 atomes. On dit que l'atome de carbone est tétraédrique.

##### 3-8-Généralisation

La formule brute générale des alcanes s'écrit :



$n (\geq 1)$  : nombre d'atomes de carbone

$2n+2$  : nombre d'atomes d'hydrogène

Le nom d'un alcane linéaire (à chaîne droite) est constitué d'un préfixe qui indique le nombre d'atomes de carbone, suivi de la terminaison « ane ».

$n=1$  : méthane ;  $n=2$  : éthane ;  $n=3$  : propane ;  $n=4$  : butane ;  $n=5$  : pentane ;  $n=6$  : hexane ;  $n=7$  : heptane...

La famille des alcanes est caractérisée par la présence de la liaison covalente simple (C-C) ; la chaîne carbonée d'un alcane est une succession de carbone tétraédrique.

##### IV-Structure de quelques molécules d'alcènes ou hydrocarbures éthyléniques

Un alcène est un hydrocarbure insaturé comportant une double liaison entre deux atomes de carbone dans la chaîne carbonée.

PHYSIQUE 3<sup>ème</sup>

### Relations entre les différentes formes d'énergie

**1. Transformation ou conversion d'énergie**

➤ **Information**

Un convertisseur d'énergie est un appareil énergétique qui reçoit une forme d'énergie pour la transformer en une autre forme.

➤ **Définition**

On appelle transformation d'énergie le passage d'une forme d'énergie en une autre. On utilise un convertisseur d'énergie.

➤ **Schéma d'un convertisseur d'énergie**

➤ **Exemples de convertisseurs d'énergie**

L'éolienne ; la dynamo d'une bicyclette ; le moteur électrique ; la machine à vapeur ; la centrale électrique ; le radiateur ; le moteur thermique...

**1-1- Energie mécanique-énergie électrique**

**Exemples**

➤ **Une éolienne**

Une éolienne transforme l'énergie mécanique en énergie électrique.

➤ **Une dynamo de bicyclette**

Une dynamo de bicyclette transforme l'énergie mécanique en énergie électrique.

➤ **Un moteur électrique**

Un moteur électrique transforme l'énergie électrique en énergie mécanique.

Energie électrique → Moteur électrique → Energie mécanique

**1-2- Energie thermique- Energie électrique**

**Exemples**

➤ **Une machine à vapeur**

Une machine à vapeur transforme l'énergie thermique en énergie électrique.

➤ **Une centrale électrique**

Une centrale électrique transforme l'énergie thermique en énergie électrique.

➤ **Un radiateur**

Un radiateur transforme l'énergie électrique en énergie thermique.

**2- Chaînes énergétiques**

➤ **Information**

Lorsque nous consommons de l'énergie, celle-ci est l'aboutissement de toute une série de transformations que nous appellerons une **chaîne d'énergie** ou une **chaîne énergétique**

➤ **Définition**

Une chaîne énergétique est une suite de transfert ou transformation d'énergie que peut subir une énergie disponible avant son usage (ou son utilisation).

**Exemple** : une chaîne énergétique partant du soleil et aboutissant à l'élévation d'une charge.



Le ministre Anatole Collinet Makosso a remis un échantillon des documents photocopiés au député de la deuxième circonscription de Gamboma (crédit photo/ Adiac)

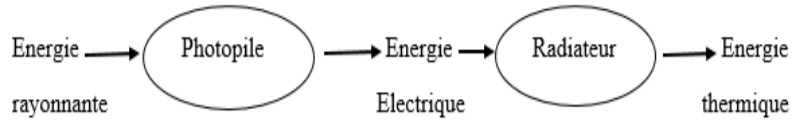
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Soleil → Lumière → Plantes → Charbon de bois → centrale électrique → moteur électrique → Grue

**Soleil** (énergie solaire) ; **Lumière** (énergie rayonnante) ; **Plantes** (énergie chimique) ; **Charbon de bois** (énergie chimique) ; **Centrale électrique** (énergie électrique) ;

**Moteur électrique** (énergie mécanique) ; **Grue** (énergie mécanique).

➤ **Autre chaîne énergétique**



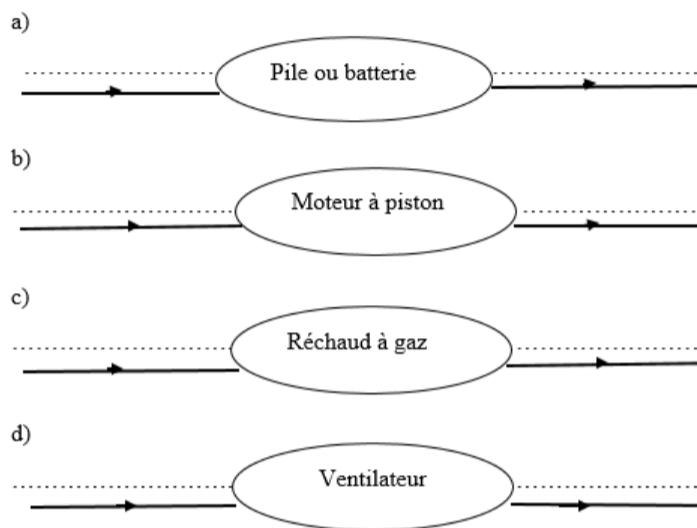
**3-Importance de l'énergie mécanique**

L'énergie mécanique est très importante dans la vie, elle participe par exemple à la production de l'électricité à partir des turbines dans les centrales électriques. Elle permet aussi la propulsion des véhicules terrestres, des bateaux, des avions à partir de leur moteur thermique.

**EVALUATION**

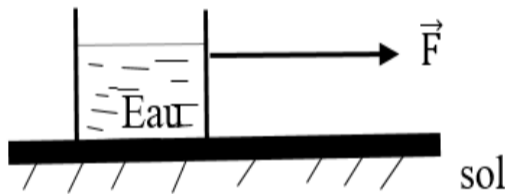
**1-Schémas à compléter**

Reproduis et complète les schémas relatifs aux transformations d'énergie.



**PROBLEME 2**

Pour déplacer de 2m sur le sol, un récipient contenant de d'eau, un opérateur exerce une force constante de 100N, parallèlement au sol selon le schéma ci-après.



Pour cela, un apprenant d'une classe de troisième, se propose de calculer la puissance de la force développée par l'opérateur en 50 secondes.

Malheureusement, il éprouve des difficultés. Viens- lui- en aide pour répondre aux questions suivantes.

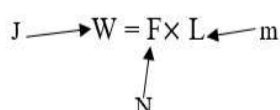
- 1- Définis le travail d'une force constante et parallèle au déplacement.
- 2- Ecris l'expression qui permet de calculer le travail fourni par l'opérateur avec les unités à l'appui.
- 3- Calcule le travail fourni par l'opérateur.
- 4- Calcule la puissance mis en jeu par l'opérateur.

**SOLUTION 2**

1-Je définis le travail d'une force constante et parallèle au déplacement

Le travail d'une force constante et parallèle au déplacement est égal au produit de l'intensité de la force par la longueur du déplacement de son point de d'application.

2- J'écris l'expression qui permet de calculer le travail fourni par l'opérateur



3-Je calcule le travail fourni par l'opérateur

$W = F \times L$ ; A.N:  $F=100N$ ;  $L=2m$ ;  $W = 100 \times 2$ ;  **$W = 200J$**

4-Je calcule la puissance mis en jeu par l'opérateur

$P = \frac{W}{t}$ ; A.N:  $t = 50 s$ ;  $W = 200 J$ ;  $P = \frac{200}{50}$ ;  **$P = 4W$**

PHYSIQUE 3ème

**RESOLUTION DES PROBLEMES DE MECANIQUE**

**PROBLEME 1**

Une Cabine d'ascenseur de masse à vide une (1) tonne met 16 secondes pour descendre sans arrêt une hauteur de 16m. Cette cabine transporte une (1) personne de masse 80kg. La vitesse de déplacement de l'ensemble de la charge est constante. Un élève de la classe de troisième se propose de calculer la vitesse du déplacement de l'ensemble de la charge à partir de ces données mises à la disposition par le professeur. Il éprouve des difficultés. Viens- lui- en aide pour répondre aux questions suivantes. Calcule :

- 1- le poids de l'ensemble de la charge (cabine +personne) ;
- 2- le travail effectué par le poids de l'ensemble de la charge ;
- 3- la puissance mécanique développée par le poids de l'ensemble de la charge ;
- 4- la vitesse de déplacement de l'ensemble.

Aide:  $1t = 1000Kg$  ;  $g = 10N/Kg$

**SOLUTION 1**

1-Je calcule le poids de la charge (cabine +personne)

$P = m \times g$  ; avec  $m = m_{(cabine)} + m_{(personne)}$  ;  **$P = (m_{(cabine)} + m_{(personne)}) \times g$**   
 A.N:  $m_{(cabine)} = 1t = 1000Kg$  ;  $m_{(personne)} = 80Kg$  ;  $g = 10N/Kg$   
 $P = (1000 + 80) \times 10 = 10800N$  ;  **$P = 10800N$**

2- Je calcule travail effectué par le poids de l'ensemble de la charge

$W = P \times h$  ; A.N:  $h = 16m$  ;  $P = 10800N$  ;  $W = 10800 \times 16$  ;  
 **$W = 172800 J$**

3- Je calcule la puissance mécanique développée par le poids de l'ensemble de la charge.

