

# Unit 1

## SMOKING / LE TABAGISME

### TENSE AND ASPECT / TEMPS ET ASPECT

#### Build your vocabulary

smoking / tobacco addiction	= le tabagisme
a smoker	= un fumeur
a non-smoker	= un non fumeur
a heavy smoker	= un gros fumeur
a chain smoker	= un fumeur invétéré
passive smoking / second-hand smoking	= le tabagisme passif
recreational drugs / soft drugs	= drogues douces (à usage récréatif)
a drug-addict	= un toxicomane
quit / give up / stop smoking	= arrêter de fumer
kick the habit	= en finir avec une accoutumance
nicotine replacement therapy (NRT)	= traitement nicotinique de substitution (TNS)
e-cigarette	= cigarette électronique / vapoteuse
vape	= vapoter
withdrawal symptoms	= l'état de manque
weaning	= le sevrage
lung cancer	= le cancer du poumon
emphysema	= l'emphysème

#### TEXT 1

#### PASSIVE SMOKING IN CHILDREN LEADS TO ADDICTION

1. Smokers may complain about their rights to indulge their smoking habit, but they could be **harming** those around them even more than we thought. Inhaling passive smoke may physically cause some children to become smoking **addicts** later in life.
2. There is already **growing evidence** that second-hand smoking is not only harmful in itself, but that watching others smoke teaches children to become smokers. Now Margaret Windemere, an epidemiologist at McGill University in Montreal, and her colleagues have found evidence of a more insidious effect.
3. They **studied** 191 boys and girls. On their first meeting a few years ago, the children were an **average age** of 9.2 years. The **researchers** visited each child's home and asked parents questions about how many people smoked at home, and how many cigarettes they smoked, along with other questions concerning revenues and **lifestyle**. They also measured the children's **lung** capacity, took **samples** of their saliva to test for a **breakdown product** of nicotine called cotinine, and enquired if the **youngsters** smoked.
4. Some years later, when the children were an average of 13 years old, the researchers contacted them again. At that time, 44 per cent had begun to smoke. Most had already gone through puberty, which is strongly linked to **taking up** smoking. But when physical development, revenues, and the **amount** of smoke in the home were all **accounted for**, one final factor remained as the only predictor of which children would start smoking as teenagers: the **levels** of cotinine found in their saliva when they were children.

5. That means the more nicotine a child had absorbed from passive smoking at around the age of nine, the more likely he or she was to become a smoker. Among pre-pubertal children **surveyed** a second time, high cotinine levels four years earlier doubled their chances of becoming a smoker. "Having absorbed the nicotine is associated with wanting to take up cigarettes," says Windemere. She cautions that the study was small and not initially **designed** to explore this question, but is certain that the **findings** have revealed a real effect.

### Improve your pronunciation

**account** [ə'kaʊnt]  
**addict** ['ædɪkt]  
**addicted** [ə'dɪktɪd]  
**amount** [ə'maʊnt]  
**average** ['ævərɪdʒ]  
**design** [dɪ'zaɪn]  
**harm** [hɑ:m]  
**inhale** [ɪn'heɪl]  
**insidious** [ɪn'sɪdɪəs]  
**saliva** [sə'laɪvə]  
**study** ['stʌdi]  
**youngster** ['jʌŋstə]

### Reading comprehension

1. How and when may people become addicted to smoking?
2. What are the consequences of passive smoking?
3. Who were the subjects taking part in the study?
4. What did researchers measure in the course of the study?
5. What risk factors for taking up smoking were considered?
6. What is cotinine and what is its link with addiction?
7. What doubts are expressed about the results?

### VOCABULARY

#### Title.

**lead to** (led, led)

**addiction**

→ drug addiction (= toxicomanie/  
accoutumance à la drogue)

#### 1. harm

= to do harm [U]

→ harmful (= nocif)

≠ harmless (= inoffensif)

**addict**

→ addictive (addictif)

→ addicted (dépendant)

#### 2. growing

→ to grow (grew, grown)

(= grandir, croître)

→ growth (= croissance)

**evidence** [U]

#### 3. study

→ a study (= une étude)

**average age**

= mean age

→ on average (= en moyenne)

to bring as a result

a habit that has become impossible to break

to have a damaging effect on somebody or something

a person dependent on a habit such as smoking

Ex. Cocaine is an addictive substance.

