

Licence 3

Week 2

What is the difference between efficient and effective?

"Efficient" means having a high ratio of output to input. Efficient also means means working or producing with a minimum of waste. Example 1: "An efficient test engineer wastes no time". Example 2: "An efficient engine saves gas".

(person, management) efficace (at doing -pour ce qui est de faire);

to make ~ use of energy faire une utilisation rationnelle de l'énergie;

(machine) économique;

to be 40% ~ avoir un rendement de 40%.

"Effective" means producing, or capable of producing, an intended result, or having a striking effect. Example 1: "For automated testing, WinRunner is far more effective than an ordinary oscilloscope". Example 2: "For rapid long-distance transportation, the jet engine is more effective than a witch's broomstick".

(successful) efficace (against contre; in doing pour faire);

(legislation) en vigueur; to become ~ entrer en vigueur;

(speech, contrast, demonstration) percutant;

(actual) Econ (rate, income) réel/réelle;

(control) effectif/-ive.

IAN HANOMANSING: If you don't hear part of our next story it may be because of your age. As Genevieve Tomney tells us a new is helping clear away unwanted **CROWDS** of young people and giving teenagers **HEADACHES**.

GENEVIEVE TOMNEY: Most adults can't hear it , neither can little kids. Even a dog's **SENSITIVE** ears don't pick it up. But if you are a teenager...

YOUTH 1: Ha, it's disgusting.

YOUTH 2: It's not tolerable at all.

GENEVIEVE TOMNEY: It's impossible to **IGNORE**.

YOUTH 3: It's really annoying. It's just a **SOUND** that I wouldn't want to be around for a long time.

YOUTH 4: It's like ringing in your ears, it's like if you go to a **CONCERT**, the next day you have the **CONCERT** ringing in your ears.

GENEVIEVE TOMNEY: They are talking about the noise coming out of a little device called the **MOSQUITO**. It's a **FREQUENCY** so high only the people between the ages of about 13 and 25 can hear it. The mosquito has been used in the UK and Europe for about two years to help **MERCHANTS** drive loitering teens from their **STOREFRONTS (vitrines)** . Now a B.C. crime prevention company is selling them to Canadians.

MIKE GIBSON: It doesn't really affect them or become annoying for a couple of minutes but after a couple of minutes they find the noise grinding on them like finger nails through a **CHALK (craie)** board .

A school in Maple Ridge just added to the Buzz about the Mosquito. Young adults were holding **NIGHTLY (tous les soirs)** drinking parties at riverside **ELEMENTARY (school)** until they installed the device in an **ALCOVE (renforcement)** about a year ago.

KATHIE WARD: Within very short **ORDER (très rapidement)** we noticed a **TREND (tendance)** happening where they would show up at the school and then **DISPERSE** within a few minutes of being here.

GENEVIEVE TOMNEY: Gibson claims the Mosquito won't **HARM (faire du mal à, endommager)** anyone's hearing but the high-pitched noise is impossible to ignore and one of Gibson's employees is finding it **EFFECTIVE**.

MIKE GIBSON: He is using it to **WAKE** up his daughter in the morning. He puts it out there at the time he **FEELS** that she should be getting out of bed. He puts it outside of her room, turns it on and she gets up **PRETTY** darn quick.

GENEVIEVE TOMNEY: And it's not hard to see why.

YOUTH 5: It kind of **HURTS** my head a lot. I think I need an Advil now.

GENEVIEVE TOMNEY: But like they do with most new **TECHNOLOGY**, teenagers have already found a way to use this special sound to their **ADVANTAGE**. They are recording it as a secret cell phone **RINGTONE** that parents and teachers can't hear.