$P = \frac{W}{t}$  ; A.N:  $t = 16 s$  ;  $W = 172800 J$  ;  $P = \frac{172800}{16}$  ;  **$P = 10800W$**

4- Je calcule la vitesse de déplacement de l'ensemble.

$P = F \times V$  ;  $V = \frac{P}{F}$  ; avec  $F = p = 10800N$  ;  $V = \frac{10800}{10800}$  ;  **$V = 1m/s$**

**PROBLEME 3**

Une roue de rayon 0,1m tourne autour d'un point fixe à la vitesse 720tr/min. La force motrice qui l'entraîne a une intensité 360N. Pour cela, un apprenant d'une classe de 3ème souhaite calculer la puissance mécanique de la force exercée. Malheureusement, il éprouve des difficultés. Viens- lui- en aide pour répondre aux questions suivantes.

- 1- Exprime 720 tours par minute (tr/min) en tours par seconde (tr/s).
- 2- Calcule :
  - 2-1- la vitesse angulaire de la roue en radians par seconde (rad/s) ;
  - 2-2- le moment de la force exerçant sur la roue par rapport à son axe de rotation;
- 3-3- calcule la puissance mécanique de cette force.

**SOLUTION 3**

1- J'exprime 720tr/min en tr/s

Je pose :  $N = \frac{720tr}{1min} = \frac{720tr}{60s} = 12tr/s$  ;  **$N = 12tr/s$**

2- Je calcule :

2-1- la vitesse angulaire de la roue en radians par seconde (rad/s)

$\omega = 2 \times \pi \times N$  ; A.N:  $2 \times \pi = 6,28$  ;  $N = 12tr/s$  ;  $\omega = 6,28 \times 12$  ;  
 **$\omega = 75,36rad/s$**

2-2- le moment de la force exerçant sur la roue par rapport à son axe de rotation

$M_{\vec{F}/\Delta} = F \times R$  ; A.N:  $R = 0,1m$  ;  $F = 360N$

$M_{\vec{F}/\Delta} = 360 \times 0,1$  ;  **$M_{\vec{F}/\Delta} = 36 N.m$**

3-3- calcule la puissance mécanique de cette force.

$P = \omega \times M_{\vec{F}/\Delta} = 75,36 \times 36$  ;  **$P = 2712,96 W$**

## SUITE DU NUMÉRO PRÉCÉDENT

**II- Linguistic competence****A- Vocabulary**

Fill in with the appropriate words from the text.

- 1- Chickens, turkeys and ducks are part of \_\_\_\_\_.  
 2- The organ where cirrhosis develops is the \_\_\_\_\_.

- 3- Crushed meat put in a tin becomes \_\_\_\_\_ meat.  
 4- We are \_\_\_\_\_ when we have a balanced diet.

**B- Grammar**

- 1- Use 'much, many, few or little'.  
 a- There is only \_\_\_\_\_ coffee left in the cup.  
 b- Due to the rain only \_\_\_\_\_ pupils came to school.

- c- The project was so interesting that it lures \_\_\_\_\_ businesspersons.  
 d- She does not have \_\_\_\_\_ confidence in herself.

**2- Correct the mistakes**

- a- What may you like to order?  
 b- I should like ploughman's lunch please.

- c- Would you to like drinking something?  
 d- Anything for your desert?

**III- Communicative competence**

Fill in the conversation with appropriate questions.

- A: Hello sir, may I help you?  
 B: With pleasure, I need the best of your specialties.  
 A: \_\_\_\_\_ 1 \_\_\_\_\_ ?  
 B: I'd like chicken Biriyani, please.  
 A: \_\_\_\_\_ 2 \_\_\_\_\_ ?  
 B: I'll have vegetable samosas for appetizers.  
 A: \_\_\_\_\_ 3 \_\_\_\_\_ ?  
 B: Yes, I'd like a large soda, please.  
 A: \_\_\_\_\_ 4 \_\_\_\_\_ ?  
 B: Yes, I need fresh fruit salad please.

**IV- Writing**

Show that sound eating habit favor good health.

**Correction of the text on Better Health Through better Eating****A- Say True or False**

- 1- True.      2- False      3- False      4- False

**B- Answers to the questions**

- 1- According to the text, we can live longer by having sound eating habits.  
 2- Junk foods are dangerous because they are made with flowers and sugar chemicals and are high in fats.  
 3- Yes, they are. The text says: "Rice, potatoes and pasta which are low in fats and good in carbohydrates are good for you."  
 4- Three diseases that can be thought by a balanced diet are heart disease, cancer and obesity.

**II- Linguistic competence****A- Vocabulary**

- 1- poultry.    2- Liver    3- tinned meat.    4- Low fat meat

**B- Grammar**

- a- There is only little coffee left in the cup.  
 b- Due to the rain only few pupils came to school.

- c- She doesn't have much confidence in herself.  
 d- The project was so interesting that it lures many businessmen.

**2- mistakes correction**

- a- What would you like to order?  
 c- Would you like drinking something?

- b- I would like ploughman's lunch please.  
 d- Anything for your dessert?

**III- Communicative competence**

- A1: What would you like to order?  
 A3: Would you like something to drink?

- A2: What will you have as appetizers?  
 A4: Do you want something for your dessert?

**IV- Writing expression**

Ches: in this subject, we have to show how sound eating habits help us be in good health. Here, we are going to emphasize on the role of certain nutrients such as vitamins, proteins, minerals and water strengthen our body and make it healthy. Dans ce sujet, il faut montrer comment de saines habitudes alimentaires contribuent à la bonne santé. Il faut insister sur le rôle de certains nutriments que nous obtenons en mangeant telles que les vitamines, les protéines, les sels minéraux et l'eau qui nous donne une bonne santé.

**Plan****Introduction**

- a- General context: Point out that food and health have a tight relationship.  
 b- Specific context: point out that the way we feed our body or the quality of the food we eat has either a positive or a negative impact on us.  
 c- Problematic: what do we mean by sound eating habits? In what ways do they influence our health?

**Body****1- Explanation of the terms sound eating habits**

'Sound eating habits' suppose a responsible behavior in the way of eating. It entails eating what the nutritionists recommend while respecting the norms.

**2- Arguments announcing sentence**

Obviously, eating is an art; it obeys a certain number of rules if we want to live longer.

**3- Arguments**

- Eating late at night is dangerous for health because it causes obesity, source of many evils.
- Consuming vitamins through fruits, vegetables and even fish is a source of strength as vitamins protect the body against diseases. For example: vitamin A helps avoid blindness and vitamin c struggles against fever fatigue and influenza
- It is necessary to avoid eating fatty meats because they are the source of heart diseases as breathing becomes difficult with fatness.

**Conclusion**

Eating soundly is indeed a way to reinforce one's chances to live longer and that is what we have shown in this essay. We should avoid eating anything at any time to keep ourselves healthy. In this connection, I recommend people to adopt sound eating habits.

**Terminale A****subject: English****Text exploitation****Section one: reading comprehension****B- Health****Text: AIDS: the Facts**

Acquired immunodeficiency Syndrome (AIDS) is the last stage of infection with the Human Immunodeficiency Virus (HIV). Normally the white blood cells in the body fight infection. H.I.V attacks and destroyed white blood cells, meaning that people lose their ability to fight certain diseases such as tuberculosis, pneumonia and those which attack the brain: these can lead to nervous and psychiatric problems.

The virus, once acquired, can produce symptoms of AIDS as early as two years from the time of infection. On the other hand it can take ten years from them to appear. The symptoms of the infection are variable and complex. During the first few weeks following the acquisition of infection, some people experience fever, enlarged glands, skin rash and coughing. As the immune system weakens, the fever worsens; there is persistent diarrhea, severe weight loss, fatigue and loss of appetite.

No drug or therapy has been produced that can cure HIV infection. Since HIV and AIDS cannot be cured, the prevention of the transmission of the disease is the most important strategy to stop its spreading.

There are only three ways of transmitting the disease:

- 1-Through sexual intercourse in any form.
- 2- From exposure to blood, as from blood transfusion, the use of contaminated syringes and needles.
- 3-From an infected mother to her baby before or shortly after birth.

So what can people do to protect themselves against infection?

Obviously, being careful about the choice of sexual partners is the most important factor, and the routine correct use of the condom is the best method of preventing HIV transmission currently available. Trying to control what blood you would receive in transfusions is another way of helping to stop infection through blood products. Insist that you or your family members only receive 'clean blood'. Also, check that you always have injections with new syringes and needles, not one that has been used on other people. Other dangerous practices include ear piercing, circumcision and scarification carried out with non-sterile instruments.