Ex. A person who is addicted to alcohol is an alcoholic.

gradually increasing

facts or physical signs that help to show or prove that something is true

to investigate a subject meticulously

the total number of years divided by the number of individuals

<b>researcher</b> → research [U] (= la recherche)	a person who does research the methodical quest for new knowledge and better understanding
<b>lifestyle</b>	way of living: one's habits and behaviour
<b>the lungs</b>	the two organs in the thorax that fill with air when one breathes
<b>sample</b> → to take a blood sample (= effectuer un prélèvement sanguin)	a small quantity of a substance used for medical tests
<b>breakdown product</b>	a metabolite
<b>youngster</b>	a child or a young person
<b>4. take up</b> (took, taken)	to begin, to start an activity
<b>amount</b>	a quantity
<b>account for</b>	to take into consideration, to take into account
<b>level</b>	a relative quantity, standard or degree Ex. A high level of cholesterol
<b>5. survey</b> → a survey (= une enquête)	to collect data or information in the course of a study
<b>design</b>	to plan or to intend for a particular purpose
<b>findings</b> [C] = results	information resulting from research

## TEXT 2

### PASSIVE SMOKERS MAY DEVELOP EYE DISEASE

1. Passive smoking doubles the risk of developing a disease that can leave **sufferers** partially **blind**, according to new research. In turn, for a smoker, the risk of developing the disease is three times as great as that of a non-smoker.
2. **Age-related macular degeneration (AMD)** is the most **common** cause of partial blindness in the western world, and the risk of developing it normally rises after the age of 60. It is characterised by the degeneration and **loss** of photoreceptor cells in the **retina** at the back of the eye, particularly in the central, densely-packed section that detects detail in a scene. The result of the disease is a blind spot in the centre of the visual field.
3. John Sayer, a medical geneticist from Cambridge University, was studying the genetic factors behind AMD when his **team** found the link with smoking.
4. Looking at a group of 435 people suffering from AMD and 280 people who lived with them, Pr. Sayer's team found that the more people smoked, the greater their chances of developing the eye disease.
5. Smoking a packet of **20 cigarettes a day** for more than 40 years tripled the risk of developing AMD compared with non-smokers. Passive smokers, defined as those who had lived with someone who smokes for five years or more, were found to double their risk. The team did not find any difference between men and women.
6. The researchers said that the mechanisms at work behind the increase in risk are related to oxidative damage of the cells at the back of the eye. This build-up leads to damage to the membranes in the eyes, allowing the growth of new blood vessels. Additional damage may also be **caused** by the direct effect of the nicotine in tobacco.

**Improve your pronunciation**

**blind** [blaɪnd]  
**blood** [blʌd]  
**damage** ['dæmɪdʒ]  
**develop** [dɪ'veləp]  
**disease** [dɪ'zi:z]  
**mechanism** ['mekənɪzəm]  
**research** [rɪ'sɜ:tʃ]  
**retina** ['retɪnə]  
**visual** ['vɪʒʊəl]  
**woman** ['wʊmən]  
**women** ['wɪmɪn]

**Reading comprehension**

1. What kind of disease is AMD?
2. When is there an increase in risk?
3. What are the characteristics of this disease?
4. What are its consequences?
5. What are the risks for smokers?
6. How is a passive smoker defined here?
7. What are the risks for passive smokers?
8. What are the possible causes of AMD?

**VOCABULARY****Title.****disease****1. sufferer**

→ to suffer from a disease  
 (= souffrir d'une maladie)

**blind**

a disorder of body functions, systems, or organs  
 someone who is affected by a disease

lacking visual perception, unable to see

**2. age-related macular degeneration (AMD)****common****loss**

→ to lose (lost, lost) (= perdre)

**the retina**

a medical condition in which the macula (= central retina) suffers thinning, atrophy, and in some cases bleeding

frequent

the fact of no longer having something

the light-sensitive membrane forming the inner lining of the posterior wall of the eye

**3. team**

a group of people who work together

**5. 20 cigarettes a day**

20 cigarettes per day

**6. cause**

to make something happen, to induce

**TEMPS ET ASPECT**

Il convient de faire la différence entre temps chronologique (*time*) et temps grammatical (*tense*). Le temps chronologique est universel, alors que le temps grammatical peut varier selon les langues. Ainsi, l'anglais est un **moteur à 2 temps : le passé et le présent**. Les subtilités de la langue sont exprimées grâce à l'utilisation de l'aspect, des modaux... (cf. Unit 2)

Il n'y a donc que **2 formes simples** (le présent simple et le prétérit) qui peuvent être utilisées seules ou combinées aux **2 formes aspectuelles** (l'aspect inaccompli et l'aspect accompli).

L'aspect reflète la façon dont on envisage un événement ou une action par rapport à un certain point de vue situé dans le présent ou le passé.

