

ORCHESTRATEUR

LANGUAGES - UNDERSTAND, REPHRASE AND ARGUE IN FIVE LANGUAGES

An in-depth guide, available offline

Read, understand, return to a chapter

LAFAYETTE DIGITAL PRODUCTS

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LANGUAGES - UNDERSTAND, REPHRASE AND ARGUE IN FIVE LANGUAGES

A working guide for accurate reading and building a response

This guide helps you understand a sentence, explain a document and construct a written or spoken response. It is intended for a reader towards the end of secondary school who wants to strengthen their revision methods. The explanations in this translation are in English; the examples compare French, English, Spanish, Italian and German. The course is neither an exhaustive dictionary nor a course covering all the works, topics and examinations of a particular specialism. Consult the instructions for your own course to adapt your work.

The guiding principle is simple: an expression is understood not only through the words it contains, but through the relationships it establishes. A negative, a condition, a unit or a verb describing thought can change the scope of a conclusion. The chapters explain these distinctions, compare approaches and then offer exercises with reasoned answers. Several answers may be acceptable when they preserve the meaning and justify their construction. An answer helps you understand; it is not a formula to copy into every situation.

For a first study, follow the chapters in order. For focused revision, use the reading directory, then return to the definitions on which your difficulty depends. Begin with a short piece of work without looking at the answer. Then compare the proposals: have you kept the people involved, the temporal relationship, the condition and the degree of certainty? Finally, tackle the same difficulty in a new example. Moving between reading and producing language distinguishes a sentence you recognise from a construction you can use again.

The working situations and numerical data described as fictional have been created to isolate a line of reasoning. They do not describe a survey, a phone test or AI performance. Historical and institutional illustrations refer to identified sources; their purpose is to make a question understandable without replacing a reading of the work or document. References appear in the chapters. Online consultation may be needed to check a context or a development; the guide's explanations and exercises remain usable as saved texts.

Develop the habit of recording the precise difficulty rather than a general judgement about your abilities: an ambiguous antecedent, a false friend, a lost condition or a confused unit. Progress becomes easier to see when you can explain what you have corrected. A language then serves to communicate a thought whose support and limits are visible, rather than to give an appearance of certainty to something that remains to be understood.

LAFAYETTE DIGITAL PRODUCTS - Original educational content developed with the assistance of Codex, OpenAI's artificial intelligence assistant. This contribution does not signify approval by OpenAI. The explanations and examples do not constitute language certification, professional translation or the assignment of an official level.

READING DIRECTORY - LANGUAGES

The twelve-chapter route

• Chapter 1 - A word in context. Consult it to distinguish a term's meaning, connotation, register and customary partners.

• Chapter 2 - A useful learning card. Consult it to organise recognition, recall and reuse tasks with focused correction.

• Chapter 3 - Families and false friends. Consult it when a resemblance between languages risks changing a proposition's function, time or justification.

• Chapter 4 - Time, space and quantity. Consult it for temporal references, thresholds, approximations, units and differences between percentages and points.

• Chapter 5 - Narrate and explain. Consult it to reconstruct chronology, preserve viewpoint and distinguish succession from cause.

• Chapter 6 - Argue. Consult it to connect a question, thesis, reason, example, objection and proportionate conclusion.

• Chapter 7 - Qualify. Consult it to preserve a hypothesis, degree of certainty, necessary or sufficient condition and identifiable disagreement.

• Chapter 8 - Read a document. Consult it to identify function, source, known date, structure and the scope of your selection.

• Chapter 9 - Rephrase and translate. Consult it to prepare a meaning card, check invariants and choose between translation, explanation and summary.

• Chapter 10 - Compare the five languages. Consult it for simple constructions, pronouns, negation, questions and the limits of a grammatical rule.

• Chapter 11 - Revise to produce. Consult it for a reasoned paragraph, oral presentation, interaction and a reusable correction notebook.

• Chapter 12 - Connect disciplines. Consult it for mini-lexicons and dossiers in mathematics, physics, philosophy and weather, with explained calculations and arguments.

Four short routes according to your need

Understand a difficult text: begin with chapter 8 to locate the document, then chapter 1 for its essential terms. Chapter 7 helps distinguish degrees of certainty. Chapter 9 supports rephrasing the passage.

Correct a translation: start with chapter 9, identify false friends in chapter 3 and check construction in chapter 10. For numbers, units and temporal reference points, return to chapter 4. Do not correct style by removing a condition.

Prepare a reasoned answer: use chapter 6 for the reasoning plan, chapter 7 for scope and chapter 11 for production. Chapter 5 is useful if the argument depends on a narrative or the distinction between belief and event.

Revise a scientific dossier: select the relevant concepts in chapter 12, then check units and quantitative relationships in chapter 4. Chapters 6 and 9 help explain the calculation or argument without strengthening its conclusion.

A lightweight working record

Record the question addressed, the chapter used, a sentence produced and the explained correction. Then do another exercise on different content. Reference links retrieve primary documents; LFDP examples and answers practise reasoning. An isolated success remains a revision stage, not proof of identical competence in every situation.

LANGUAGES - UNDERSTAND, REPHRASE AND ARGUE IN FIVE LANGUAGES

Chapter 1 - A word in context: meaning, register, collocation and polysemy

Objectives By the end of this chapter, you should be able to justify a word's meaning using clues, choose wording suited to the recipient and distinguish a possible translation, a customary translation and a misleading translation. The intended level is that of a pupil towards the end of secondary school: explaining a document, defending an interpretation and revising wording. The examples are original. This guide supports language work; on its own, it does not cover the works and topics of every literary specialism.

1. The central idea: an equivalence depends on the situation

A list readily presents two words opposite one another: « maison = house ». This correspondence helps you recognise a common meaning; it is not enough to produce every sentence containing « maison ». A maison d’édition is a publishing house, not a house where you sleep. Maison as a home may evoke belonging rather than a building. English then often distinguishes house and home. Do not learn that one is always material and the other always emotional: an expression must be checked in its sentence, and a word has several uses.

A word represents a possible meaning activated by a context. That context includes the sentence, the document, the situation and the knowledge the author assumes their reader has. « La banque ferme à dix-sept heures » probably refers to a financial institution closing at five in the afternoon. « Cette banque de données est accessible hors ligne » refers to an organised collection of

information accessible offline. The words « données » and « accessible hors ligne » reduce the ambiguity here. Good reading therefore does not add up isolated translations; it reconstructs the relationships between the terms.

Useful reasoning follows three steps. First, identify the visible clues. Next, propose a meaning that makes the whole sentence coherent. Finally, check that it does not contradict the following passage. If two interpretations remain possible, indicate that uncertainty. Guessing is not a mistake when you acknowledge it; turning a hypothesis into certainty without checking prevents you from understanding your errors.

2. Descriptive meaning and the effect on the reader

Denotation is a word's descriptive content in a particular use. Connotation refers to the associations and evaluations it may evoke. Two terms may refer to the same reality without producing the same effect. Calling a proposal « prudente », « timide » or « mesurée » - cautious, timid or measured - does not lead the reader to judge it in the same way. Caution may be valued, timidity criticised and measured judgement associated with self-command.

This distinction helps you read an argumentative text. If an author calls a decision « courageuse », or courageous, they add an evaluation; that evaluation does not prove the decision is effective. To comment on the passage, you could write: « Le qualificatif valorise la décision avant que ses conséquences soient démontrées. » The adjective presents the decision favourably before its consequences have been demonstrated. You thereby identify a technique without asserting that the author is lying. A connotation also depends on the cultural context and the reader: it is not an automatic reaction identical for everyone.

In translation, this orientation must be preserved when the document makes it relevant. Replacing « timide » with « prudent » may improve the person's image, but changes the judgement. A grammatically elegant version can therefore be unfaithful. Conversely, preserving a similarity of sound at the cost of incoherent meaning is not fidelity: it is a surface resemblance.

3. Polysemy is not resolved by the first entry

Polysemy means that one word has several related meanings. Context generally lets you select one. « Clair » can describe light, a colour, an explanation or a comprehensible situation. Translating « une explication claire » requires an idea of intelligibility; translating « un bleu clair » requires an idea of a light colour shade. You therefore need to read a dictionary entry as far as the appropriate field and example.

Homonymy concerns words with the same spoken or written form whose meanings are not necessarily related. Forms that are merely similar may involve paronymy: proximity does not mean identity. Linguists may debate the historical boundary between homonymy and polysemy; for the learner, the practical issue remains distinguishing the uses. « Vol » in an account of air travel and « vol » in a complaint do not lead to the same translation: flight and theft differ. Simply counting the letters cannot distinguish them.

There are also expressions whose meanings cannot be worked out word by word. « Prendre une décision » is usually translated as make a decision in English and eine Entscheidung treffen in German. French does not literally “take” a decision as an object, and German does not literally “meet” an object. The verbs belong to customary combinations. A reliable learning card memorises these combinations instead of forcing the same verb into five languages.

4. A unit to learn: the word, its grammar and its partners

Vocabulary and grammar support each other. Knowing that a word refers to an observation does not tell you how to put it in a sentence. You need to know its category, its gender where the language marks it, its construction and its frequent partners. German requires learning nouns with their article; English often requires a preposition associated with an adjective or a verb; French, Italian and Spanish have pronominal constructions that cannot be transferred mechanically.

Compare five original sentences expressing the same general idea: French: Nous dépendons de ces informations. English: We depend on this information. Spanish: Dependemos de esta información. Italian: Dipendiamo da queste informazioni. German: Wir sind auf diese Informationen angewiesen.

The English example reminds us that information is normally uncountable in this use: the French plural is not translated by adding an s. The German example chooses an idiomatic construction; a translation can change structure while preserving the relationship of dependence. The point to learn is “expressing dependence”, followed by the way each language realises it.

A collocation is a customary combination of words. « Forte pluie », heavy rain, lluvia intensa, pioggia intensa and starker Regen illustrate intensity expressed through different partners. Getting an isolated word right does not therefore guarantee that the whole expression is natural. For revision, associate a noun with two verbs or adjectives encountered in sentences you understand. Avoid creating a universal rule from one example: English does not translate every kind of intensity with heavy.

5. Register: who is speaking to whom, and for what purpose?

Register depends on the situation: informal conversation, a polite request, a school explanation, a technical report or public speaking. It concerns word choice, forms of politeness, shortcuts, sentence length and sometimes pronunciation. Informal register is not inferior in every circumstance; it becomes unsuitable when it hinders the relationship or the understanding expected.

« Ça marche » often works to confirm a proposal between people who know each other. In a report, « Cette méthode fonctionne dans les conditions testées » specifies a conclusion and its limits: the method works under the conditions tested. The difference is not just elegance: the second sentence indicates what has been checked. « Cette méthode fonctionne toujours » would be more assertive, but less justified, because it says the method always works.