The single most important factor is that people, and especially adolescents are educated about the danger. One problem is that in many culture, adolescents are attracted to 'risky' behavior, and cannot appreciate the consequences of careless behavior until it is too late.

**A- Say True or False**

- 1-Someone suffering from AIDS might appear mentally disturbed.
- 2-You cannot get AIDS from oral sex.
- 3-AIDS could be gotten when a girl is having holes put in for earrings
- 4-An adolescent could catch AIDS during his/her first sexual contact.

**B-Answer the following questions**

- 1-What is the role of the white blood cells in the body?
- 2-What happens when HIV attacks these white blood cells?
- 3-What are the early symptoms of AIDS?
- 4-What are the later symptoms?
- 5-Why are young people more at risk from AIDS than grown-ups.?

**II- Linguistic competence****A- Vocabulary:**

Find the English for these words in the text.

- 1-Globules Blancs ; 2-éruption cutané;
- 3-S'affaiblit ; 4-S'empire;
- 5-perte de poids ; 6-réalisées;
- 7-juste après ; 8-insouciant

**III-Communicative competence**

Ask a question on each underlined words

Frazier lost the match against Foreman last January

- 1
- 2
- 3
- 4

**IV- Writing**

What are the main actions implemented in our country to fight AIDS? (150-200 Words)

Correction of the text on A.I.D.S.: the Facts

**A- Say True or False**

- 1-True 2-False 3- True 4- True.

**B- Answer the following questions**

- 1- The role of the white blood cells in the body is to fight infection.
- 2-When HIV attacks these white blood cells it destroys them and the individual loses the ability to fight to fight certain diseases.
- 3- The early symptoms of AIDS are: fever, enlarged glands, skin rash and coughing.
- 4- The later symptoms are: a worse fever, persistent diarrhea, severe weight loss, fatigue and loss of appetite.
- 5- Young people are more at risk from AIDS than grown-ups because they are attracted to 'risky' behavior, and cannot appreciate the consequences of careless behavior until it is too late.

**II- Linguistic competence****A- Vocabulary:**

- 1-White blood cells 2- Skin rash 5- Weight loss 7- Shortly after
- 3-Weakens 4-Worsens 6-Carried out 8-Careless

**III-Communicative competence**

- 1-Who lost the match against Foreman last January?
- 2- What did Frazier lose against Foreman last January?
- 3- Against whom did Frazier lose the match last January?
- 4- When did Frazier lose the match against Foreman?

**IV- Writing expression****Plan****Introduction**

- General context: Quote the different sorts of diseases as health problems. Do not forget to mention AIDS in that list.
- Specific context: point out that the latter (AIDS) is topical by the fact that it is still breaking many lives throughout the world and in Congo and no treatment is available to eradicate it.
- Problematic: We will say what the acronym AIDS stands for and mention the different actions carried out in Congo to fight it. (Indirect style).

**Body**

The acronym AIDS stands for Acquired Immune deficiency Syndrome. In our country, the cases have been recorded since 1983 and today lots of efforts are displayed to try to reduce the number of people who are likely to contract AIDS. The government and the Nongovernmental organizations accomplish those efforts.

Arg1: The creation of the national council for fighting against AIDS crystallizes the government's determination in struggling against it. This technical organ implement the government policies mainly in defining the framework and holding data at the national level.

Arg2: Information, education and sensitization are the leitmotiv used by this organ to restrain people pulses in our country. Together with ACBF (Congolese association for family welfare), condoms are shared, fares organized and sexual education provided to the youth.

Arg3: Taking care of the sick people through the distribution of the antiretroviral without paying any coin is another action implemented by the government.

**Conclusion**

Many efforts have been implemented to combat AIDS in our country. I think those measures should meet everybody's agreement as this incurable disease can strike at any time. It is to us to back up and perpetuate the sensitization that is an efficient means to struggle against it.

**(FIN)**

**Level: Terminales C / D****Theme 5: Media**

In this presentation, we are going to explain the term media, see the different types, study a few words related to them before ending with the texts exploitation.

**1- Understanding the term media**

The word media is the plural form of 'medium' that is 'a means' (un moyen).

**Media are means of information and communication.** As they have the possibility of reaching huge crowds of people, we talk about the mass media, that is to say the media of the masses.

Let's see the different types.

**2- Different types of Media****a- The Fourth power**

The fourth power refers to the press in its old form. It is composed of: the newspapers, Television, the radio, magazines, newspapers--.

**b- The fifth power**

They encompass the traditional press and the new technologies of information and communication. Here, we mostly refer to internet, the social media (networks) with the instruments by which they are supplied namely: i-phones /pads, computers, tablets--.

**3- A few words and expressions connected to the media**

Activity: Find the French for the following words:

English Words	French meanings
1- Gutter press	présentateur/présentatrice du journal
2- an issue	- animateur/animateur
3- to report	- tenir une conférence de presse
4- file browsing	- soyez de nouveau à l'écoute dans une semaine
5- the headlines	- diffuser
6- a weekly	- une rediffusion
7- a daily	- présentateur /présentatrice d'une émission
8- to pry into	- téléspectateur/téléspectatrice
9- a program	- presse à scandale
10- a newsreader	- une édition
11- a host	- une émission
12- a repeat	- les gros titres
13- a TV viewer	- un éditorial
14- to broadcast	- publier en exclusivité
15- an anchorman/woman	- la rédaction d'un journal
16- a channel	- vous avez l'antenne
17- biased	- la rubrique nécrologique
18- a talk show	- poursuivre un journal
19- a leader	-boite électronique
20- to make the headlines	-un quotidien
21- to hold a press conference	- consultation de fichier
22- to sue a paper	- kiosque à journaux
23- a radio set	- envoyé spécial
24- a special reporter	- naviguer
25- turn in again in a week	-logiciel de navigation
26- prime time	-poste radio
27- to scoop	-naviguer
28- a news stall	- envoyer un e-mail
29- the editorial staff	- faire la une
30- censorship	-s'immiscer dans

1

31- obituary column	-un débat
32- to browse the web	-faire un reportage
33- electronic box	-partial
34- to surf the net	-la censure
35- browser	- une chaîne
36- to send an e-mail	- un hebdo
37- you're on the air	- les heures de pointe /de grande écoute

**Correction of the lexis linked to media****Correction of the vocabulary related to the Media**

1= presse à scandale ; 2= une édition ; 3- faire un reportage ; 4- consultation de fichiers ; 5- les gros titres ; 6- un hebdo ; 7- un quotidien ; 8- s'immiscer dans ; 9- une émission ; 10- présentateur /présentatrice d'un journal TV ; 11- animateur/animateur ; 12- rediffusion ; 13- téléspectateur/ téléspectatrice ; 14- diffuser ; 15- présentateur /présentatrice d'une émission ; 16- une chaîne ; 17- partiel ; 18- un débat ; 19- un éditorial ; 20- faire la une ; 21- tenir une conférence de presse ; 22- poursuivre un journal ; 23- un poste radio ; 24- un envoyé spécial ; 25- soyez de nouveau à l'écoute dans une semaine ; 26- les heures de pointe/de grande écoute ; 27- publier en exclusivité ; 28- un kiosque à journaux ; 29- la rédaction d'un journal ; 30- censure ; 31- rubrique nécrologique ; 32- naviguer ; 33- boite électronique ; 34- naviguer ; 35- logiciel de navigation ; 36- envoyer un e-mail ; 37- vous avez l'antenne.

**Text exploitation on The Fourth power****Text: The Power of the Press**

In democratic countries, any efforts to restrict the freedom of the press are rightly condemned. However, this freedom can easily be abused. Stories about people often attract far more public attention than political events.

The story of a family that acquire fame and fortune overnight, dramatically illustrates the power of the press. The family lived in Aberdeen, a small town of 23,000 inhabitants in South Dakota. As the parents had five children, life was a perpetual fight against poverty. They were expecting their sixth child and were faced with even more pressing economic problems. If they had only had one child, the fact would have passed unnoticed. They would have continued to struggle against economic odds and would have lived in obscurity. But they suddenly became the parents of the quintuplets, four girls and one boy, an event which radically changed their lives. The day after the birth of the five children, an aero plane arrived in Aberdeen bringing sixty reporters and photographers. The news was of national importance, for the poor couple had become the parents of the only quintuplets in the America.

The rise to fame was swift. Television cameras and Newspapers carried the news to everyone in the country. Newspapers and magazines offered the family huge sums of money for the exclusive rights to publish stories and photographs. Gifts poured not only for unknown people, but from baby food and soap manufacturers who wished to advertise their products. The old farmhouse the family lived in was to be replaced by a new \$ 100,000 home. Reporters kept pressing for interviews. So, lawyers had to be employed to act as spokesman for the family at press conferences. The event brought serious changes to the town itself. Plans were announced to build a new highway, as Aberdeen was now likely to attract thousands of tourists. Signposts erected on the outskirts of the town directed tourists not to Aberdeen, but 'Quint- City USA'.

L.G. Alexander, Developing Skills, 1967, p.114.