	PRÉSENT	PASSÉ
forme simple	I <b>work</b> at the hospital. <i>(simple present)</i>	I <b>worked</b> at the hospital last week. <i>(simple past)</i>
aspect inaccompli <b>(be + V-ing)</b>	At the moment, I <b>am working</b> at the hospital.	I <b>was working</b> at the hospital when I heard the news.
aspect accompli <b>(have + participe passé)</b>	I <b>have never worked</b> at the hospital. <i>(present perfect)</i>	I got the job because I <b>had</b> already <b>worked</b> at the hospital. <i>(past perfect)</i>
aspect accompli + aspect inaccompli <b>(have + participe passé) + (be + V-ing)</b>	I <b>have been working</b> at the hospital for 5 years.	I <b>had been working</b> at the hospital for 5 years when I became head of the department.

### 1. Les temps simples

A la forme affirmative, le verbe est utilisé selon les modalités suivantes :

Présent : **V** (base verbale) ou **V + (e)s** si le sujet est à la 3<sup>ème</sup> personne du singulier

Passé : **V-ed** ou **verbe irrégulier** (cf. liste en fin de manuel)

Ex. This build-up **leads** to damage to the membranes in the eyes. (T2§5)

The researchers **visited** each child's home. (T1§3)

Si les temps simples se construisent sans auxiliaire à la forme affirmative, l'utilisation d'un auxiliaire est nécessaire aux formes interrogatives et négatives.

Présent : **do** ou **does** si le sujet est à la 3<sup>ème</sup> personne du singulier + **V**

Passé : **did** + **V**

Ex. **Do** you **smoke**? (T1§3)

The team **did** not **find** any difference between men and women. (T2§5)

Attention : si le mot interrogatif est sujet, la question se construit sans auxiliaire.

Ex. **Who smoked** my last cigarette?

#### 1.1. Le présent

Le présent simple fait rarement référence au moment présent. Il est utilisé pour décrire des **habitudes**, des **vérités générales**, des **faits objectifs et permanents**, des verbes qui décrivent un **état d'esprit** ou **l'appartenance**.

Ex. The risk of developing it (AMD) normally **rises** after the age of 60. (T2§2)

People who **believe** that smoking is safe **are** wrong.

Cigarettes **contain** many highly toxic substances.

#### 1.2. Le passé

Le prétérit marque généralement une **rupture avec le moment présent** (valeur temporelle). Dans ce contexte, il est très souvent associé à un repère temporel passé (date, horaire, complément de temps, période...) et fait référence à des faits, des événements, des activités **révolus**.

Ex. **In 2006**, they **studied** 191 boys and girls. (T1§3)

Attention : **ago** (toujours placé après le complément de temps) indique une rupture avec le présent et est donc systématiquement utilisé avec le prétérit.

Ex. **On their first meeting** a few years **ago**, the children **were** an average age of 9.2 years. (T1§3)

Le prétérit peut aussi marquer une **rupture avec le réel**. Il a alors une valeur modale d'irréel, en particulier dans les subordonnées exprimant la condition. (cf. Unit 10).

Ex. If I **stopped** smoking, I would save a lot of money.

Cela est également vrai lorsque le verbe principal exprime un souhait ou un regret.

I wish I **didn't smoke**.

### 1.3. Le cas particulier de "be"

D'un point de vue structurel, il convient de noter que **be** fonctionne de façon autonome. Il n'est pas nécessaire d'avoir recours à un autre auxiliaire aux formes interrogatives et négatives.

Ex. Second-hand smoking **is not** only harmful in itself. (T1§2)

**Were** you aware of the risks when you started smoking?

## 2. Les temps composés

Les temps composés sont formés à partir des temps simples associés à une ou plusieurs formes aspectuelles (**be + V-ing**, aspect inaccompli, et/ou **have + participe passé**, aspect accompli).

### 2.1. Aspect inaccompli (be + V-ing)

Cette forme aspectuelle indique que l'événement ou l'action n'est pas arrivé à son terme. Elle est utilisée pour exprimer une action en cours, une activité temporaire centrée sur le sujet.

#### 2.1.1. Contexte présent

Lorsque cette forme aspectuelle est liée au moment présent, l'auxiliaire **be** est utilisé au présent simple.

Ex. They **are trying** hard to stop smoking.

Look, the pneumologist **is smoking!**

Elle peut également prendre une valeur subjective, en particulier avec des adverbes comme *always, again...*

Ex. Even though she smokes, she **is always complaining** (= elle n'arrête pas de se plaindre) about being short of breath.

#### 2.1.2. Contexte passé

Lorsque cette forme aspectuelle est liée au moment passé, l'auxiliaire **be** est utilisé au prétérit. Elle permet de définir un contexte dans lequel un fait s'est produit ou une activité s'est déroulée.