A good rephrasing preserves the intention without adopting an artificially solemn tone. To request an explanation, « Pouvez-vous préciser ce résultat ? » is restrained and polite. In English, Could you clarify this result? expresses a comparable request. In Spanish, ¿Podría aclarar este resultado?; in Italian, Potrebbe chiarire questo risultato?; in German, Könnten Sie dieses Ergebnis erläutern? In each case, a formal relationship is explicit. The choice of familiar or formal address must be checked with the recipient; a French formula does not automatically create an identical relationship elsewhere.

6. Two competing approaches, two complementary uses

The first approach starts with the translated equivalent. It is quick, useful for beginners and effective for checking a concrete object in a situation with little ambiguity. Its limit appears when the word has several meanings, a different construction or cultural associations. The risk is understanding enough to recognise a passage, but not enough to produce a precise sentence.

The second approach starts with context and a paraphrase: « Que signifie ce mot ici, et comment pourrais-je expliquer cette idée autrement ? » Ask what the word means here and how you could explain the idea differently. This takes more time but develops transferable understanding. It also helps when the dictionary gives a term that is itself unfamiliar. Its limit is that an approximate paraphrase may erase a technical distinction. You must then return to a specialised definition.

The best strategy combines the two. An equivalence provides an entry point; an original sentence and a paraphrase provide a check. You can learn evidence with « éléments à l’appui d’une conclusion », meaning material supporting a conclusion, then check its use in a sentence. The word should not systematically be translated as « évidence ». A quick translation becomes a tool instead of a blind rule.

7. Historical illustration: compare skills rather than lists

The Council of Europe published the Common European Framework of Reference for Languages in 2001. It organises the description of skills through levels and observable abilities, rather than through a single list of words to possess. This historical fact illustrates a shift in teaching: recognising a thousand terms is not enough to show that you can explain, interact or rephrase. The guide takes up this question of method; it does not provide certification or automatically assign a level.

Reference: https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions

8. A study of two short documents

Document A, fictional: « Les observations sont encourageantes, mais l'équipe n'a testé que trois situations. » The word encourageantes expresses a favourable evaluation. The connector mais introduces a limit. The reader must preserve both moves: the observations are encouraging, but only three situations were tested. Summarising this as « La méthode est fiable » would remove the reservation and add a level of evidence absent from the text. A faithful paraphrase would be: « Les premiers résultats sont favorables ; le nombre de situations étudiées reste réduit. » The early results are favourable, while the number of situations studied remains small.

Document B, fictional: « Ce passage est lourd, mais la caisse est légère. » Without a preceding sentence, passage may mean a section of text that is difficult to read, a place or a moment. Lourd does not settle the issue. Caisse and légère seem to evoke a physical object, a light box, but the two clauses may also place unrelated subjects side by side. A rigorous answer acknowledges that the information is insufficient. To remove the ambiguity, one

would need to specify « Le passage du roman est difficile à lire » or « Le passage est encombré »: the passage in the novel is difficult to read, or the passageway is obstructed. This example teaches an essential skill: not every ambiguity should be resolved by invention.

9. Progressive exercises

Exercise 1. In « Le courant emporte les feuilles », then « Le courant alimente la lampe », identify a clue that distinguishes the two meanings of courant.

Exercise 2. Turn « Ce plan est génial » into a neutral sentence specifying an evaluation criterion. Do not invent a result that has already been proved.

Exercise 3. A learning card says only « information = information ». Add two useful elements for producing an English sentence.

Exercise 4. Compare « Elle est obstinée » and « Elle est persévérante ». What can this choice change in a portrayal? Give a sentence commenting on it without claiming to know the author's certain intention.

Exercise 5. A pupil writes « make a research » to express « mener des recherches ». Explain why translating each word does not guarantee a natural collocation. Suggest an English expression.

Exercise 6. Translate the meaning of « There is little evidence for this claim » into French. Avoid the false friend and preserve the caution.

Exercise 7. Rewrite the following for a teacher: « J’ai pas compris, c’est quoi ce truc ? » Keep the need for explanation without disparaging the work.

Exercise 8. In document A, separate an evaluation from a limitation. Suggest a one-sentence summary that preserves both.

Exercise 9. A translation changes « résultats possibles » to « résultats certains ». The text becomes more persuasive. Is it more faithful? Justify your answer using a logical relationship.

Exercise 10. Choose a word from your course that can have several meanings. Write two sentences that make these meanings identifiable; indicate the clues.

10. Reasoned answers

Answer 1. Emporte and feuilles evoke movement of material: the current may be a movement of water, depending on context. Alimente and lampe evoke an electrical circuit. In the first sentence, further information would distinguish water from air; do not add a river if none is mentioned.

Answer 2. « Ce plan semble adapté à l’objectif annoncé, car il distingue les étapes et leurs responsables. » This wording chooses an observable criterion and keeps semble, meaning “seems”, if effectiveness has not been tested. « Ce plan a supprimé toutes les erreurs » would add an absent fact by claiming the plan had removed every error.

Answer 3. Record that information is uncountable in this use and a sentence such as « This information is useful ». Add « a piece of information » if necessary to refer to an individual item. The card thereby teaches a construction and a context, rather than just an identical form.

Answer 4. Obstinée often suggests that the person maintains a decision despite reasons to revise it; persévérante generally values continuing an effort. « Le second qualificatif présente plus favorablement sa constance » describes an effect of wording - the

second adjective presents their persistence more favourably - without reading the author's mind.

Answer 5. You can say « conduct research » or « do research », depending on the sentence. Research is usually uncountable in this sense. The correction therefore concerns both the associated verb and the noun phrase; replacing make alone is not enough if the article remains unsuitable.

Answer 6. « Peu d’éléments étayent cette affirmation. » This translation concerns support for a claim; it does not say that the claim is necessarily false. « C’est évidemment faux » would change both the degree of certainty and the conclusion by asserting that it is obviously false.

Answer 7. « Je n’ai pas compris cette étape. Pourriez-vous expliquer le passage de cette hypothèse au résultat ? » The request becomes specific, polite and answerable: it asks about the move from the assumption to the result. A shorter formulation is also possible if the step is clearly indicated.

Answer 8. Encourageantes is the evaluation; « que trois situations » is the limit. « Les premières observations sont favorables, mais elles portent sur un petit nombre de situations. » This sentence does not assess the statistical quality of those tests without further information.

Answer 9. No. Certain is stronger than possible: every certainty implies a possibility, but a possibility does not imply certainty. The translation would therefore have strengthened the author's commitment without evidence. Fidelity and persuasive effectiveness are two distinct criteria.

Answer 10. One possible example: « Le tableau présente les mesures » and « Le tableau représente un paysage ». The verbs présente and représente, together with mesures and paysage,

guide the two interpretations: a table of measurements and a painting of a landscape. Other examples are suitable if they make clues explicit rather than impose a translation.

11. Revision card and common mistakes

Before retaining a translation, ask five questions: which meaning is active, which grammatical category is involved, which words accompany it, which register is suitable and which reservation must be preserved? A learning card can answer with a short definition, a construction and a sentence of your own. Three possible translations without context are sometimes worth less than one well-justified example.

Mistakes to correct: taking the first dictionary meaning; assuming that similar words are interchangeable; erasing a connotation; transferring a preposition; strengthening certainty; resolving ambiguity by inventing an event. Each correction must concern the whole sentence.

Self-assessment: explain evidence without using « évidence »; construct a formal request in the language studied; justify a term's meaning with two clues. If you succeed after a few days without looking at the text again, the learning is becoming usable. This is a revision exercise, not level certification.

Documentary references Council of Europe, CEFR levels: link in section 7. IATE, the European institutions' terminology database: https://iate.europa.eu/home The sentences, short documents and exercises in this chapter are LFDP creations. Vocabulary examples do not replace checking a specialised, contractual or medical translation.

Chapter 2 - Build a useful learning card: example, category and active retrieval

Objectives Build a card that helps you understand and reuse an expression; distinguish what you recognise from what you can produce; organise a short session in which mistakes become pointers for further work. The proposed routines can be adapted. A successful session certifies neither mastery of a language nor success in an examination.

1. The central idea: a card should prompt an action

A vocabulary card is useful when it makes you do something with a word. Rereading « reliable : fiable » can create a feeling of familiarity. Answering a question without seeing the solution, choosing a term in a sentence or explaining why a translation is inaccurate reveals a different skill. You therefore need to define the intended action before accumulating entries.

Take a card about reliable. On the front, write « Une méthode à laquelle on peut se fier dans le cadre annoncé : quel adjectif anglais convient ? » The task asks for an English adjective describing a method one can trust within its stated scope. On the back, record reliable, an original sentence and a limitation: « This method is reliable under the tested conditions. » The card combines a meaning, a construction and a reservation. It does not say that a method is reliable simply because you can translate the adjective.

A card can also practise a distinction: « In this sentence, does actual mean réel or actuel? » The answer must depend on a complete sentence. The aim is not to surprise the reader with an exception; it is to prevent similarities between words from taking

the place of reasoning. The front becomes a small task, the back an explained correction.

2. The minimum content that makes an entry reusable

A sound card contains an expression, its grammatical category, an accessible definition, a construction and an example. Add the register when it changes the use. You do not need to write a scholarly paragraph for every concrete noun. Focus your effort on what actually causes an error: a German article, countability in English, a preposition, a specialised meaning or a nuance of certainty.

Example of an original card: Expression: to take something into account. Function: verb phrase. Meaning: include an element in a decision or explanation. Construction: take + element + into account. Sentence: We must take the uncertainty into account. Check: one possible French translation is « tenir compte de l’incertitude »; the words do not line up one by one.

The same general content can be expressed by tener en cuenta in Spanish, tenere conto di in Italian and berücksichtigen in German. These correspondences do not automatically provide the construction of every sentence. The German card can add « Wir müssen die Unsicherheit berücksichtigen. » The example directly shows the complement. Keeping a sentence you understand well is often more economical than adding a rule you would not know how to apply.

A good card also answers a question about provenance: did I encounter this expression in a checked document, in my course or in a sentence I created? A sentence of your own is an exercise, not evidence of established usage. For a technical expression, compare it with a terminology resource or the discipline's

vocabulary. An AI can help suggest wording; its suggestion still needs to be checked.

3. Recognise, recall, reuse: three different criteria

Recognising an expression means retrieving its meaning when it appears. Recalling it means producing it from a clue without seeing its form. Reusing it means putting it into an appropriate new sentence. These three criteria are not interchangeable. You may understand « despite » in a text and not know how to construct a sentence with it; you may recall it but forget that it takes a noun phrase or an -ing form rather than a finite clause without adaptation.

Your card must therefore specify the exercise. For recognition, present a sentence and ask for a paraphrase. For recall, give an intention to express. For reuse, suggest a new situation. The following progression is original: a) « Despite the delay, the group completed the task. » What does the first phrase mean? b) Express « malgré le retard » in English, without looking at the answer again. c) Write a sentence combining a difficulty and an outcome without reusing delay or task.