**A-Say True or False**

- 1- The family led a hard life before.
- 2- They had four children when the quintuplets came.
- 3- The birth of the quintuplets was of no importance for them.
- 4- There were no exterior signs of change in Aberdeen after that event.

**II- Linguistic competence****A- Vocabulary**

Match the words with their synonyms

- |                     |                 |
|---------------------|-----------------|
| c- reputation       | a- difficulties |
| 1- fame             | b- suburbs      |
| 2- odds             | c- reputation   |
| 3- swift            |                 |
| 4- outskirts- quick |                 |

**B- Grammar**

- 1- Use the indirect style
- a- 'Susie drinks too much', said the boy.
- b- 'Our lawn was cut off yesterday', John affirmed
- c- 'We have accepted the proposals' the boss said.
- d- 'Life had many surprises in this city', explained the ancient.

**B- Answer the following questions**

- 1- Why did Aberdeen turn into 'Quint -City USA' ?
- 2- What happened the day after the birth of the children?
- 3- Did the press help change the family's life? Justify.
- 4- How was the power of the press shown in Aberdeen??

**2- Correct the mistake**

- a- Paul said that he ate a cake yesterday.
- b- My son declared that he had seen a snake here.
- c- She said that she had sink in the moonlight.
- d- Tom agreed that they were writing a letter now.

3

**III- Communicative competence**

Complete this conversation with the missing parts.

- A:-----1-----?
- B: He said that the boss came earlier this morning.
- A:-----2-----?
- B: He made a surprise because he knows there's a mess here.
- A:-----3-----?
- B: He knows there's a mess through his spies.
- A:-----4-----?
- B: He has been informed about it for a week.

**IV- Writing expression: Scrambled sentences**

Rewrite the following words in the correct order to get meaningful sentences

- 1- / many / media/ prefer /slowly/ networks / out /as/ Traditional /teenagers/ are / social / dying/.
- 2- / However, / nowadays / those/media, / television//still// especially//is /competitive / of all coronavirus/with/.
- 3- / are / boring / abandoned /very / find / ; /that is why , / reading /Young people / newspapers /.
- 4- / media /we / the/ youth/ how/ important/ should / traditional /are teach//? /

**Correction of the Text on The Power of the Press****I- The Fourth Power****A-Say True or False**

- |          |          |
|----------|----------|
| 1- True. | 3- False |
| 2- False | 4- False |

**B- Answer the following questions**

- 1- Aberdeen turned into 'Quint-City USA' because of the birth of the quintuplets.
- 2- The day after the birth of the children, an aero plane arrived in Aberdeen bringing sixty reporters and photographers.
- 3- Yes, it did. The text says: "Television cameras and Newspapers carried the news to everyone in the country. Newspapers and magazines offered the family **huge sums of money** for the exclusive rights to publish stories and photographs.
- 4- The power of the press was shown in Aberdeen by the changes the city knew until to become a tourists' attraction and changed into Quint-City.

**II- linguistic competence****A- Vocabulary**

- 1- c 2- a 3- d 4- b

**B- Grammar****1- Let's use the indirect style**

- a- The boy said (that) Susie drank too much.
- b- John affirmed that their lawn had been cut off the day before.
- c- The boss confirmed that they had accepted the proposals.
- d- The ancient explained that life had had many surprises in that city.

**2- Mistakes correction**

a- Paul said that he ate a cake **the day before**.

b- My son declared that he had seen a snake **there**.

c- She said that she had **sunk** in the moonlight.

d- Tom agreed that they were writing a letter **then**.

**III- Communicative competence**

A1: What did he say?

A2: Why did he make a surprise?

A3: How does he know that there's a mess?

A4: How long has he been informed about it?



## RÉACTIONS D'OXYDO-RÉDUCTION EN SOLUTION ACQUEUSE (Terminale TD/TC)

### I. Définition :

Une réaction d'oxydoréduction est une réaction chimique au cours de laquelle il y a transfert d'électrons.

### II. Caractérisation :

#### 1. Oxydant ; réducteur ; oxydation ; réduction

##### 1.1 Réducteur ; oxydation

Un réducteur est une espèce susceptible de donner un ou plusieurs électrons(s).

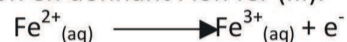
Le réducteur subit une oxydation.

Par exemple:

- Le zinc est un réducteur car il est capable de céder deux électrons en donnant l'ion zinc (II). Il subit donc une oxydation.



- L'ion fer (II) est un réducteur car il est capable de céder un électron en donnant l'ion fer (III).



##### 1.2 Oxydant ; réduction.

Un oxydant est une espèce susceptible de capter un ou plusieurs électrons(s).

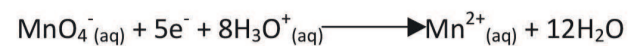
L'oxydant subit la réduction

Par exemple:

- L'ion tétrathionate ( $\text{S}_4\text{O}_6^{2-}_{(aq)}$ ) est un oxydant car il est capable de capter deux électrons en donnant l'ion thiosulfate ( $\text{S}_2\text{O}_3^{2-}_{(aq)}$ ). Il subit donc une réduction.



- L'ion permanganate ( $\text{MnO}_4^{-}_{(aq)}$ ) est un oxydant en milieu acide car il est capable de capter cinq électrons en donnant l'ion manganèse (II) ( $\text{Mn}^{2+}_{(aq)}$ ).



#### 1.3 Remarques.

- Les écritures précédentes sont appelées demi-équations d'oxydoréduction (ou demi-équations redox).
- L'écriture correcte de ces demi-équations redox est fondée sur les lois de conservation des éléments d'une part et de la charge électrique d'autre part. La méthode sera donnée en fin de leçon.

#### 2. Couple oxydant / réducteur ou couple redox.

##### 2.1 Définition.

Un couple oxydant / réducteur est l'ensemble formé par un oxydant et un réducteur qui se correspondent dans la même demi-équation redox.



Exemple :  $\text{Fe}^{2+}_{(aq)} + 2e^{-} \rightleftharpoons \text{Fe}(s)$  : Fe et  $\text{Fe}^{2+}$  forment un couple oxydant/réducteur que l'on écrit sous la forme  $\text{Fe}^{2+}/\text{Fe}$ .

##### 2.2 Prédiction du sens des réactions

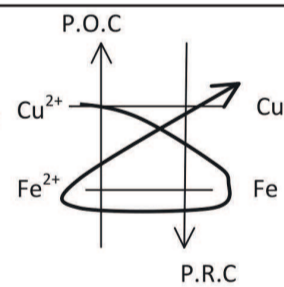
Considérons les couples  $\text{Fe}^{2+}/\text{Fe}$  et  $\text{Cu}^{2+}/\text{Cu}$ , seule la réaction

$\text{Fe} + \text{Cu}^{2+} \longrightarrow \text{Cu} + \text{Fe}^{2+}$  est possible alors que la réaction est inverse est impossible.

Donc la réaction ne peut avoir lieu qu'entre la forme oxydée la plus forte et la forme réduite la plus forte pour donner la forme réduite la plus faible et la forme oxydée la plus faible que l'on traduit parfois par la règle de gamma ci-après.

P.O.C. pouvoir oxydant croissant

P.R.C. pouvoir réducteur croissant

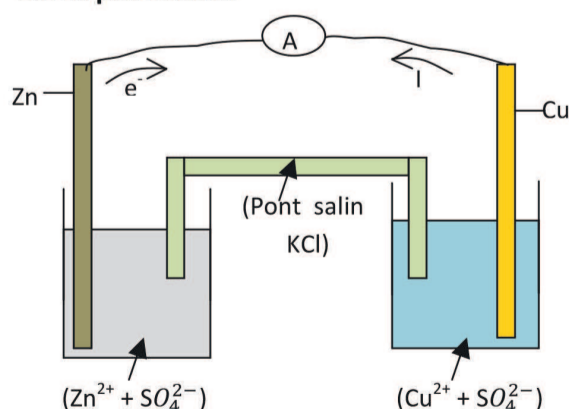


### III- Potentiel d'oxydoréduction

Le caractère « oxydant » ou « réducteur » est relatif dans le cadre d'une réaction chimique. Un élément réducteur dans une réaction peut être oxydant dans une autre. Mais il est possible de construire une échelle de force oxydante (ou, dans l'autre sens, de force réductrice) : c'est le **potentiel d'oxydoréduction**, qui se mesure en **volt**.

#### 1- Constitution d'une pile

##### 1.1 La pile Daniell

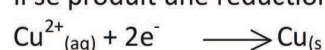


Dans les conditions standards, les concentrations de toutes les solutions sont de 1 mol/L.

##### 1.2 Réactions aux électrodes

- Électrode positive ou anode (Cuivre)

Il se produit une réduction telle que :



- Électrode négative ou cathode (Zinc)



D'où la réaction bilan :  $\text{Zn} + \text{Cu}^{2+}_{(aq)} \longrightarrow \text{Zn}^{2+} + \text{Cu}_{(s)}$

##### 1.3 Mouvement des ions

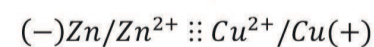
Quand la pile fonctionne, au niveau du pôle positif (anode), les ions  $\text{Cu}^{2+}$  diminuent pendant qu'au pôle négatif (cathode), les ions  $\text{Zn}^{2+}$  augmentent.