Ex. John Sayer, a medical geneticist from Cambridge University, **was studying** the genetic factors behind AMD when his team **found** the link with smoking. (T2§3)

### 2.2. Aspect accompli (have + participe passé)

Cette forme aspectuelle (have + participe passé) indique que l'événement ou l'action est arrivé à son terme. Elle est utilisée pour exprimer implicitement ou explicitement le résultat d'une action ou les conséquences d'un événement. Elle a souvent une valeur de bilan.

#### 2.2.1. Contexte présent

Lorsque cette forme aspectuelle (*present perfect*) est liée au moment présent, l'auxiliaire **have** est utilisé au présent simple.

Ex. Now, [...] her colleagues **have found** evidence of a more insidious effect. (T1§2)

**Have** you **heard** the news? They **have** finally **prohibited** smoking in public places.

Le *present perfect* établit un lien entre le passé et le présent. Contrairement au prétérit, il ne marque pas la rupture avec le présent.

Ex. They **have been** friends **since** (= Ils sont amis depuis) they **met** at medical school in the 80s.

Attention : **for** et **since** se traduisent tous deux en français par « depuis ». **For** introduit une **durée** (*for three hours, for a few months, for a long time...*) alors que **since** fait référence au **point de départ** d'une période (*since three o'clock, since September, since last year...*).

### 2.2.2. Contexte passé (*past perfect*)

Lorsque cette forme aspectuelle est liée au moment passé, l'auxiliaire **have** est utilisé au prétérit. Cette forme établit un lien entre un moment passé, défini par le contexte, et un moment qui lui est antérieur.

Ex. **At that time**, 44 per cent **had begun** to smoke. Most **had** already **gone** through puberty... (T1§4)

Passive smokers, defined as those who **had lived** with someone who smokes **for** five years or more, **were** found to double their risk. (T2§5)

### 2.3. Formes aspectuelles complexes (*have + been + V-ing*)

Les deux formes aspectuelles (aspect accompli : **have + participe passé** et aspect inaccompli : **be + V-ing**) peuvent être utilisées conjointement.

#### 2.3.1. Contexte présent

Cette forme insiste sur les conséquences souvent perceptibles d'une activité du sujet grammatical alors que le *present perfect* insiste sur le COD et le bilan de l'activité.

Ex. **I am very tired**; I have been consulting since 7 a.m.

I have seen **15 patients** since 7 a.m.

#### 2.3.2. Contexte passé

Cette forme insiste sur les conséquences passées d'une activité du sujet grammatical alors que le *past perfect* insiste sur le COD et le bilan de l'activité.

Ex. **The accident happened** because the doctor had been operating for twelve hours non-stop.

By the end of the day, he had operated on **8 patients**.

## EXERCISES

### 1. Complete the following sentences, using the verbs in brackets.

1. When she got to the hospital, she discovered she \_\_\_\_\_ her white coat at home. (leave)
2. Since I \_\_\_\_\_ to you last, I've had an accident. Nothing serious! (write)
3. At the moment, the senior surgeon \_\_\_\_\_ the junior surgeons. (train)
4. How many cases of meningitis \_\_\_\_\_ they \_\_\_\_\_ so far? (identify)
5. He \_\_\_\_\_ his hand while he \_\_\_\_\_ football. (break / play)
6. By the time the ambulance arrived, he \_\_\_\_\_ a lot of blood. (already / lose)

### 2. Fill in the gaps with a suitable word from the definition list above.

1. There is substantial \_\_\_\_\_ of a link between the build-up of ozone and asthma attacks.
2. In France, the \_\_\_\_\_ woman lives to her mid 80s.
3. Chemotherapy is often associated with severe hair \_\_\_\_\_.
4. \_\_\_\_\_ are trying to \_\_\_\_\_ a reliable test for prostate cancer.

### 3. Translate the following sentences.

1. Mon père fume 10 cigarettes par jour.
2. En ce moment, il souffre de cécité partielle ; les spécialistes pensent qu'il va devenir aveugle.
3. Selon les résultats des recherches les plus récentes, de plus en plus de jeunes ont une dépendance à la nicotine.
4. Le tabagisme provoque des dégâts considérables aux vaisseaux sanguins.
5. Mon ami a arrêté de boire il y a 3 ans.
6. Cela fait 5 ans que mon taux de cholestérol est élevé.

**4. Speaker's corner. Discuss the following issue using the vocabulary above and the websites below.**

Smoking ban in public places: for or against?

**Do your own search**

[www.worldheart.org](http://www.worldheart.org)

[www.nlm.nih.gov/medlineplus/smoking.html](http://www.nlm.nih.gov/medlineplus/smoking.html)

[http://www.cdc.gov/cancer/lung/basic\\_info/risk\\_factors.htm](http://www.cdc.gov/cancer/lung/basic_info/risk_factors.htm)