The third exercise is more demanding because it checks transfer. A short correct answer is better than an ambitious sentence that has become incomprehensible. If you write « Despite the noise, I could concentrate », you have used the structure for different content. If you write « Despite it was noisy », the error concerns the construction. You can choose « Although it was noisy, I could concentrate »; you change the connector and structure while preserving the concession.

4. Organise a short, measurable session

Choose a small number of cards and a precise objective. For a ten-minute session, one possible arrangement is to work on six expressions, produce three sentences and correct one persistent difficulty. These numbers are organisational pointers, not a universal scientific prescription. A beginner may need fewer entries; an experienced pupil may revisit more cards they already know.

Begin without the back of the card. Write the answer or say it aloud, then compare. Classify the error: meaning, form, construction or register. This distinction avoids redoing all the work when only one element is causing trouble. If the meaning is right but the preposition wrong, the next question should practise the construction. If the form is known but the meaning changes with the sentence, the next card should compare two contexts.

A small record of your work is enough: date, expression, success on the first attempt and focused correction. Do not merely record « à revoir », meaning “review again”. Write « article allemand oublié » or « confusion between evidence and certainty ». You will then know what to test. The aim is not to obtain a flawless table; it is to make your mistakes readable and your next choices rational.

The difficult cards should not occupy the whole session. Alternate a difficulty with expressions you can use, then finish with a sentence combining them. If you are revising several languages, explicitly change language at the start of a block; unintentional mixing may produce an invented form. Later, a focused comparison between languages can become a useful exercise, but it needs a clear instruction.

5. Two competing arrangements: by topic or by difficulty

Grouping by topic connects words with a situation: reading a graph, describing an experiment, recounting a memory or defending a position. It makes it easier to create a coherent paragraph. Its risk is giving the impression that you know the vocabulary only when it appears in the order learned. Grouping by difficulty brings together false friends, constructions or frequently confused words. It targets mistakes; its risk is separating expressions from any real activity.

Combine both views without copying each card several times. A card has a topic and, where relevant, a difficulty. « According to the report » can belong to the topic of sources and to the preposition group. You can revise the sources dossier and then find this expression again in a construction exercise. A simple annotation in a notebook can serve this purpose; software is not necessary.

Do not create a category for every hesitation. If organising takes longer than revising, simplify. Three states are often enough: to learn, to consolidate, usable in a new sentence. The last state remains open to revision: an isolated success may disappear after a long interval. You are not trying to declare a word permanently acquired; you are trying to establish whether it is available for your next task.

6. Scientific illustration: check learning with a delayed task

A review published in 2013 by Dunlosky and colleagues compared several learning techniques. In particular, it judged practice testing and distributing work over time favourably, taking account of conditions and limits. This reference supports the idea that enjoyable rereading is not enough to measure what you will be able to recall later. It does not provide a single schedule valid for every pupil.

Primary reference: https://doi.org/10.1177/1529100612453266

Here is a fictional LFDP illustration. Two pupils read the same six expressions for the same length of time. The first rereads them; the second tests themselves and corrects their answers. The next day, they try to produce three new sentences. If the second does better in this example, that result is not enough to demonstrate a general law: more participants and conditions would need to be controlled. The situation serves to construct a personal test and distinguish an immediate impression from delayed availability.

You can use this distinction in your own notebook. After a session, record what you think you know. A few days later, do a different task without the answers. Compare the two records. If an expression is recognised but poorly reused, keep it and change the exercise type. The difficulty becomes information; it is not a measure of your worth or evidence of a lack of ability.

7. A complete example: a card with five compared entries

Shared intention: attribute information to a document. French: Selon ce rapport, la durée moyenne a diminué. English: According to this report, the average duration has decreased. Spanish: Según este informe, la duración media ha disminuido. Italian: Secondo questo rapporto, la durata media è diminuita. German: Diesem Bericht zufolge hat sich die durchschnittliche Dauer verkürzt.

The sentences preserve an attribution; they do not assert that the report necessarily tells the truth. The German version rephrases a decrease in duration as a shortening. The translation favours a natural sentence over word-for-word alignment. The comparison also lets you notice the absence of a preposition equivalent to to after según or secondo.

On the front, write only: « Présentez une conclusion comme celle du document, sans l’adopter automatiquement. » Present a conclusion as the document's without automatically adopting it. On the back, keep the expression in the language studied and an example. For transfer, ask: « Attribuez au tableau une hausse du nombre de réponses. » Attribute an increase in the number of answers to the table. You can then check whether the structure works with a new subject, a new noun and a movement in the opposite direction.

8. Exercises: turn an inventory into a working tool

Exercise 1. A card contains « improve : améliorer ». Add a grammatical category, a construction and an original sentence. The sentence must show what is improved.

Exercise 2. Rewrite an overly vague front: « Que signifie uncertainty ? » Your new question must require using the expression rather than reciting an isolated translation.

Exercise 3. A pupil can translate a word when they see it, but cannot retrieve it for writing. Which criterion have they mastered? Which exercise should they try next?

Exercise 4. Repair this sentence: « Despite the experiment was short, it revealed a problem. » Suggest two correct formulations with two different structures.

Exercise 5. You have eight cards. Three mistakes concern meaning, two a preposition, one a German article and two present no difficulty. Suggest a ten-minute session that does not consist only of rereading everything.

Exercise 6. Build a card for an expression introducing a consequence in the language you study. Distinguish this function from mere chronological succession.

Exercise 7. You check a card three times on the same evening, then do not revisit it for a month. What is missing if you want to assess its later availability? Do not promise a certain outcome.

Exercise 8. Write a four-sentence message including attribution to a document, a limitation and a request for clarification. Identify the expressions you reused.

9. Answers and possible approaches

Answer 1. Improve is a verb. A useful construction is improve + complement; « We improved the clarity of the explanation by separating the two hypotheses. » The sentence names a criterion and an action. You can suggest another coherent context. A card that adds only “verb” remains of little use if it does not show the complement.

Answer 2. « Exprimez en anglais qu’il faut tenir compte de l’incertitude dans l’interprétation d’une mesure. » Express in English that uncertainty must be taken into account when interpreting a measurement. One possible answer is « We must take uncertainty into account when interpreting a measurement. » The task checks use within a relationship. It does not require a unique sentence: several correct formulations can respond to the same intention.

Answer 3. They succeed at a recognition exercise. They can then practise recall from a definition and produce a new sentence. Their first success should not be erased: it is a useful stage. It simply should not be confused with mastery of production.

Answer 4. « Although the experiment was short, it revealed a problem. » Another possibility: « Despite its short duration, the experiment revealed a problem. » The first uses a finite clause; the second a noun phrase. The correction preserves the relationship of concession without applying the same structure to two different connectors.

Answer 5. Test the three meanings without the backs, correct the two constructions with a gap-fill sentence, revisit the German noun with its article, then write a new sentence containing two expressions. The two easy cards can be used for transfer. The timings should remain suited to the need; the important point is targeted variety in the actions.

Answer 6. In English, therefore can signal a consequence. A card can contrast « It was raining. Then we left » with « It was raining. Therefore, we cancelled the outdoor activity ». The first example indicates succession; the second presents a reason for a decision. The validity of that reason can be discussed independently of the connector.

Answer 7. A delayed task without visible answers will show what remains available. A single attempt is not enough to attribute an improvement to a method. You can record the interval and try again with other sentences rather than conclude « cette technique fonctionne toujours » or « ma mémoire est mauvaise » - that the technique always works, or that your memory is poor.

Answer 8. French example: « Selon le tableau, la durée moyenne diminue. Cette conclusion porte sur le groupe observé. Nous ne savons pas si elle vaut dans d’autres conditions. Pourriez-vous

préciser la taille de l’échantillon ? » Attribution, the limit and the request are explicit. A version in another language must preserve these functions; it must not simply replace every word.

10. Revision card

A good card has a task on the front and an explained answer on the back. It can practise recognition, recall or transfer. Meaning, construction and register deserve separate checks. A precise mistake calls for a precise exercise; a repeated difficulty does not justify accumulating more lists.

Avoid four traps: recording ten translations without context; copying a sentence you do not understand; counting an answer you read as one you recalled; treating a revision schedule as a guarantee. A card should stay short enough to use, but rich enough to prevent your actual mistake.

Synthesis task: select five expressions from a course, write their cards and use them in an original paragraph. Have someone read the paragraph, then revisit it after an interval suited to your schedule without looking at the first version. Compare meaning and structure, not just spelling.

Documentary references Dunlosky and colleagues, 2013, scientific review mentioned in section 6: https://doi.org/10.1177/1529100612453266 Council of Europe, description of language skills: https://www.coe.int/en/web/common-european-framework-reference-languages
The routines, examples, cards and answers proposed here are original LFDP exercises. Session lengths and card numbers are methodological choices to adapt, not thresholds validated for every learner.

Chapter 3 - Word families and false friends: compare without translating word by word

Objectives Identify useful similarities between languages without treating them as proof; construct a word family while taking grammatical category into account; correct false friends that change reasoning, an instruction or an attribution. The examples are original and do not constitute an exhaustive dictionary.

1. The central idea: a resemblance suggests a lead

Two words that look alike may share a meaning, share only one of several meanings or refer to different ideas. Resemblance is therefore a clue, not a guarantee. It can speed up a first reading; it can also establish a lasting error if the sentence is never checked. An effective strategy is to formulate a hypothesis, then look for a grammatical or semantic clue that confirms it.

The forms actual in English and actuel in French illustrate this difficulty. In English, actual often refers to what is real or effective. In French, actuel refers to what concerns the present. The expressions « the actual cost » and « le coût actuel » do not answer the same question: the first may contrast the effective cost with an estimate; the second locates the cost in time. An imprecise translation can therefore suggest that an amount has changed when the document compares a forecast with a result.

Compare the equivalents of « la situation actuelle »: the current situation; la situación actual; la situazione attuale; die aktuelle Situation. The four languages do not all show the same similarity of form to French. The example does not allow a rule to be created for

every adjective: it simply shows why the sentence should determine the translation.

2. Build a family without manufacturing its members

A word family connects forms and meanings, but the relationship does not authorise inventing a word by adding a suffix. In French, observer, observation and observateur form a useful group. A card can record each function: an action, a result or described activity, a person who observes. You then need to write a sentence showing the word's role, because observation can also mean a remark.

In English, observe, observation and observer allow a comparison. This resemblance does not mean that every use is identical. « Faire une observation à quelqu’un » can mean addressing a remark to someone; « carry out an observation » concerns an observing activity, depending on context. To rephrase criticism, comment or remark may be more suitable. The family offers possibilities; context selects one.