Dans le **pont électrolytique** (ou pont salin),

- deux ions **chlorure** ( $\text{Cl}^{-}$ ) dérivent vers la solution de sulfate de **zinc** ;
- alors que deux ions **potassium** ( $\text{K}^{+}$ ) traversent le pont salin pour rééquilibrer la **solution** de sulfate de **cuivre**.

Le **pont électrolytique** sert ainsi à fermer le circuit électrique, tout en assurant aux deux demi-piles des **potentiels** différents.

##### 1.4 Notation conventionnelle d'une pile : chaîne de la pile



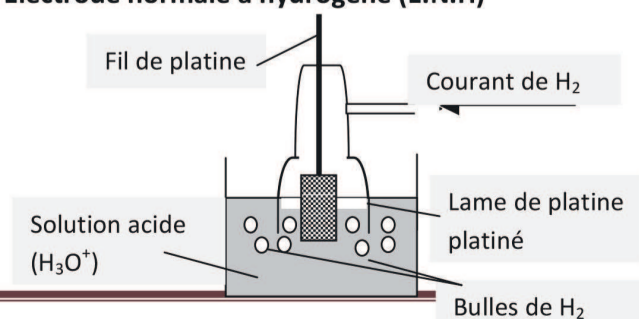
Le pôle négatif est toujours à gauche et le pôle positif à droite.

La double barre en pointillé indique le pont de jonction (pont salin).

Les traits pleins indiquent la séparation entre l'électrode métallique et la solution.

#### 2- Notion de potentiel redox

##### 2.1 Électrode normale à hydrogène (E.N.H)





C'est une demi-pile constituée d'une électrode de platine qui plonge dans une solution contenant des ions  $H_3O^+$ , tandis qu'un courant d'hydrogène arrive sur sa partie supérieure. Au contact du platine, l'hydrogène libère les électrons pour donner les ions  $H_3O^+$ . Les ions captent ces électrons libres du platine pour régénérer les molécules d'hydrogène  $H_2$ . Il y a donc contact entre le platine, les ions et le courant d'hydrogène d'où l'équilibre :  $H_2 + 2H_3O^+ \rightleftharpoons 2H_2O + 2e^-$ .

**2.2 Potentiel normal d'un couple  $M^{n+}/Mn$**

- Cas du couple  $Cu^{2+}/Cu$

Notation de la pile :  $(-)/Pt/H_2; H_3O^+ :: Cu^{2+}/Cu (+)$ . Le voltmètre indique 0,34 V.

$$E = E^\circ(Cu^{2+}/Cu) - E^\circ(H_3O^+/H_2) = 0,34 \Rightarrow E^\circ(Cu^{2+}/Cu) = E + 0,00$$

$$E^\circ(Cu^{2+}/Cu) = 0,34 \text{ V.}$$

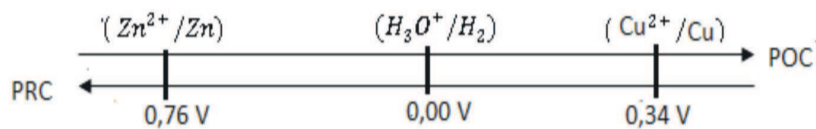
- Cas du couple  $Zn^{2+}/Zn$

Notation de la pile :  $(-)/Zn^{2+}/Zn :: H_3O^+/H_2; Pt (+)$ . Le voltmètre indique 0,76 V.

$$E = E^\circ(H_3O^+/H_2) - E^\circ(Zn^{2+}/Zn) = 0,76 \Rightarrow E^\circ(Zn^{2+}/Zn) = 0,00 - 0,76$$

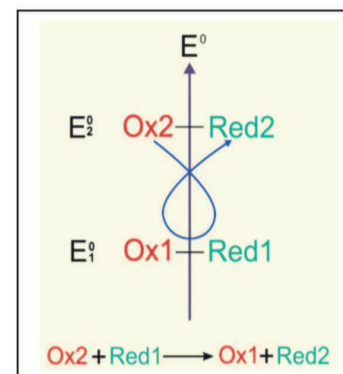
$$E^\circ(Zn^{2+}/Zn) = -0,76 \text{ V.}$$

Exemple:



Remarque :

- Pour 2 couples, le plus oxydant a un potentiel normal plus élevé et occupe la borne positive de la pile, le plus réducteur a le potentiel normal le moins élevé et occupe le pôle négatif de la pile.
- Une réaction d'oxydoréduction est dite totale si la f.é.m. de la pile  $E = E^\circ(+)-E^\circ(-) \geq 0,3 \text{ V}$ .
- Connaissant les potentiels redox de deux couples, on peut prévoir la réaction spontanée qui a lieu en utilisant la règle de gamma ci-contre



**2.3 Relation de Nernst**

Le potentiel redox d'une demi-pile est déterminé par la relation :

$$E = E^\circ + \log \frac{[Oxydant]}{[Réducteur]}$$

avec  $E^\circ$ , le potentiel normal du couple considéré.

**IV- DOSAGE REDOX**

**1- Principe du dosage**

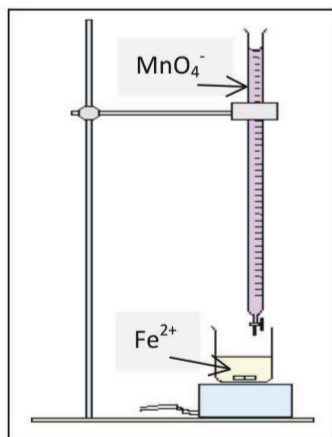
Doser une solution A c'est déterminer la concentration molaire de cette espèce dans la solution.

Pour y parvenir, le réactif titrant (de concentration molaire connue) doit donner avec A une réaction spontanée et surtout totale c'est-à-dire que la f.é.m. entre les deux couples  $E \geq 0,3 \text{ V}$ .

**2- Dosage d'une solution d'ions fer II par une solution titrée de permanganate**

**2.1 Dispositif**

Il est représenté par la figure ci-contre. La solution titrée de permanganate de potassium est versée dans la burette et un volume précis  $V_1$  de solution de sulfate de fer (II) est introduit dans le bécher.



**2.2 Mode opératoire**

Dans la solution contenant les ions fer (II), on verse progressivement la solution de permanganate.

Tant que les ions fer (II) sont en excès, la solution se décolore. Dès que la teinte rose persiste on note la valeur  $V_{eq}$  du volume de la solution de permanganate. En ce moment les réactifs sont mélangés dans des proportions stœchiométriques et l'équivalence est atteinte.

**2.3 Interprétation**

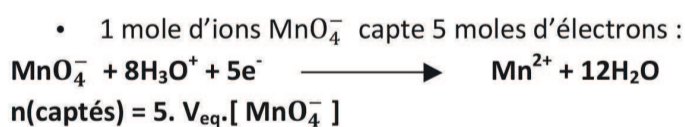
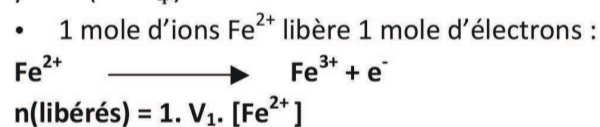
Les ions fer (II) se sont transformés en ions fer (III) par gain d'un électron. On écrira :



Les ions permanganate ( $MnO_4^-$ ) ont été réduits en se transformant en ion manganèse (II) ( $Mn^{2+}$ ) par gain de 5 électrons. On écrira :

**2.4 Résultats**

Au point d'équivalence, le nombre de moles d'électrons cédés par le réducteur ( $Fe^{2+}$ ) est égal au nombre de moles d'électrons captés par l'oxydant ( $MnO_4^-$ ).



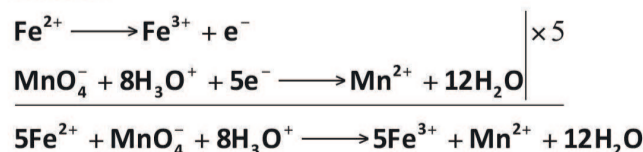
Au point d'équivalence on écrira :

$$n(\text{libérés}) = n(\text{captés}) \Leftrightarrow 1 \cdot V_1 \cdot [Fe^{2+}] = 5 \cdot V_{eq} \cdot [MnO_4^-]$$

On peut alors déterminer la concentration des ions ( $Fe^{2+}$ ) :

$$[Fe^{2+}] = 5 \cdot \frac{V_{eq}}{V_1} \cdot [MnO_4^-]$$

On peut retrouver cette relation en utilisant l'équation-bilan de la réaction



Par proportionnalité, on écrit:  $\frac{5}{n(Fe^{2+})} = \frac{1}{n(MnO_4^-)}$

$$\Leftrightarrow n(Fe^{2+}) = 5 \cdot n(MnO_4^-), \text{ soit } V_1 \cdot [Fe^{2+}] = 5 \cdot V_{eq} \cdot [MnO_4^-]$$

Il existe d'autres types de dosage  
Le dosage en retour et le dosage par substitution.