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2) Vocabulary :Find in the article equivalents for the following words.

trouble-making (implied)

Soon **WITHIN SHORT ORDER**

LOITERING

To loiter: rôder, traîner

‘no loitering’ zone sous surveillance hurt **HARM**

get rid of **CLEAR AWAY**

Débarrasser , desservir ,dissiper

enlever, retirer, déblayer

Appear **SHOW UP**

to make someone go **TO DISPERSE**

TO DRIVE FROM

3) Comprehension Questions

- Why does IH mention the age of the audience?
- He mentionⁿed the age of the audience, because when you are over 25 you can ⁿo longer hear the sound of the Mosquito.
- What is the name given to the device they are talking about? Explain why.
- It's called a Mosquito because the sound it emits is close to the Bzzz sound of the insect.

3) Comprehension Questions

- What is the effect of it on teenagers?

Apparently it doesn't harm their hearing, but after a few minutes the sound becomes unbearable. Gibson thinks it has the same effect as finger nails on a chalk board. Very quickly, teenagers move away from the Mosquito

- What do the letters BC stand for?
- They stand for British Columbia, the westernmost Canadian province.

3) Comprehension Questions

- Why did the school head decide to install a Mosquito?
- She decided to install one because every night young people would gather to hang out and party in front of the school.
- Why can we say that teenagers took their revenge?
- Because they recorded the sound emitted by the Mosquito and turned it into a ringtone for their cell phones preventing adults from hearing it.

4) SO ET NEITHER

« So » et « neither » sont des **adverbes**. Ils indiquent qu'un ou plusieurs éléments sont identiques à un ou plusieurs autres éléments. « So » est employé dans les phrases affirmatives alors que « neither » est employé dans les phrases négatives.

Ex. : Peter **can** swim and **so can** Virginia. Pierre sait nager et Virginie aussi.

John **can't** swim and **neither can** Joan. Jean ne sait pas nager et Joan non plus.

« So » et « neither » peuvent être employés comme tests pour vérifier si le verbe dans la première phrase est ou non un auxiliaire. « So » et « neither » dans ces constructions doivent être suivis d'un auxiliaire. Dans la phrase suivante, « so » est suivi de « like » :

* ~~John likes tea and so likes Barbara.~~

Cette phrase est agrammaticale. « Like » n'est donc pas un auxiliaire. La phrase correcte est :

John likes tea and **so does** Barbara.

Jean aime le thé et Barbara aussi.

L'auxiliaire « do » permet de reprendre « likes tea ». On emploie « do » pour reprendre les verbes lexicaux.

Lorsque dans la première partie de la phrase il y a un auxiliaire, on réemploie cet auxiliaire dans la seconde partie.

Patricia **mustn't** smoke and **neither must** Jack.

Patricia ne doit pas fumer et Jack non plus.

On notera ici la différence entre l'anglais et le français. En anglais il faut absolument qu'il y ait un auxiliaire dans la seconde partie de la phrase, alors qu'en français l'adverbe aussi, l'adverbe plus, et la négation suffisent.

4) Grammar

Adults can't hear, kids can't hear either. →

15 year olds can hear it, 20-year-olds can hear it too. →

European people use it to deter young people , Canadian people use it too. →

their ears won't be damaged , their brain won't be damaged either. →

alarm clocks wake people up , the mosquito wakes people up too. →

the girls are affected , the boy is affected too. →

European shopkeepers complained , the school head complained too. →

Parents don't hear the special ring , teachers don't hear it either. →

4) Grammar

Adults can't hear, kids can't hear either. → **neither can kids**

15 year olds can hear it, 20-year-olds can hear it too. → **so can they**

European people use it to deter young people , Canadian people use it too. → **so do they**

their ears won't be damaged , their brain won't be damaged either. → **neither will their brain**

alarm clocks wake people up , the mosquito wakes people up too. → **so does the mosquito**

the girls are affected , the boy is affected too. → **so is the boy**

European shopkeepers complained , the school head complained too. → **so did the school head**

Parents don't hear the special ring , teachers don't hear it either. → **neither do they**

b) so/such

tellement, si, aussi, qu'est-ce que...renforcent le sens des adjectifs qu'ils accompagnent