For an abstract noun, record the associated verb or adjective when you genuinely know it. Do not create a German or Italian derivative merely because a suffix seems familiar. A plausible form may still be absent from usage or change meaning. This kind of error becomes more visible if you ask for a complete sentence and a paraphrase of the invented word: the check then concerns a precise intention.

3. Four false friends that change understanding

First case: library and librairie. A library is a bibliothèque; a librairie generally sells books. In the app, a document library means saved texts available for consultation. Translating this English button as « librairie » would suggest a purchasing space. In Spanish, biblioteca and librería are not interchangeable; in Italian, biblioteca and libreria also differ, with libreria sometimes referring to a piece of furniture, depending on context. In German, Bibliothek corresponds to bibliothèque, while Buchhandlung refers to a bookselling business. The issue is a function, not just a resemblance.

Second case: experience and expérience. « She has experience in analysing data » evokes knowledge built through practice. For a specific experimental test, experiment is often appropriate: « The experiment compared two conditions. » French expérience can cover both domains. Spanish notably distinguishes experiencia and experimento; Italian esperienza and esperimento; German Erfahrung and Experiment in the examples considered. These comparisons help name the situation without claiming to summarise every possible use of each term.

Third case: sensible and sensible. In English, a sensible decision is a reasonable or sound decision. In French, une personne sensible can be receptive to impressions or emotions; un capteur sensible can detect small variations. In English, sensitive may correspond to these ideas, depending on the sentence. Spanish sensato, Italian sensato and German vernünftig offer ways to express reasonableness. A « sensible » decision in English is therefore not defined by the emotion it arouses.

Fourth case: eventually and éventuellement. In English, eventually can mark the outcome of a period of time or a sequence: « Eventually, we found the missing page. » French « éventuellement

» marks a possibility, not the final occurrence. One possible translation is « Finalement, nous avons trouvé la page manquante ». In Italian, eventualmente can mean « si nécessaire », “if necessary”, or introduce a possibility, depending on context; it should not be chosen automatically because its form resembles English. For this case, a good card explicitly contrasts possibility with eventual outcome.

4. Why a lexical error can become a logical error

A mistaken translation sometimes changes the structure of the reasoning. If actual is interpreted as actuel, a comparison between estimated and real cost becomes a comparison between past and present. If eventually is translated as éventuellement, an event that happened becomes an unconfirmed possibility. The reader may then infer a development, an uncertainty or a causal relationship that does not exist in the document.

To correct it, first reconstruct the questions the sentence answers. Is the issue when the event occurs, whether it occurs, why it occurs or how it is described? A good paraphrase can precede translation. For « The actual result was different from our prediction », you can explain: « Le résultat obtenu ne correspondait pas à la prévision. » This rephrasing identifies the relevant comparison - the obtained result did not match the prediction - and avoids presenting a historical change.

A false friend is not a shameful mistake: it is a reading hypothesis left unchecked. The teaching response is therefore to construct a contrast and a sentence. Repeating « actual ne veut pas dire actuel » ten times will be less reusable than learning two questions: « réel ou supposé ? » and « présent ou passé ? » Ask “real or supposed?” and “present or past?”. You can then choose actual or current according to the contrast needed.

5. Two competing methods: isolated word or contextualised contrast

Learning isolated pairs is quick. This method helps when meaning is stable and the objective limited: recognising an everyday object or retrieving a term already understood. It requires little space and suits initial revision. Its weakness is concealing the conditions of use. If a card contains only « expérience = experience », it does not help translate a laboratory experiment report.

Learning a contextualised contrast takes more time. You choose two sentences that make the difference visible, then explain the choice. This method better prepares rephrasing and reasoned reading, but can become too burdensome if a dossier is written for every obvious noun. Effort should focus on confusions that change your understanding or your production.

Example of a contrast: « She gained experience by analysing several reports. » « The experiment measured the effect of one variable. » The first sentence concerns learning through practice; the second a procedure for investigation. A transfer exercise then asks you to recount a lived experience and describe a fictional scientific experiment. Both tasks check that you can choose, instead of merely memorising a ban on a word.

To organise your notebook, add a “possible error” column. You can write « ne pas confondre réel et présent » or « préciser vécu ou expérimental »: do not confuse real with present, or specify lived versus experimental. This small annotation guides reading. It is better than an endless list of false friends with no memorised context.

6. Historical illustration: organised terminology for several institutions

The IATE database has been used by the European institutions since 2004; its project began in 1999. It brings together multilingual terminology related to many fields. This organisation illustrates a practical need: a term must be associated with a field, a concept and compatible formulations in several languages. A similarity in written form is not enough to ensure this consistency.

Primary reference: https://iate.europa.eu/home

For your work, retain the method rather than a promise of infallibility. A specialised entry may correspond to a particular institutional context. Check that the field sought is that of the document being read. A translation found in a legal text is not necessarily the best term for describing a physics experiment or an informal conversation. The guide neither reproduces nor extracts the IATE database.

7. Case study: correct a paragraph without strengthening its conclusion

Original English paragraph, fictional: « The actual result was lower than expected. Eventually, the group checked the calculation. There was little evidence for the initial explanation. »

Faulty French version: « Le résultat actuel était plus faible que prévu. Éventuellement, le groupe a vérifié le calcul. L’explication initiale était évidente. »

The first faulty sentence shifts the comparison: actual becomes actuel. The second changes a completed step into a possibility. The third almost reverses the content: little supporting evidence becomes something obvious. These mistakes do not concern style alone. They change what happened and what can be justified.

One possible version is: « Le résultat obtenu était inférieur à la prévision. Le groupe a finalement vérifié le calcul. Peu d’éléments étayaient l’explication initiale. » This translation adds neither the reason for the result nor the conclusion of the check. We do not yet know whether the calculation was wrong, the model incomplete or the observations insufficient. A faithful translation preserves these unknowns.

The study can be used orally. Explain each sentence's correction by naming the relevant contrast: effective/expected, occurrence/possibility, support/certainty. You will then demonstrate reading and reasoning skills; reciting three equivalents would be less convincing.

8. Progressive exercises

Exercise 1. Translate the meaning of « The actual distance was shorter than our estimate » into French. Your sentence must preserve the comparison with an estimate.

Exercise 2. To express « sa situation actuelle », suggest an English formulation. Explain why actual is not the first choice here.

Exercise 3. A fictional sign says « The library is closed ». A pupil translates it as « La librairie est fermée ». Identify the error about function and suggest the correction.

Exercise 4. Choose experience or experiment: a) knowledge acquired after several activities; b) a test comparing two conditions. Write an English sentence for each case.

Exercise 5. Rephrase « It was a sensible suggestion » in French without referring to emotional sensitivity. The original sentence does not prove that the suggestion succeeded.

Exercise 6. Translate « Eventually, the students completed the report » into French. Is this a possibility or an outcome? Justify your answer through the sentence's content.

Exercise 7. Construct a family of three words in the language you study. For each, indicate a category and a sentence; if a derivative seems plausible but uncertain, mark it for checking.

Exercise 8. A text uses evidence. Give a translation suited to an argument, then explain why « évidence » can change the degree of support.

Exercise 9. An Italian card links eventualmente to eventually without an example. What kind of contrast would you add to prevent confusion? You may answer in French.

Exercise 10. Correct the faulty paragraph in section 7, then write a sentence specifying what is still unknown. This sentence must not invent a cause of the result.

9. Reasoned answers

Answer 1. « La distance effectivement parcourue était plus courte que notre estimation. » This version is suitable if the context concerns a distance travelled; without that context, « la distance mesurée » may be suitable if measurement is mentioned. « La distance réelle était plus courte que notre estimation » preserves the contrast without adding an absent procedure.

Answer 2. « His current situation » or « her current situation », depending on the person. Current marks the relationship with the present; actual would instead evoke an effective situation contrasted with a representation or an assumption. You can also rephrase the whole sentence if this makes the context more natural.

Answer 3. The sign indicates a library. « La bibliothèque est fermée » therefore preserves the function of consultation or borrowing suggested by library. Do not conclude that every library lends every document: the lexical correction does not replace information about its services.

Answer 4. a) « She gained experience by preparing several presentations. » b) « The experiment compared two temperatures. » The first concerns learning; the second an investigative arrangement. The sentences are fictional. To describe a real procedure, one would also need to specify what is measured and what remains controlled.

Answer 5. « C’était une suggestion raisonnable » or « sensée ». The sentence evaluates the proposal; it does not establish its effectiveness. « La suggestion a parfaitement fonctionné » would add an outcome by claiming that it worked perfectly. The correction must therefore preserve both the adjective's meaning and the level of evidence.

Answer 6. « Les élèves ont finalement terminé le rapport. » Eventually indicates an outcome here. The past-tense form completed presents the action as accomplished; translating it as « éventuellement » would introduce a possibility in place of that accomplishment.

Answer 7. One possible English example: analyse, analysis, analytical. The categories are respectively verb, noun and adjective in the usual uses intended. « We analyse the document »; « The analysis distinguishes two claims »; « She uses an analytical approach ». The connection in meaning is visible, but each construction must be checked before inferring a general pattern of formation.

Answer 8. Depending on the sentence, evidence may refer to material, clues or proof supporting a conclusion. « Évidence » often

expresses the obvious nature of an idea in French. The translation must therefore identify a function of support without declaring that every conclusion supported by an element is certain.

Answer 9. Add an Italian sentence introducing a possibility or conditional need, then an English sentence presenting an outcome. Explain the difference in French. You do not need to create an Italian example if you have not mastered its construction: a note « à vérifier en contexte », meaning “check in context”, is more reliable than an invented sentence.

Answer 10. « Le résultat obtenu était inférieur à la prévision. Le groupe a finalement vérifié le calcul. Peu d’éléments étayaient l’explication initiale. » You can add: « Le passage ne précise pas si la vérification a révélé une erreur de calcul. » This reservation concerns information that is genuinely absent: the passage does not specify whether the check revealed a calculation error.

10. Synthesis challenge: explain an error to another reader

Choose two false friends studied and write a message of one hundred to one hundred and fifty words explaining to a classmate how to distinguish them. The message must contain a contrast in meaning, two original sentences and a justified correction. The recipient must be able to apply your explanation to a new sentence; a mere list of prohibitions does not meet this objective.

For self-assessment, look for four criteria: the contrast is identifiable; the examples make context explicit; the correction preserves the degree of certainty; the wording remains readable. A difficult sentence is not necessarily more precise. If reading requires guessing which word refers to which example, reorganise the paragraph.

In group work, exchange your messages, then create a new question from the card received. This second task reveals a

difficulty that can be hidden: an explanation may seem clear to its author but remain hard for another reader to reuse. Feedback should name a concrete point, for example « je comprends la différence, mais il manque un exemple d’aboutissement », meaning “I understand the difference, but an example of an outcome is missing”, rather than stop at « c’est bien ».

11. Revision card and common mistakes

A resemblance between words is a clue to check. A word family should consist of attested forms used in sentences. A false friend can change a function, a temporal relationship or a level of support. Correction concerns the meaning of the whole passage, not just a pair of translations.