18- Dad ordered to his son that he had not to go out from 7p.m.

**Terminales C/ D : Text exploitation on the Social media**

**The Fifth Power or Social Media**

**Section one: Reading comprehension**

Read the text below and answer the questions that follow

**Text: Teens on line**

While children are spending more and more time on social networking sites like Face book and My Space-with 22percent saying they check their sites more than 10 times a day- they don't seem to be aware of the long term personal havoc they could create with a click of a button. And their parents generally have little idea about what their children are up to, the poll found.

"We've got to stop kidding about this," said James Steyer, chief economic officer and founder of San Francisco-based Common Sense Media, which commissioned the study." There are enormous consequences from inappropriate behaviour on line "

When Maxwell Wallace, a graduate of Lowell High School in San Francisco, wanted to know more about his roommate at Georgetown University this fall, he didn't just place a phone call. He also went to Facebook. There, Wallace could read the teen's thoughts; see what his interests were, what his friends said about him and what his pictures indicated about his lifestyle. It was "a better look at who I'm going to be living with for the next eight to nine months," he said.

Teenagers don't always self-censor on line; they may bully classmates, for example, or post risque photos of themselves or their peers."If you're not in the same place as the person, it just feels less personal; it's easier to do mean things," Steyer said." It's almost simulated behaviour. You can be risky and do riskier things, in a digital context."

Yet there can be enormous consequences. Hitting delete to get rid of questionable photo won't help. The digital imprint never goes away and could be flitting across computer screens around the world.

**The San Francisco Gate (August 10<sup>th</sup>,2009)**

**A-Say True or False**

- 1-This text is an article from a newspaper.
- 2-Teenagers are well informed about the dangers of the Internet
- 3-Because of the internet a kid can do awful things.
- 4-Parents are always aware of what their children do on line

**B-Answer the following questions**

- 1-What is the topic of the text?
- 2-How did Maxwell Wallace discover about his new roommate?
- 3-Why should internet users be careful about what they post on line?
- 4-Quote at least two consequences of the social networks.

**Section two: linguistic competence**

**A-Vocabulary**

Match the word on the left with their corresponding meaning on the right

- 1-Teens a-remove
- 2-Havoc b-bad
- 3-Mean c-adolescents
- 4-get rid d-damages

anything in exchange".

c-" Dad says that he will retire in 2034.

d-" John explained that the scientist had been experimenting a new microwave oven when the bomb had exploded .

4- Two consequences of the social networks are: to post risky photos of oneself and to do mean things.

**2- Mistakes correction**

- a- Used he **to** go to the cinema alone when he was a child?
- b- Will the boy get used to driving on the right once he gets to England?
- c-When he is there he will manage to do it.
- d- I will call you as soon as he appears.

**Section three: Communicative competence**

- A1: Why do you often choose it?
- A2: What does the lecture aim at?
- A3: How does it work?
- A4: How much does it cost?

**SECTION four: Writing**

- 1--- d 2---- c 3----- a 4-----b

**B- Grammar**

**1-Turn into in the indirect style**

- a-'We saw a big rattlesnake yesterday', the children witnessed.
- b-'Help me but don't ask anything in exchange', said the maid to her son.
- c-'I will retire in 2034',dad says.
- d-'The scientist was experimenting a new microwave oven when the bomb exploded',John explained.

**2-Correct the mistake contained in each sentence**

- a-Used he go to the cinema alone when he was a child?
- b-Will the boy get used to drive on the left when he gets to England?
- c-He will manage to do it when he will come.
- d-I call you as soon as he appears.

**Section three: Communicative competence**

Complete the following conversation with the missing parts

- A: Cathy, I guess everything is ready for tomorrow's lecture.
- B: Of course! And room 4 is the ideal venue for such an event.
- A: \_\_\_\_\_ 1 \_\_\_\_\_ ?
- B: I often choose that room because the air is conditioned and there are enough seats for all.
- A: \_\_\_\_\_ 2 \_\_\_\_\_ ?
- B: The lecture aims at advertising our new kids' phone.
- A: \_\_\_\_\_ 3 \_\_\_\_\_ ?
- B: It works by pressing on a button and activating the GPS which shows the child's position at any time.
- A: \_\_\_\_\_ 4 \_\_\_\_\_ ?
- B: 250 us dollars, it's a lot of money.

**Section four: Writing**

Reorder the following sentences to get a meaningful paragraph:

- a-Many young people spend time on social networks just to post on their particulars and intimacy on the web
- b-They ignore those sexual predators that are ready to spoil their lives once in possession of those details on your likes and dislikes
- c-Yet, many young people do not really know what it is for..
- d-The internet is a new modern tool designed for development

**II-The Fifth Power : Correction of the Text on Teens on Line**

**A- Say true or false**

- 1- False 2- False 3-True 4- False

**Section two: linguistic competence**

**A-Vocabulary**

- 1- c 2- d 3- b 4- a

**B- Grammar**

**1-Let's use the indirect style**

- a-The children witnessed that they had seen a big rattlesnake **the day before**.
- b-The maid said to her son to help her but not to ask

**B-Answer the following questions**

- 1-The topic is adolescents and the social networks
- 2- Maxwell Wallace discovered about his new roommate through facebook.
- 3-Internet users should be careful about what they post on line because The digital imprint never goes away and could be flitting across computer screens around the world.

**Terminales C/ D**

**Grammar structure: The Future Simple in the subordinate clause**

Observe the following sentences, analyse them and conclude

- 1-I will do it **as soon as** I am back.
- 2-Ted will react **when** he sees such a mess.
- 3-We shall plant **while** he cooks.

**Analysis:** all the underlined words are verbs. Those verbs are conjugated in **the simple present not in the future. Those verbs are preceded by words in italics which are conjunctions.**

**Do not say: I will do it as soon as I will be back.**

**Conclusion**

**'As soon as, when, while, whereas' are conjunctions of subordination. After these conjunctions, the future simple is translated by the simple present in English. Examples: sentences 1,2 and 3 .**

**Exercise: Conjugate the verb between brackets into the correct tense**

- 1-The government (to stop) taking drastic measures as soon as corona virus (to disappear).
- 2-When Jennifer (to enter) into the room the meeting will start.
- 3-The criminals (to run) away while the police car (to get near).
- 4-Christians will sing halleluiah when he (to come).
- 5- Will the crisis end as soon as the barrel price (to increase)?
- 6-Jonathan (to take) care of his children while his wife (to sleep).

**Correction of the exercise**

- 1-The government will stop taking drastic measures as soon as corona virus disappears.
- 2-When Jennifer enters into the room the meeting will start.
- 3-The criminals will run away while the police car gets near.
- 4-Christians will sing halleluiah when he comes.
- 5-Will the crisis end as soon as the barrel price increases?
- 6-Jonathan will take care of his children while his wife sleeps.

Cours d'anglais niveau troisième

Unit I : **The Regular and Irregular plural**

**I-1- The Regular plural**

It consists of adding an "s" at the end of a word.

- Example :** A pen → the pens  
 A cat → the cats  
 A school → the schools  
 A building → the buildings.

**Note :** There are some particular cases in the following words ending in "s", "sh", "o", "x" ⇒ we add "es" at the end of a word.

- Example :** A bus → the buses  
 A sex → the sexes  
 A dash → the dashes  
 A mango → the mangoes.

But "fe", "y", ⇒ we change them in "fe" ⇒ ves, "y" in "ies".

Cours d'anglais niveau troisième

- Example :** A life → the lives  
 A baby → the babies  
 A knife → the knives.

**I-2- The irregular plural**

We do not add an "s" at the end of a word.

- Example :** A foot → the feet  
 A child → the children  
 A tooth → the teeth  
 A louse → the lice.

**Applied exercise 1 :** Put the following words in plural.

**Example :** 1- The families. Now continue

- 1- A family
- 2- A case
- 3- A child
- 4- A pen
- 5- A foot
- 6- A baby.

Cours d'anglais niveau troisième

**Applied exercise 2 :** Matching up these words. Example : 1-C. Now continue

- |                   |                    |
|-------------------|--------------------|
| 1- A penny        | a- The knives      |
| 2- A tooth        | b- The books       |
| 3- A mouse        | c- The pence       |
| 4- A knife        | d- The teeth       |
| 5- An information | e- The mice        |
| 6- A book         | f- The information |

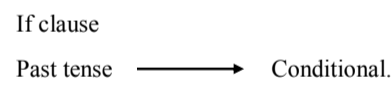
Cours d'anglais niveau troisième

Unit II : **If clauses**

If clauses is a sentence which contains two tenses "Present tense" and "Future tense".



- Example :** a- If I go to school, I will see my teachers.  
 b- If they work hard, they will be in another class next year.  
 c- if I am quiet in the classroom, I will understand my lessons.