So :

On emploie so lorsqu'il n'y a **pas de nom après l'adjectif**

Ex : It is so nice ! = *C'est si joli ! Qu'est-ce que c'est joli !*

She was so happy. = *Elle était tellement contente*

Such :

On emploie such lorsque l'adjectif **est suivi d'un nom**

ex : He is such a funny man (et non : a such funny man) = *C'est un homme tellement drôle ! Il est si drôle !*

I have never met such nice people = *Je n'ai jamais rencontré de gens aussi gentils*

So & Such :

Tout en respectant les règles ci-dessus, so et such peuvent être suivis d'une proposition introduite par that :

I was so tired that I fell asleep at once = *J'étais si fatigué que je me suis endormi tout de suite*

It was such a lovely day that we decided to go for a picnic = *Il faisait si beau que nous avons décidé de faire un pique-nique*

b) so/such

In the video you heard:

It's a frequency so high only people between the ages of about 13 and 25 can hear it

Rephrase using Such instead of So:

It is such a high frequency that only people between the ages of about 13 and 25 can hear it

Complete the following sentences using so/ such a/ such an:

This device is SO annoying that teenagers can't stand it. It makes SUCH A horrible noise that they escape. The young adults drank SO much and made SO much fuss that the head of the school installed a Mosquito. Its efficiency was SUCH that they dispersed within minutes. Its uses can be SO diverse that some people even find that SUCH A device can be used as an alarm clock. It gave the boy SUCH A headache that he needs an Advil.

Grammar

The device was used to stop young people from hanging around while now it is used to get rid of homeless people .

Teenagers alone could hear the high-pitched sound of the Mosquito whereas now it can be heard by anyone.

Contrary to proponents who consider it useful , opponents to the system consider it infringes people's privacy

Expression de l'opposition ..

Conjonctions de subordination : Whereas et While placés en milieu de phrase

S+ Vb + cpts ..(while / whereas) S+ Vb + cpts (tandis que , alors que)

Prépositions : Unlike et Contrary to donc obligatoirement suivis d'un nom (ou d'un groupe nominal) et qui nécessitent souvent l'emploi d'un pronom relatif .(contrairement à)

In both stories , the device is used to get rid of people

Like in the first story , the noise emitted by the device at Maple Ridge is high-pitched .

Similarly to the young people, the little boy says it hurts his ears.

Utilisation de both (pour 2 uniquement) Like , Similarly to

Adjectifs . attention aux prépositions

Different FROM , contrary TO (à la fois adjectif et préposition = contraire à et contrairement à) Similar TO, the same AS.

245, 6th street
New Westmister
BC V3L 3A5

7 March 2010

Mr. Rick Page
City of New Westminster licensing department
511 Royal Avenue
New Westminster, BC V3L 1H9

Dear Mr Page:

As you probably know, the building at 6th avenue has just installed a device to keep homeless people away. I agree/ acknowledge they are trouble-makers but the system also bothers all inhabitants of the neighbourhood. That device is on even at week -ends and it even wakes me up at night during the week. This is unbearable and everybody complains about the situation. Could you please try to find another solution to this problem and convince the commercial building manager to remove the device. I am writing on behalf of a group of law-abiding but irritated citizens who are looking forward to reading/receiving your answer.

Yours sincerely

Adrian Beer

PS: Should you not consider our request favorably we would naturally take legal action against the company for noise pollution.

Translation

- Her (his) pre-paid card contains a chip which records all her (his) journeys(moves) by tube ?
- Article 8 concerns the rights of every citizen to privacy protection (= to the protection of his privacy)
- The Mosquito emits such an irritating noise(= sound) that even birds fly away when they hear it.(= on, hearing it)
- Adrian Beer doesn' t consider the city chose the best solution. Neither does Jemina Gerow