Common mistakes: inventing a derivative by analogy; choosing a translation because it resembles French; ignoring grammatical category; transferring a technical meaning to another field; correcting a word by adding a conclusion. For each mistake, construct a short contrast and a transfer sentence.

Documentary references IATE, presentation and history of the European terminology database: https://iate.europa.eu/home Council of Europe, framework of language skills: https://www.coe.int/en/web/common-european-framework-reference-languages Examples and exercises are original LFDP content. Equivalents are given for the explicitly described uses; a specialised translation requires checking the document and its field.

Chapter 4 - Describe time, space and quantity accurately

Objectives Express a duration, position and quantity without creating false precision; distinguish chronological order, frequency and causation; read thresholds such as « au moins », « au plus » and « environ » - at least, at most and approximately. The calculations and situations in this chapter are original exercises. They connect wording with what it actually allows us to assert.

1. The central idea: information answers a particular question

« Le trajet est long » expresses an evaluation. « Le trajet dure quarante minutes dans les conditions observées » gives a duration with a limit. « Le trajet mesure vingt kilomètres » gives a distance. The three sentences may concern the same journey, but do not answer the same question: an impression of length, forty minutes under observed conditions and twenty kilometres differ. Accurate description begins by identifying what you want to know.

In a report, precision does not mean adding figures everywhere. It means naming the quantity, its unit, its starting point and the measurement conditions when relevant. « Le groupe a terminé à quinze heures » gives a time of day; « le groupe a terminé en quinze minutes » gives a duration. Translating one as the other changes the event: finishing at three in the afternoon is not finishing in fifteen minutes.

Compare original formulations of a duration: French: La lecture a duré vingt minutes. English: The reading took twenty minutes. Spanish: La lectura duró veinte minutos. Italian: La lettura è durata venti minuti. German: Das Lesen dauerte zwanzig Minuten. The construction changes, but the duration remains the same. A

faithful translation may therefore choose a different verb if it preserves the required relationship.

2. Duration, date and frequency: three distinct dimensions

A duration indicates an interval. A date locates an event. A frequency indicates an event's repetition. « Pendant trois jours », « le troisième jour » and « tous les trois jours » are not interchangeable. The first answers how long; the second when in a sequence; the third how often: for three days, on the third day and every three days.

In English, for can introduce a duration and since a starting point in uses compatible with the sentence. « She has worked on the project for three weeks » presents a duration; « She has worked on the project since Monday » presents a beginning. Translating « depuis trois semaines » word for word as since three weeks does not correctly express this construction. The card therefore needs to associate the preposition with the kind of reference point.

Do not turn this distinction into a universal rule detached from the verb. « For the next three weeks » may describe a future interval; « since » also has other functions in other contexts. The example serves to construct a reading, not to assign a unique meaning to a word.

To recount an investigation, you can record the beginning, duration and reporting date. « Nous avons commencé lundi, travaillé trois jours et présenté le bilan vendredi » lets you identify a possible intervening period without inventing its content: work began on Monday, lasted three days and was reported on Friday. « Nous avons travaillé jusqu’à vendredi » is not strictly equivalent: saying the group worked until Friday may suggest longer continuity. A rephrasing must therefore preserve the information actually present.

3. A position needs a reference point

Saying an object is « à droite », on the right, assumes a viewpoint. Is it the reader's right, the right of a person shown or the right of the document? On a map, « au nord » and « à droite » are not equivalent if the map's orientation is unknown. An accurate description chooses the frame of reference before the direction.

Compare expressions describing a position on a page: en haut à gauche; in the top left corner; en la esquina superior izquierda; nell’angolo in alto a sinistra; in der oberen linken Ecke. The constructions do not correspond word by word, but identify a comparable area. For a graph, specify whether you mean the key, an axis or a point; a direction alone may remain insufficient.

A spatial relationship is also conveyed by verbs. « Le point se rapproche de l’origine » describes movement or development; « le point est proche de l’origine » describes a position. Changing one into the other erases information. In English, approaches and is close to are therefore not merely stylistic alternatives. A good card contrasts a state with a change.

To explain a fictional route, « traversez la place puis tournez à gauche » provides a sequence of actions: cross the square, then turn left. « Le bâtiment se trouve à gauche de la place » describes a different location, whose reference point still needs specifying. In a real situation, linguistically clear directions do not replace checking the place or its accessibility.

4. Quantify: exactness, threshold and approximation

« Dix », « au moins dix », « au plus dix » and « environ dix » permit different conclusions. Ten is a value presented as exact in the sentence. At least ten sets a lower bound; at most ten sets an upper bound. Approximately ten indicates an approximation whose tolerance is not necessarily quantified. You therefore cannot convert approximately into an arbitrary interval without information.

The English expressions at least and at most correspond to these two types of bound. In Spanish, al menos and como máximo; in Italian, almeno and al massimo; in German, mindestens and höchstens permit comparable formulations. Correct understanding concerns the direction of the inequality, not the length of the phrase.

Fictional example: a guide must retain at least half of a six-hundred-page work. In a comparison using pages of identical format, the threshold is three hundred pages. Two hundred and eighty pages do not reach it; three hundred and twenty do. But if the font, margins or format change, the number of pages no longer measures the amount of content on its own. Choose a comparable metric, such as a word count defined in the same way.

« Réduire de moitié au maximum » and « réduire à la moitié au maximum » can be confused. The first limits what is removed; the second may limit what is retained. To avoid this ambiguity, write a direct sentence: « Le résumé conserve au moins la moitié du contenu mesuré. » The summary retains at least half of the measured content. In a project, this rephrasing can prevent a disagreement about delivery without adding a new requirement.

5. Two competing requirements: be precise and remain readable

A numerical description often allows observations to be compared. A qualitative description often helps a situation be understood without interrupting reasoning with a mass of numbers. These approaches can complement each other; they compete when the writer must choose what deserves quantification in a short sentence.

« La salle est grande » gives a relative impression. « La salle mesure douze mètres sur huit » gives two dimensions, but does not directly tell us how many people work there or how the furniture is arranged. The second statement is more precise about one property and remains incomplete about others. The first can be useful in a narrative, provided the impression has a role and is not presented as a measurement.

Numerical precision can also mislead. « Le trajet dure exactement dix-sept minutes » is unjustified if observations varied between fifteen and twenty minutes, unless the author is describing a particular timed journey. An average, an estimate and an observation are not three decorative ways of presenting the same number. They indicate three different relationships between the data and the situation.

The choice therefore depends on the question. To explain a calculation method, units and values are necessary. To analyse the anxiety of a character waiting, repeated gestures may be more relevant than an invented exact duration. In a synthesis, you can combine both: « L’attente dure environ une demi-heure ; le récit insiste surtout sur l’impression d’incertitude. » The first clause locates the episode in time; the second explains the effect studied, an impression of uncertainty.

Quantitative vocabulary requires the same caution. Many, few, rare and frequent assume a reference. « Peu d’élèves ont répondu » does not tell us whether the author compares the number with the class size, a previous session or their expectation. A translation must preserve this indeterminacy when the source provides no further information. Adding a percentage to make the sentence more precise would mean inventing data.

6. A historical illustration: common units, different uses

Since 20 May 2019, the units of the International System have been defined from fixed numerical values of seven constants. The International Bureau of Weights and Measures presents this framework as a common basis for measurements. This development illustrates the search for a shared reference independent of a unique physical object.

A common unit makes two values comparable in the property measured; it does not decide which property deserves measurement. Two objects may have the same mass and very different uses. Two exercises may take the same time and require different reasoning. Standardisation helps us understand numbers without replacing analysis of their relevance.

In an examination answer, this distinction avoids two opposite mistakes. The first is believing that figures remove the need to explain. The second is believing that every measurement impoverishes reality. A number becomes useful when its unit, the method or status of the data and the question it answers are specified. A sentence becomes useful when it does not attribute a scope to the number that it lacks.

7. Worked example: percentage and percentage point

Consider a fictional survey in which the proportion of correct answers rises from 40% to 50%. The difference is ten percentage points. Calculating the relative change against the initial value gives ten divided by forty, or 25%. Writing « une hausse de 10 % » without specifying the calculation can therefore mislead the reader.

The easiest sentence to check first provides both values: « La part de réponses correctes est passée de 40 % à 50 %, soit une augmentation de dix points de pourcentage. » You can add the relative change if it answers a distinct question. There is no need to multiply calculations when one is enough to understand the result.

A translation must preserve this difference. In English, percentage points distinguishes points from the relative percentage; in Spanish, puntos porcentuales; in Italian, punti percentuali; in German, Prozentpunkte. The specialised term makes it possible to check the comparison type. Keeping the figures is not enough if the expressed relationship changes.

This increase does not, on its own, prove the effectiveness of a revision method. We would notably need to know the tasks, participants and comparison conditions. The vocabulary of causation must therefore stay proportionate to the information: « a progressé après » describes succession; « a progressé grâce à » asserts a causal explanation. Correct data can be accompanied by excessive commentary.

8. Exercises in precision

Exercise A. A fictional notice states: « L’opération prend environ dix minutes. » Can we assert that it will take between nine and eleven minutes? Rephrase without inventing a tolerance.

Exercise B. Choose the English wording appropriate to « Le groupe travaille sur ce dossier depuis mardi » in a situation where the work continues: for Tuesday or since Tuesday. Explain the role of the reference point.

Exercise C. Distinguish « trois jours après la réunion », « pendant trois jours après la réunion » and « tous les trois jours après la réunion ». Which aspect of time changes?

Exercise D. A fictional report says that participation rises from 60% to 66%. Give the difference in percentage points and the relative change against the initial rate.

Exercise E. An arrow is on the right of a person shown facing the reader. Why might « à droite du personnage » and « à droite de l’image » refer to two different sides? Suggest unambiguous wording.

Exercise F. Translate « au moins cinq exemples » into the guide's other four languages. Can six examples be regarded as compliant? And four?

Exercise G. A sentence states: « La nouvelle méthode est efficace : les notes ont augmenté après son introduction. » Identify the conclusion that goes beyond succession alone and suggest cautious wording.

Exercise H. A narrative specifies only that the wait was long. A summary adds: « Le personnage attendit exactement quarante-deux minutes. » What should the writer correct?

Exercise I. Someone uses page numbers to compare two syntheses, but their formats differ. Suggest a more comparable measurement and a limit that would remain.

9. Explained answers

Answer A. No. Environ expresses an estimate whose margin is not given. « La durée annoncée est de l’ordre de dix minutes » preserves this approximation without guaranteeing a precise interval. In a use where a maximum time matters, one would need to seek further information instead of deducing a guarantee from the vocabulary.