- Example :** a-a- If we called them, we would go to the party.  
 b-b- If I were an actor, I would travel everywhere.  
 c-c- If you fished in the Congo river, you would have a lot of fish.

Cours d'anglais niveau troisième

**Applied exercise :** Complete these verbs in these sentences. Use If clause "Present tense".

- Example :** 1- If I am rich, I will help many people. Now continue.
- 1- If I .....rich, I .....many people. (To help-to be)
  - 2-If you .....a good pupil, you .....your exam. (To succeed-to be)
  - 3- They .....English, If they .....in England. (To speak-to arrive)
  - 4- If we .....quiet in the classroom, we .....the lesson. (To be-to understand)
  - 5- If I .....a lot of money, I .....a new car. (To buy-to have)
  - 6- If Malanda .....to Paris, He .....the eiffle tower. (To go-to visit)

Cours d'anglais niveau troisième

**Unit III : The Direct speech and the Indirect speech**

**III-1- The direct speech**

It is a style of conveying an information.

Use : inverted commas ( " " ) to report a message or a speech.

**Example : 1- Present tense**

Samba : I go to school.  
 Itoua : what does Samba say ?  
 Oko : Samba says : "I go to school".

**2- Past tense**

Tendra : you spoke Latin  
 Ulrich : what did Tendra say ?  
 Dorian : Tendra said : " you spoke Latin".

**III-2- The indirect speech**

It is also a style but, here we change everything, such as : the tenses, the personal pronouns, the adverbs.

Note : Present tense → Past tense  
 Present continuous → Past continuous

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Cours d'anglais niveau troisième

**IV-b) Since**

We use "since" in Present perfect/ Past perfect/ Present continuous/ Past perfect continuous.

Here are some expressions of time : 2 hours, 1945, o'clock, 7.45, etc.

**Example :** 1- I have been in Angola since 2000.

You have been learning French since 1994.

They were speaking English since 9.30.

The teacher is explaining the lesson since eight o'clock.

**IV-c) For**

We use "for" in Present perfect/ Past perfect/ Present continuous/ Past continuous/ Past tense.

Here are some expressions of time : ten weeks, thirty years, two days, one month, etc.

**Example :** 1- I ate some fast food for two months.

2- The teacher was at university for ten months.

3- We have been walking for one week.

4- They have played basketball for two days.

**Applied exercise :** Scrambled sentences.

**Example :** You and me lived in the same house four days ago. Now continue.

1- Me/ lived/ house/ ago/ you/ and/ the/ days/ in/ same/ four.

2- They/ two days/ ago/ went/ village/ to.

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Cours d'anglais niveau troisième

Future tense → Conditional  
 I → He/She  
 We, you → They  
 Today → Tomorrow.

**Example :** Oko : I like English subject.

Malonga : what did Oko say ?

Elena : Oko said that : He liked English subject.

**Applied exercise :** Turn into indirect speech these sentences.

**Example :** Oko said that he was a student.

- 1- " I am a student", said Oko.
- 2- " They will live in Ouessou", said Ngolo.
- 3- "You are reading an exercise", said Ruth.
- 4- " We spoke French in Congo", said an American.
- 5- " He has got a pen", said Youlou.
- 6- " Are you at home ?", said Malonga.

Cours d'anglais niveau troisième

3- We/ English/ five/ learnt/ ago/ months.

4- Ten thieves/ were/ three days/ there/ ago : in/ house/ my.

5- Ate/ days/ ago/ I/ mangoes/ six/ many.

6- Massamba/ caught/ the birds/ twenty/ Malonga/ and/ ago/ months.

**Applied exercise :** complete "Since" or "For" in these sentences.

**Example :** 1- You have bought two belts since 2001. Now continue.

1- You have bought two belts....2001.

2- They are fighting at home.....five days.

3- We have been learning the Second World War.....2 p.m.

4- My uncle arrived in Brazzaville .....six months.

5- My friends were playing football .....twenty days.

6- He has sold goods at market .....2 hours.

Cours d'anglais niveau troisième

**Unit IV : The Expressions of duration**

Here are some expressions of duration :

- a) Ago
- b) Since
- c) For

**IV-a) Ago**

We use "ago" in Past tense and at the end of a sentence.

Here are some expressions of time : two days, ten months, twenty years, one week, etc.

**Example :** 1- They went to Pointe-Noire three months ago.

2- I stayed at the primary school four years ago.

3- Ngonu smoked cigarettes many weeks ago.

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 Samedi 09h - 13h

Cours d'anglais niveau troisième

Unit V :

Reading comprehension

Read the following text and answer question one and two below.

**Text :** In another country

It is interesting to visit another country, but there are sometimes problems when we don't know the language very well. It may be difficult to talk with the people there. We may not know to use the telephone in the country we are visiting. We may not know to buy the things we need.

In a foreign country we might not know where to eat or what to order in a restaurant. It is not easy to decide how much to tip waiters or taxi drivers. When we need help, we might not know how to ask for help. It is not pleasant to have an experience like that. After a short time, however, we learn what to do and what to say. We learn to enjoy life in another country, and then we may be sorry to leave.

From "A Progresssive Reader". Virginia French Allen, 1983, P49.

**Question 1 :** Read the text carefully and say if the following statements are True (T) or False (F).

If you cannot find the answer in the text say Not (N) in the text. The answer to sentence one has been done for you as an example.

**Example :** 1- T. Now continue

- 1- The text is about visiting a new country.
- 2- It is not good to visit another country.
- 3- It is easy to visit another country when we don't know the language very well.
- 4- If we know the language we will buy the things we need.

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Cours d'anglais niveau troisième

5- Learning Lingala and Kikongo is necessary to travel to Pointe-Noire.

6- It is difficult to ask for help when we don't know the language.

7- Learning what to do and what to say comes after a short time.

8- It is not easy to visit the United States of America.

**Question 2 :** Matching up

Matching up each half of sentence in part A with its corresponding in part B to make complete and meaningful sentences. As an example the first sentence as been done for you.

**Example :** 1- d. Now continue.

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| 1- Visiting another country           | a- to do many things                 |
| 2- But if you don't know the language | b- might not know where to eat.      |
| 3- It will be difficult for you       | c- you might not know how to ask for |
| 4- You may not know                   | d- is interesting                    |
| 5- In a foreign country               | e- how to use the the telephone      |
| 6- When you need help                 | f- you might have some problems      |
| 7- It is not pleasant                 | g- you might enjoy life              |
| 8- After learning what to do and say  | h- to have an experience like that.  |

Cours d'anglais niveau troisième

**Section I :** Blank filling

Fill in the blanks using the following words. Use one word only once. The first blanks has been done for you as an example.

**Example :** 1-Pavement. Now continue.

Here are the words to fill in the blank :

In – town – passed – pavement – eyes – Gatima – her – asked.

**Text :**

Bena has left her village and has just arrived at Mara, a town in East Africa. She is looking for her friend Gatima. She walked up down the ... (1) ... and looked every man who ... (2) ... , but she did not see ... (3) ... she was alone in that strange ... (4) ... Gatima has not come to meet ... (5) ... where would he be ? She went in a bar all ... (6) ... turned towards her as she entered ... (7) ... the bar. The barman came and ... (8) ... her politely. "What can I do for you lady ? I need bottle of beer" she answered.

**Section II :** Guided writing

Make comparatives of superiority with short and long adjectives to have meaningful paragraph.

- 1- Life in village is cheap----- in the city.
- 2- Because many things in the town are ----- expensive ----- in the village.
- 3- But money in the village is ----- difficult -----in the city.
- 4- Because the work in the village is hard -----in the city.
- 5- Reason why villagers are -----muscular -----townsmen.
- 6- For villagers and townsmen health is ----- important ----- any other thing.

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## Cours d'anglais niveau troisième

## Unit VI :

## Reading comprehension

Read the following text and answer questions.

**Text :** The traditional medicines.

People over the world use the traditional medicines. These medicines are often made from parts of tree or plants. Sometimes, animal bones or mineral from the earth are used. The ingredients are often ground into powder and mixed with water or oil. Some medicines are for internal use. For drinking or for eating. Others should only be used externally as ointment or balm. These are usually put on wounds or rubbed into the skin and medicines are for inhaling.

**Question 1 :** Read the text and say if the the statements are true (T), false (F) or Not (N) in the text.

**Example :** 1- F. Now continue.

- 1- People use the modern medicines around world.
- 2- Medicines used externally are also for drinking .
- 3- Traditional medicines are not made from plants.
- 4- Some traditional medicines are not inhaling.
- 5- People in the Congo Brazzaville use modern medicines.
- 6- Animal bones are not used as traditional medicines.
- 7- All over the world people use traditional medicines.
- 8- The text is about modern traditional medicines.