Answer B. Since Tuesday suits this starting point, for example: « The group has been working on this file since Tuesday. » For would introduce a duration here, such as for three days. The present perfect progressive suits the proposed situation; it does not thereby become the automatic translation of every French use of depuis.

Answer C. Trois jours après locates an event relative to the meeting. Pendant trois jours describes a duration after it. Tous les trois jours describes repetition. The writer then needs to check which event each expression refers to; a clear time expression is not enough if its referent remains ambiguous.

Answer D. The difference is six percentage points. The relative change is six divided by sixty, or 10%. Both results are correct, but answer different questions. Stating the initial and final values limits the risk of confusion and lets the reader repeat the calculation.

Answer E. The person's right corresponds to their own viewpoint; for a person facing the reader, it may appear on the reader's left. One possible formulation is: « La flèche est placée à gauche de l’image, du côté de la main droite du personnage. » This sentence makes both frames explicit rather than asking the reader to guess them.

Answer F. At least five examples; al menos cinco ejemplos; almeno cinque esempi; mindestens fünf Beispiele. Six meets the lower

bound; four does not. The translation preserves the threshold without adding a maximum. A different instruction, « exactement cinq », would exclude six as well as four.

Answer G. Effectiveness is a causal conclusion not established by succession alone. « Les notes ont augmenté après l’introduction de la méthode ; ce constat ne suffit pas à isoler son effet » distinguishes observation from explanation. If other evidence later supports the method's effect, it must be presented and discussed.

Answer H. Remove the exact duration, which is absent from the narrative. « Le personnage traverse une longue attente » can preserve the available information. If analysis explains the impression of length, it can cite techniques in the passage, but must not manufacture a measurement to give the summary a documentary appearance.

Answer I. A word count calculated under a shared convention reduces the effects of fonts and margins. On its own, it does not measure usefulness, accuracy or depth of ideas. A qualitative check must therefore be retained. Two texts of the same length can offer very different arguments.

10. Revision card and checking an examination answer

Before translating or summarising a quantitative passage, identify four elements: the described property, the reference point, the unit and the status of the value. An estimated duration is not an exact date; a bound is not an average; a relative change is not a difference in points. This short check prevents correcting the figures while retaining a wrong relationship.

Then reread the verbs and connectors. Changing se rapproche to est proche erases development. Changing après to grâce à adds causation. Changing environ to exactement invents precision. Specialised vocabulary and grammar work together: a sentence

may use the right term and produce a false conclusion through a single connector.

To prepare for an examination, construct two or three examples of your own, then explain their difference without looking at the card. The exercise succeeds if you can rephrase the relationship and say which conclusion remains forbidden. Repeating a list of prepositions without checking their reference point is not enough to master this skill.

Illustration reference: International Bureau of Weights and Measures, presentation of International System units, https://www.bipm.org/en/measurement-units. The numerical situations and exercises in this chapter are fictional and created for the guide.

Chapter 5 - Narrate and explain: chronology, verb tenses and point of view

1. A narrative orders events, but also chooses a perspective

Narrating does not merely mean arranging facts in the order in which they occurred. The narrator chooses a starting point, a pace, information accessible to the reader and moments left unexplored. A translation or summary must identify these choices before seeking equivalents for verb tenses. Without this reading, a grammatically correct sentence may change how an event is understood.

Consider this fictional scene: « Léa cherchait la lettre lorsque la lumière s’est éteinte. » The search is the ongoing action; the light goes out within that setting. « Léa a cherché la lettre, puis la lumière s’est éteinte » instead presents two successive events and suggests a search regarded as completed. The vocabulary remains similar, but the temporal relationship has changed.

In English, « Léa was looking for the letter when the light went out » preserves the contrast between an ongoing action and an intervening event. The progressive form contributes to this reading; it does not automatically replace the French imperfect in every context. A state, a habit and an interrupted action may be expressed differently. The card should therefore explain the sentence's function rather than offer a table of mechanical equivalents.

Spanish « Léa buscaba la carta cuando se apagó la luz » and Italian « Léa cercava la lettera quando si spense la luce » also allow this contrast in a narrative. In German, « Léa suchte den Brief, als das Licht ausging » does not use a progressive form equivalent to

English; context and the conjunction help specify the relationship. Comparing the five languages teaches you to preserve a function while accepting different grammatical means.

2. Before, at the same time and afterwards

Three events can occur before, during or after a reference point. « Il avait envoyé le message quand elle est arrivée » presents sending as earlier than arrival. « Il envoyait le message quand elle est arrivée » places sending in progress at that moment. « Il a envoyé le message après son arrivée » places it later. The reader must be able to recover this difference in a rephrasing.

A summary can simplify a sentence without erasing the relationship: « À son arrivée, le message était déjà envoyé. » The rephrasing keeps the earlier occurrence, even though it changes the grammatical subject and replaces an action with a resulting state: the message had already been sent when she arrived. « À son arrivée, il envoie le message » would not do the same work. To judge an alternative, ask what it allows you to assert, not just whether it is elegant.

Connectors specify the reference point. Avant que, après que, pendant que, dès que and jusqu’à ce que do not indicate the same link: before, after, while, as soon as and until differ. The expression dès que can suggest immediate succession; après que does not by itself guarantee immediacy. Jusqu’à sets a limit, but you must check what ceases or changes at that limit. Precision is necessary in an instruction as well as in a narrative.

Fictional example: « Conservez la version précédente jusqu’à ce que la nouvelle soit vérifiée. » The limit is verification, not merely the beginning of downloading. Replacing this sentence with « Conservez-la pendant le téléchargement » could remove an

essential step. The problem is linguistic before it is technical: the rephrasing has shifted the condition for ending retention.

Compound tenses contribute to certain relationships of earlier occurrence, but languages do not all organise their narratives in the same way. A translation must read markers and context together. A tense choice cannot be deduced solely from the presence of an auxiliary in the source text.

3. The order of the text and the order of events

A narrative can begin with a consequence, return to its origin and then resume the thread. This construction does not force the summary to imitate every movement. Choose between two objectives: reconstruct chronology to clarify the facts, or preserve the narrative's construction to explain its effect. Both objectives are legitimate, but should not be mixed without indicating the choice.

Fictional text: « Le soir, Nora retrouva son carnet sur le banc. Le matin, elle l’avait oublié sur ce banc en préparant la sortie. Toute la journée, elle avait pensé l’avoir perdu dans le train. » A factual chronology begins with leaving the notebook on the bench, continues with the assumption and ends with the discovery. A narrative analysis notices that the text announces the resolution before shedding light on Nora's mistake.

A useful card can present both readings. The first answers “what happened?”. The second answers “how does the text make us understand it?”. Saying the order is disorganised without specifying the objective would be too hasty a judgement. A flashback may provide an explanation, suspense or a comparison between two successive states of knowledge.

The same distinction applies in history and science. An article can present a conclusion before the method that produced it. A

teaching explanation can start with a current problem and reconstruct the steps needed to solve it. The writer is not thereby inventing a new chronology of facts: they choose an organisation for presenting them.

4. A point of view does not guarantee that information is true

In the notebook scene, Nora believes she has lost the object on the train. That belief is a fact of the narrative; its content does not become an established fact. A faithful summary writes « Nora pense avoir perdu son carnet dans le train », then indicates the later discovery. « Nora perd son carnet dans le train » removes the distinction between a viewpoint and an event.

Verbs of perception, thought and speech preserve this distance. Elle croit, il suppose, le témoin affirme and le narrateur laisse entendre are not equivalent alternatives to il est certain: believing, supposing, a witness's assertion and a narrator's suggestion differ from certainty. A translation must preserve the status of information when it matters to the argument. The person who knows or believes must remain identifiable.

In English, believes, assumes, reports and knows do not have the same force. In Spanish, cree, supone, afirma and sabe; in Italian, crede, suppone, afferma and sa; in German, glaubt, vermutet, behauptet and weiß produce comparable distinctions. The exact choice depends on the sentence and register. A list of verbs does not authorise a unique correspondence in every text.

This caution does not require artificially doubting every detail. If a narrative explicitly establishes an event, the summary can present it as such. Simply avoid turning a character's hypothesis or a witness's statement into the conclusion of the whole text. Attentive reading preserves the hierarchy of information.

5. Detailed narrative or explanatory synthesis: two choices to justify

A detailed narrative lets you follow actions and perceive a development. An explanatory synthesis selects stages according to a question. The first risks becoming an accumulation; the second risks removing a necessary link. Quality is judged through the relationship between the objective, the elements retained and the conclusions permitted.

To understand how a character changes their mind, three stages may be necessary: their initial conviction, encountering contrary evidence and their new interpretation. If the summary keeps only the first and last, it notes a development without explaining it. Conversely, repeating every detail of the scene may prevent the reasoning from being identified.

The right choice is often to retain the event that makes the transition understandable. A synthesis is not short because it removes connections; it is short because it distinguishes indispensable details from the others. In a long text, this skill helps organise chapters that remain rich without becoming repetitive.

A translation follows the same principle when it needs to clarify an implicit relationship. It can choose a more natural construction, but must not add a motivation the text does not provide. « Elle partit après la discussion » does not automatically become « Elle partit parce qu’elle était convaincue ». The second sentence invents a cause and an inner state: leaving after the discussion is not necessarily leaving because she was convinced.

6. Literary illustration: a moral announced before the narrative

In Le Lièvre et la Tortue, La Fontaine opens the fable with « Rien ne sert de courir ; il faut partir à point ». The narrative then contrasts the hare's speed with the tortoise's steady progress. The conclusion returns to the idea announced at the outset: the order of exposition does not follow only the order of the race.

This construction lets us distinguish the sequence of actions, intentions attributed to the characters and the scope of the moral. Slowness does not in itself constitute a universal virtue; the fable presents a race whose outcome also depends on the start and the hare's attitude. Analysis must specify the relationship it defends instead of turning an illustration into a general law.

7. A rephrasing method: an event timeline and a knowledge timeline

For a difficult passage, prepare two very short timelines. The first indicates events in sequence. The second indicates what the reader or character knows at each stage. This double representation helps identify information revealed late, a disproved hypothesis and a flashback.

In the notebook scene, the event timeline is: leaving it on the bench, the day during which Nora believes she has lost it, discovery in the evening. Nora's knowledge timeline is: she believes it was lost on the train, then understands she left it behind. Her mistake is not added to chronology as a second real location of loss; it belongs to the story of her understanding.

Then write a three-sentence synthesis. The first locates the problem. The second explains the transition. The third specifies the result and, if necessary, its scope. A fourth sentence can indicate

how the narrative is constructed. The method does not set a compulsory length: it checks relationships before you decide on the final form.

One application to schoolwork is analysing an account of a proof. « On essaie une hypothèse, on constate une contradiction, puis on la rejette » does not mean every first hypothesis will be rejected. The summary describes this case and the checking method without generalising about every line of reasoning.