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## Cours d'anglais niveau troisième

**Question 2 :** Matching up

Matching up these halves of sentences from part A with part B.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1- A lot of people around the world do</li> <li>2- Traditional medicines</li> <li>3- Do you like traditional medicines ?</li> <li>4- Not any plant or animal</li> <li>5- People in the country side</li> <li>6- Some traditional medicines are</li> <li>7- Others should only</li> <li>8- In all part of the world</li> </ol> | <ol style="list-style-type: none"> <li>a- used for inhaling and drinking.</li> <li>b- is used as traditional medicine</li> <li>c- often use traditional medicine</li> <li>d- are made from some trees and animals.</li> <li>e- no, I don't</li> <li>f- not like using traditional medicines</li> <li>g- people use traditional medicines</li> <li>h- be used externally</li> </ol> |
|--|--|

**Section I :** Blank filling

Fill in the blanks by using one of the words from the list below :

Bones- suffer – leaves – and – herbs – have – give – medicines.

**Example :** 1- medicines. Now continue.

**Text :**

In some parts of Africa, traditional ...<sup>(1)</sup>... is more popular than modern one, this is particularly true when people ...<sup>(2)</sup>... from poisoning , insanity or fractures ...<sup>(3)</sup>... are taken from trees branches and ...<sup>(4)</sup>... are picked. Sometimes, the ...<sup>(5)</sup>... of some big animals like gorillas are kept. It is useful to ...<sup>(6)</sup>... at home things like leaves ...<sup>(7)</sup>... honey to drink, to pay back, you just ...<sup>(8)</sup>... a cock or a few francs.

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## Cours d'anglais niveau troisième

## Unit VII :

## Reading comprehension

**Section I** : Reading

**Text** : The Biggest hospital in Congo.

I am Elenga and I live in Congo, my country is located in Central Africa. In Congo there are many hospitals such as : Talangaï hospital, Bacongo hospital and Makékélé hospital. Indeed, the biggest hospital of Congo is called C.H.U de Brazzaville. When we are sick, we go there so as to treat. At C.H.U we find many specialities and many doctors, there they treat many diseases : AIDS, malaria, fever, diarrhea, tuberculosis, etc. At last, I like my country too much.

**Question 1** : Read the text again and say true (T), false (F) or not (N) according to the text.

**Example** : 1-F. Now continue.

- 1- The Congo is located in Ouest of Africa.
- 2- The biggest hospital in Congo is not Makélékélé.
- 3- There are many doctors at C.H.U
- 4- People go to treat at C.H.U
- 5- We do not find many specialities at C.H.U
- 6- People go to learn and to sell at C.H.U
- 7- They treat many players and many wrestlers
- 8- The biggest hospital is located in Brazzaville.

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## Cours d'anglais niveau troisième

**Question 2** : Matching up

Matching up these short sentences.

**Example** : 1-d. Now continue.

- 1- There is a big
- 2- The Congo is not located
- 3- There are also many small
- 4- Many doctors and many specialities
- 5- People speak French
- 6- People are well treated
- 7- Today Oyo has also a big
- 8- Congolese people live in

- a- in Congo
- b- hospitals in the country
- c- in Asia
- d- hospital called C.H.U
- e- hospital as C.H.U
- f- Brazzaville, Pointe-Noire, Dolisie, Oyo
- g- at C.H.U de Brazzaville
- h- are found at C.H.U de Brazzaville.

**Section II** : Blank filling

Fill in the blanks these suitable words :

Language - village - road - South - fruit - Ocean du Nord - departments - rivers.

**Example** : 1- South. Now continue.

When someone decides to travel in ... **(1)** ...

He meets such realities, for example he must take ... **(2)** ... like the best means of transport on ... **(3)** ... and by travelling, He crosses many ... **(4)** ... of South. But not at all, he also sees one ... **(5)** ... two or more, in each place he sees many ... **(6)** ... considered as a limit.

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COURS DU TROISIEME TRIMESTRE 2020

CLASSE : TERMINALE A

DISCIPLINE : PORTUGAIS

ETABLISSEMENT : LYCEE EMERY PETRICE LUMUMBA

O GRAU DOS ADJECTIVOS

L'adjectif comme le substantif a trois degrés: le degré normal, le degré comparatif et le degré superlatif.

I-O grau normal

Le degré normal de l'adjectif caractérise un être ou des êtres sans indiquer l'intensité. Exemples: Minha mãe é **bonita** (ma mère est jolie). O vestido é **preto** (la robe est noir).

II-O grau comparativo

Há três tipos de grau comparativo: O comparativo de superioridade, O comparativo de inferioridade, O comparativo de igualdade.

1-O comparativo de superioridade

a-Estruturas

Mais (adjectivo) que (pour les personnes)

Mais (adjectivo) do que (pour les choses)

b-Exemplos:

Igor é **mais atento que** Rodrigo (Igor est plus attentif que Rodrigo).

O lápis é **mais comprido do que** a borracha (le crayon est plus long que la gomme).

2-O comparativo de inferioridade

a-Estruturas

Menos (adjectivo) que (pour les personnes)

Menos (adjectivo) do que (pour les choses).

b-Exemplos:

-Exemplos: Ela é a pessoa **mais educada** deste mundo (elle est la personne la plus éduquée de ce monde).

Meu irmão é **o mais rápido** dos corredores (mon frère est le rapide des coureurs).

Dentre os livros de sua autoria, aquele é **o mais complexo** (parmi les livres de son auteur, celui-là est le plus complexe).

b-O superlativo relativo de inferioridade

-Estrutura: O menos (adjectivo).

-Exemplos: Pedro é **o menos inteligente** da turma (Pedro est le moins intelligent de la classe).

Ana é **a menos faladora** das amigas (Ana est la moins bavarde des amies).

2-O superlativo absoluto

Há dois tipos de superlativo absoluto: **O superlativo absoluto analítico e o superlativo absoluto sintético.**

a-O superlativo absoluto analítico

Le superlatif absolu analytique se forme avec les adverbes (**muito, pouco, bastante, muito; extremamente; excessivamente; imensamente**) + adjectif.

Exemplos:

A sobremesa é **muito doce** (le dessert est très sucré).

O teste foi **extremamente fácil** (le texte a été extrêmement facile).

O professor é **imensamente sábio** (le professeur est imensément sage).

**Este filme é muito bom (ce filme est très bon).**

Aquele livro é **muito complexo** (ce livre est très complexe).

b-O superlativo absoluto sintético

Adjectivo + sufixo (-íssimo; -imo; -líssimo; -érrimo).

Exemplos: A sobremesa é **dulcíssima** (le dessert est très sucré).

O teste foi **facílimo** (le test a été très facile).

O professor é **sapientíssimo** (le professeur est très sage).

Alice é **menos preguiçosa que** João (Alice est moins paresseuse que João).

A revista é **menos pesada do que** o livro (la revue pèse moins que le livre).

3-O comparativo de igualdade

a-Estruturas

Tão (adjectivo) quanto/ como/ quão.

b-Exemplos:

Cláudia é **tão educada como** Patrícia (Cláudia est aussi éduquée que Patrícia).

Matemática é **tão importante quanto** português (Les mathématiques sont aussi importantes que le portugais).

Ele é **tão decidido quão** teimoso (il est aussi décidé que têtue).

A receita dela é **tão saborosa quanto** a sua (la recette est aussi savoureuse que la sienne).

**N.B:** Certains adjectifs forment leur degré de supériorité de façon irrégulière. Exemplos: (mais) bom = **melhor (mieux)**, (mais) mau = **pior (pire)**, (mais) grande = **maior** (plus grand), (mais) pequeno = **menor** (plus petit).

Exemplos de frases:

Brazzaville é **maior** do que Ponta Negra (Brazzaville est plus grand que Pointe-Noire).

Oyo é **menor** do que Brazzaville (Oyo est plus petit que Brazzaville).

O avião é **melhor** do que o carro (l'avion est mieux que la voiture).

O coronavírus é **pior** do que a gripe normal (le coronavirus est pire que la grippe normale).

III- O grau superlativo

Há dois tipos de grau superlativo: **O superlativo relativo e o superlativo absoluto.**

1-O superlativo relativo

Há dois tipos: O superlativo relativo de superioridade e o superlativo relativo de inferioridade.

a-O superlativo relativo de superioridade

-Estrutura: **O mais (adjectivo).**

IV-Tabela com os graus dos adjectivos

Grau dos adjectivos	Adjectivo
Grau normal	Inteligente
Comparativo de inferioridade	menos inteligente que
Comparativo de igualdade	tão inteligente quanto
Comparativo de superioridade	mais inteligente que
Superlativo relativo de inferioridade	o menos inteligente
Superlativo relativo de superioridade	o mais inteligente
Superlativo absoluto analítico	muito inteligente
Superlativo absoluto sintético	Inteligentíssimo

**Nota :** O superlativo relativo e superlativo absoluto dividem-se, ainda, em:

-**Superlativo relativo de superioridade:** É o mais responsável dos filhos.

-**Superlativo relativo de inferioridade:** É o menos responsável dos filhos.

-**Superlativo absoluto analítico:** Ele é muito responsável.

**superlativo absoluto sintético:** Ele é responsabilíssimo.