8. Exercises in chronology and point of view

Exercise A. Rephrase « Sam lisait le message lorsque le train s’est arrêté » while preserving the ongoing reading. Explain why « Sam a lu le message puis le train s’est arrêté » is not strictly equivalent.

Exercise B. In « Elle avait préparé sa réponse avant de recevoir la nouvelle question », which event precedes the other? Write a rephrasing using déjà.

Exercise C. Fictional text: « Le résultat fut annoncé vendredi. Deux jours plus tôt, l’équipe avait terminé les observations. Lundi, elle avait choisi la méthode. » Reconstruct chronology without adding a duration to each stage.

Exercise D. « Le témoin affirme que la porte était ouverte. » A summary writes « La porte était ouverte ». Which information about status has disappeared? Suggest a faithful version.

Exercise E. An instruction says: « Attendez jusqu’à la confirmation, puis fermez la fenêtre. » Can this be summarised as « Fermez la fenêtre après l’envoi »? Justify your answer.

Exercise F. Explain the difference between « Elle relut le dossier parce qu’elle doutait » and « Elle douta après avoir relu le dossier ». Where does doubt appear in each construction?

Exercise G. Translate the ongoing-action function in « Il cherchait un exemple quand la séance a commencé » into English. Then suggest a German sentence preserving the relationship without reproducing a progressive form.

Exercise H. A narrative begins with finding an object, then recounts leaving it behind. Is it necessarily incoherent? Distinguish chronology from narrative organisation.

Exercise I. A synthesis retains a character's change of mind, but removes the encounter explaining it. Which structural fault appears? What minimum information needs to be reintroduced?

9. Answers and justification

Answer A. « Pendant que Sam lisait le message, le train s’est arrêté » preserves the ongoing action and the intervening event. The second version instead presents reading as a completed event before the stop. Equivalence is not judged only by keeping both verbs: it depends on the relationship they construct.

Answer B. Preparation precedes receipt. « Lorsqu’elle reçut la nouvelle question, sa réponse était déjà préparée » preserves this earlier occurrence. The sentence does not say the answer will suit the new question; that outcome remains to be checked. A temporal relationship is not enough to establish suitability.

Answer C. Monday: choosing the method. Wednesday: completing observations, since this is two days before Friday. Friday: announcing the result. The text gives neither the time of day, the exact beginning of observations nor the processing duration. Known facts can be organised without filling every interval.

Answer D. The short version removes attribution to the witness and presents their statement as established. « Selon le témoin, la porte était ouverte » preserves the status. This attribution does not

mean the witness is mistaken; it simply indicates the information's origin and avoids going beyond the text.

Answer E. No. Sending and confirmation may be two distinct stages. The rephrasing must keep the endpoint of waiting: « Fermez la fenêtre après réception de la confirmation. » Close the window after receiving confirmation. If the document specified that confirmation was immediate, this would not remove the need to identify it.

Answer F. In the first sentence, doubt is presented as a reason to reread. In the second, it occurs after rereading, without a cause explicitly established by après. You can hypothesise an explanatory relationship by reading other information, but should not automatically infer it from the order alone.

Answer G. « He was looking for an example when the session began. » In German: « Er suchte ein Beispiel, als die Sitzung begann. » The subordinate clause's context locates the search at the start of the session. The proposed translations correspond to this fictional scene; they are not a universal rule for every use of the French imperfect.

Answer H. No. Organisation can announce a result and then explain its origin. A chronological synthesis and a narrative analysis may therefore use different orders. Indicate the choice and preserve the links. Incoherence would arise if reference points contradicted each other without reason, not merely because the narrative looks back.

Answer I. The synthesis preserves two states without their connection. Reintroduce the element that makes the change understandable, such as an observation contradicting the initial conviction. The formula « il change d’avis » describes a development; the argument indicates what explains it in this passage.

10. Revise and reread a narrative translation

First map the temporal relationships that matter to the question: earlier occurrence, simultaneity, interruption, duration or repetition. Then circle verbs indicating knowledge, belief or a statement. Both operations reveal where a literal translation risks erasing a distinction.

Finally, check causal links. Succession may be certain while explanation remains hypothetical. A character may assert something the narrator does not confirm. A synthesis should leave these gaps visible when reasoning depends on them. The text becomes clearer because its statuses are precise, not because every nuance has been removed.

For oral practice, recount a fictional scene in thirty seconds, then explain in one minute how you selected the stages. The second task reveals the quality of your editorial reasoning. You can record yourself locally and compare both versions: have you preserved the transition, viewpoint and conclusion, or only the nouns and verbs?

Illustration reference: Jean de La Fontaine, Le Lièvre et la Tortue, primary text in the 1874 edition, https://fr.wikisource.org/wiki/Fables_de_La_Fontaine_(%C3%A9d._1874)/Le_Li%C3%A8vre_et_la_Tortue. Ten-word quotation; none of the edition's commentary is reproduced. The other scenes and exercises are created for this guide.

Chapter 6 - Argue: thesis, reasons, examples, objections and conclusion

1. A thesis answers a question

A thesis is a position defended in response to a question. It is neither merely a topic nor an impression. « La lecture hors ligne » names a topic; « c’est pratique » expresses a judgement whose criterion remains vague; « un guide destiné aux déplacements doit pouvoir être consulté sans connexion » defends a proposition that can be explained and discussed: a guide intended for use on the move should be available without a connection.

To construct a useful thesis, first formulate the question. Which uses require a connection? Which functions should remain accessible locally? What compromise is accepted between download size and richness of content? The answer may be conditional. A nuanced position is no less clear if its conditions are explicit.

In an examination answer, « tout dépend » is not yet a response. Specify what the choice depends on and what this dependence allows you to conclude. « Le format le plus adapté dépend du besoin : une recherche rapide favorise un index, tandis qu’une étude approfondie exige une progression expliquée » distinguishes two criteria and points towards a compromise. The reader then knows what will be defended: quick searching and in-depth study call for different structural support.

A translation must preserve the thesis's strength. Should, must and can do not describe the same relationship with action. In Spanish, debería, debe and puede; in Italian, dovrebbe, deve and può; in German, sollte, muss and kann allow distinctions that depend on

context. Turning a recommendation into an obligation to make the sentence more persuasive changes the reasoning.

2. A reason explains why the thesis deserves acceptance

A reason is not a repetition of the conclusion in different words. « Il faut un sommaire parce que le sommaire est nécessaire » contributes nothing. « Un sommaire permet de rejoindre un chapitre sans parcourir tout le document » explains a relevant function: a table of contents lets you reach a chapter without going through the whole document. You can then check whether that function answers the use under study.

The reason should connect a fact, definition, principle or assumption with the conclusion. In « Ce texte conserve ses chapitres et peut donc être étudié par étapes », the step from structure to use is plausible, but overly long or poorly named chapters might still limit the convenience. An argument improves when it indicates the condition for success.

A line of reasoning can be logically coherent and based on a false premise. Fictional example: « Tous les fichiers de ce répertoire sont des PDF ; ce document appartient à ce répertoire ; il est donc un PDF. » The conclusion follows from the premises, but will be reliable only if the first assertion and the document's membership of the directory have been checked. Coherence and accuracy are not the same check.

Conversely, a conclusion may be true without being correctly justified. Finding the right calculation result by chance does not prove the method. Saying two documents are identical because they have the same name does not establish their content identity, even if a later check shows they are indeed equal. An argument's quality concerns the link presented, not just the outcome.

3. An example illustrates; it does not always prove a general claim

An example makes an idea concrete and can test a universal proposition. A conforming case generally does not suffice to prove that every case conforms. Conversely, a genuine counterexample suffices to refute an assertion claiming to hold without exception, provided the case really belongs to the stated domain.

« Tous les rectangles sont des carrés » is refuted by a rectangle with two adjacent sides of different lengths. « Certains rectangles sont des carrés » is confirmed by a square, under the usual definitions. The vocabulary tous, certains, aucun - all, some, none - and the domain's scope are therefore essential. Translating a quantifier can change a sentence's logical force.

In textual analysis, an example often shows a technique and its effect in a passage. On its own, it does not prove that the author uses the technique everywhere or that every reader will feel the same effect. Good wording specifies the scope: « Dans ce passage, la répétition souligne l’attente » leaves room for a different analysis of other passages.

A revision card should also distinguish a fictional illustration from a documented fact. Fiction helps isolate a relationship; historical fact lets an idea be compared with a situation genuinely described. Both have a function, but their status must be visible. Inventing a date or testimony to give weight to an example would diminish the reasoning's quality.

4. A serious objection challenges an identifiable point

An objection does not simply declare that a thesis is debatable. It shows a limit, an overlooked condition, a questionable premise or a problematic consequence. If a thesis asserts that every guide should be very short, an objection may recall that strong compression sometimes removes necessary explanations. The point challenged is the relationship between brevity and understanding.

Responding to an objection does not mean erasing it with a reassuring sentence. You can restrict the thesis, add a condition or distinguish uses. « Une fiche d’orientation peut rester brève, mais un guide de révision doit conserver les arguments et les exercices » turns an excessive generalisation into a better-suited proposition. The objection has moved the position forward by distinguishing an orientation sheet from a revision guide.

A false objection challenges a distorted version of the thesis. Defending offline access does not mean banning every form of Internet access. Defending a rich text does not mean wanting an accumulation without structure. The writer must fairly rephrase the position before discussing it. This requirement is also a translation skill: preserving a proposition's scope avoids manufacturing an easy opponent.

The expressions cependant, pourtant, en revanche, à condition que and sauf si organise different responses: however, nevertheless, by contrast, provided that and unless differ. En revanche may oppose two aspects without refuting the first. À condition que restricts a domain of validity. A sequence of connectors is not an argument if the relationships are not explained. Each connection should correspond to a real movement in the idea.

5. Two competing approaches: persuade through force and through examination

A speech can seek rapid agreement through memorable wording, a striking example and a confident tone. It can seek considered agreement by making reasons, limits and objections explicit. Both approaches are not always incompatible, but may produce different presentation choices.

A memorable sentence helps a principle be retained. It can also hide the conditions for applying it. Detailed development makes those conditions visible; it may lose its reader if the guiding thread disappears. A learning card should therefore combine a clear idea with an examination rich enough to avoid a slogan.

For revision, write a concluding sentence, then ask what justifies it and what could limit it. If you can answer only by repeating the conclusion, development is missing. If you produce ten objections without retaining a position, the text no longer reaches an outcome. An argument's strength comes from progression between a question and an answer that can be checked.

Linguistic politeness also matters. « Cette explication suppose que… » targets reasoning. « L’auteur ne comprend rien » attacks a person and replaces no evidence. A firm tone can remain precise: « La conclusion dépasse les observations présentées, car celles-ci ne permettent pas d’isoler la cause. » Criticism becomes more persuasive when it names what needs correcting.

6. Philosophical illustration: a formula and the reasoning supporting it

In the fourth part of Discours de la méthode, Descartes writes « je pense, donc je suis ». The formula appears within an approach involving doubt: the very act of thinking leads to recognising the existence of the person thinking. It is not presented as a mere opinion to make attractive.

This illustration reminds us that a famous conclusion does not replace reading its argument. To explain it, the reader must identify the question, the movement of reasoning and the scope attributed to the result. Quoting the formula at the start of an examination answer can introduce a problem; it does not remove the need to show why it enters the proposed analysis.

7. A constructed example: choose a guide format

Fictional question: « Un guide de révision doit-il privilégier une lecture continue ou un accès direct aux notions ? » Should a revision guide favour continuous reading or direct access to concepts? First answer: continuous reading permits progression, because new concepts can build on earlier ones. Second answer: direct access lets a precise difficulty be found without rereading everything. The reasons concern two real uses of structure.

The objection to the first answer is the searching cost during occasional revision. The objection to the second is the risk of reading a concept without its conditions. A reasonable conclusion combines the functions: explicit progression, a direct table of contents and references to prerequisites. This is not a vague compromise, but an answer assigning a role to each means.

To turn this analysis into a paragraph, begin by announcing both needs. Next, develop the difference, then explain the choice. « Le guide doit permettre une étude suivie et une consultation ciblée.

Une progression construit les prérequis, tandis qu’un sommaire facilite leur recherche. Les renvois entre chapitres limitent le risque d’isoler une définition de ses conditions. » Each sentence adds an identifiable function: sustained study, focused consultation and links preserving prerequisites.

An excessive conclusion would be: « Avec un sommaire, tous les élèves comprendront tout. » Structure facilitates access; it does not guarantee every reader's understanding. An overly weak conclusion would be: « Les deux formats existent. » It describes possibilities without answering the problem. A reasoned answer specifies what is retained and why.

8. Argumentation exercises

Exercise A. Turn the topic « Les exemples dans un cours » into a question, then a conditional thesis that can be discussed.

Exercise B. Identify the fault in « Ce texte est clair parce qu’il est facile à comprendre ». Add an observable reason explaining its clarity.

Exercise C. « Tous les documents longs sont inutilisables sur téléphone. » What kind of case would need to be presented to refute this universal proposition? Would a short, unreadable document suffice?

Exercise D. An author defends: « Les fonctions locales doivent rester utilisables sans connexion. » An opponent answers: « Il veut supprimer toutes les fonctions Internet. » Which distortion appears? Rephrase a fair objection.

Exercise E. Two files have the same name. Someone concludes that they have the same content. Is the link presented sufficient? Suggest a relevant check without entering a particular technical procedure.

Exercise F. Give an argument in favour of a short learning sheet, then an objection requiring a distinction between an orientation sheet and an in-depth guide.

Exercise G. Translate the function of « Il faudrait conserver un accès au sommaire » into English without turning the recommendation into an absolute obligation. Explain the role of should in your proposal.

Exercise H. A sentence says: « Un cas a réussi ; la méthode réussit donc toujours. » What is missing to support the general claim? Rewrite a proportionate conclusion.

Exercise I. Write a two-sentence conclusion to the question of guide format. Each sentence should contain a function and a limit or condition.

9. Explained answers

Answer A. Possible question: « Les exemples suffisent-ils à comprendre une notion ? » Possible thesis: « Les exemples rendent une notion plus concrète, à condition d’être reliés à une explication de leur portée. » The sentence defends a role without claiming that illustration replaces every definition. Other formulations are possible if they answer a precise question.

Answer B. The second clause largely repeats the idea of clarity. An observable reason would be: « Le texte distingue chaque notion, explique les transitions et donne un exemple corrigé pour les difficultés principales. » Clarity still needs to be assessed by reading, but the link has become checkable. Avoid turning a mere synonym into evidence.

Answer C. You need a long document that is genuinely usable on a phone under an explicit criterion. A short, unreadable document does not directly refute the proposition: it shows only that brevity

does not guarantee usability. Both observations may be interesting, but do not target the same generalisation.

Answer D. The reply turns a requirement for local independence into a ban on every Internet function. A fair objection could ask how to access updates or new resources without a connection. The response can distinguish local consultation from prior downloading without changing the initial thesis.

Answer E. The name is insufficient evidence: two different contents can have the same name. Compare the content or a reliable fingerprint according to the check's objective. The reasoning must announce what it wants to establish: complete identity, the same version or mere similarity of topic. These conclusions do not necessarily require the same checks.

Answer F. Argument: a short sheet facilitates orientation and quick recall. Objection: if it removes reasoning steps, it may become insufficient for learning or correcting an error. The conclusion must distinguish a memory aid from an in-depth guide and assign each a function, rather than declare brevity always good or always bad.

Answer G. « The table of contents should remain accessible. » Should expresses a recommendation here. Must would present stronger necessity or obligation, depending on context. The proposed translation preserves availability without inventing a sanction or legal rule. The exact register can then be adapted to the document.

Answer H. One successful case is not enough to guarantee every case. « La méthode a réussi dans le cas présenté ; sa portée doit être vérifiée dans d’autres conditions » preserves the observation and limits the conclusion. To support a broader general claim, one would need to define the domain, conditions and success criteria.

Answer I. Example: « Une progression continue aide à construire les prérequis, si les transitions sont expliquées. Un sommaire direct facilite la consultation ponctuelle, à condition de renvoyer vers les notions nécessaires. » Both sentences answer distinct uses. The conclusion can then propose combining them in the same guide without guaranteeing automatic success.

10. Reread with five questions

Which question does my thesis answer? What new reason does each paragraph contribute? What function does my example fulfil? Which serious objection have I considered? Does my conclusion preserve the scope actually justified? These five questions identify a text that seems rich but circles an idea without developing it.

For revision, take a paragraph and mark its functions: position, reason, illustration, objection, response. They need not always appear in this order, nor must one paragraph contain all five. The marking checks progression rather than imposing a recipe. If two sentences do exactly the same work, consider what one could clarify.

The quality of vocabulary directly contributes to the quality of reasoning. All and some, cause and succession, obligation and recommendation, proof and illustration are not decorative nuances. They define possible conclusions. An elegant examination answer that is imprecise about these terms may briefly persuade while leaving a fragile argument.

Illustration reference: René Descartes, Discours de la méthode, fourth part, primary text in Cousin's 1824 edition, https://fr.wikisource.org/wiki/Discours_de_la_m%C3%A9thode_(%C3%A9d._Cousin)/Quatri%C3%A8me_partie. Five-word quotation, without lengthy reproduction of the text. The dossiers and exercises are created for this guide.

Chapter 7 - Qualify a claim: certainty, hypothesis, condition and disagreement

1. A sentence's strength is part of its meaning

« Le document est complet », « le document semble complet » and « le document pourrait être complet » do not present the same degree of commitment. The first asserts a state; the second signals an impression or assessment; the third leaves a possibility open. A translation removing semble or pourrait therefore changes the information, even if it preserves the noun and adjective: “is complete”, “seems complete” and “could be complete” differ.

Qualification is not an embellishment added to appear cautious. It specifies the relationship between what is observed, what is inferred and what remains to be checked. A well-qualified sentence lets the reader know how much confidence to place in it and which question to ask next. Conversely, an accumulation of perhaps without any indication of method may make a text hard to use.

To choose your wording, ask what you have actually checked. Have you read the entire file or only one page? Have you measured a quantity or used an estimate? Have you observed succession or established a mechanism? The answers determine the scope. Saying « les pages examinées contiennent des chapitres structurés » may be precise, whereas « le livre entier est excellent » goes beyond that partial examination.

This skill is useful in revision. An examination answer sometimes needs to defend an interpretation firmly while acknowledging that a passage permits several readings. Firmness concerns the quality of the arguments presented; qualification concerns the result's scope. There is no contradiction in writing: « Cette lecture explique le contraste du passage, sans épuiser tous ses effets. » An

interpretation can explain a contrast without exhausting every effect.

2. Hypothesis, assumption and provisional conclusion

A hypothesis organises reasoning that one seeks to examine. It is neither an already established truth nor a passing idea immediately forgotten. « Si le ralentissement vient de la mémoire disponible, il devrait varier dans des conditions où cette mémoire change » connects a possible explanation with a consequence to examine. This fictional example describes a test's structure; it does not supply a technical diagnosis.

An assumption can be introduced to explore a case. « Supposons que les deux fichiers contiennent le même texte » allows reasoning about presentation, provided it is recalled that identity has been assumed. A provisional conclusion summarises what the available examination allows us to retain now without preventing revision when new information appears.

In translation, hypothesis and assumption are not always interchangeable. The first may refer to an explanation or proposition to examine; the second to a premise accepted for reasoning in the context. In Spanish, hipótesis and supuesto; in Italian, ipotesi and presupposto; in German, Hypothese and Annahme provide pointers to check in the sentence. A specialised context can alter usage.

To avoid ambiguity, make the function explicit instead of searching for a unique word: « Nous admettons cette condition pour le calcul », « nous cherchons à vérifier cette explication » or « nous retenons provisoirement cette interprétation ». Accepting a condition for calculation, seeking to verify an explanation and provisionally retaining an interpretation are different moves. The reader can then check the approach. This precision is particularly

important when an everyday word and a disciplinary term look alike.

3. Possible, probable and certain

Possible means a situation is not excluded within the framework considered. Probable assigns greater likelihood, whose exact meaning depends on method and context. Certain announces very high assurance or a necessary conclusion within defined reasoning. None of these words automatically supplies a universal percentage.

« Il est possible que le personnage ait oublié la lettre » does not mean forgetting the letter is more likely than every other explanation. « Il l’a probablement oubliée » commits the analysis further. To defend this second sentence, indicate the clues: an earlier scene, a contradiction in the character's memories or information from the narrator. Verbal intensity does not replace justification.

A number can specify a probability when a model or observation justifies it. Do not invent « 80 % de chances » to give an impression a scientific appearance. In a defined random experiment, a probability is calculated under assumptions; in literary reading, an interpretation's plausibility is generally argued differently. The same words do not guarantee the same methods.

In English, may, might, likely and certainly contribute to different formulations. In Spanish, puede que, quizá, probablemente and con certeza; in Italian, può darsi, forse, probabilmente and certamente; in German, möglicherweise, vielleicht, wahrscheinlich and sicher must be chosen according to construction. A useful card associates each expression with an example and a scope, without manufacturing a rigid numerical scale.

4. A condition can concern action or conclusion

« Si vous avez téléchargé le guide, vous pouvez le consulter hors ligne » links a possible action with a prerequisite. « Si le guide contient toutes les sections annoncées, il répond au critère de structure » links an evaluative conclusion with a check. In both cases, the clause after si must not be treated as already true.

A sufficient condition is not necessarily necessary. In a geometry example, being a square suffices to be a rectangle under the usual definitions, but being square is not necessary to be a rectangle. The expression seulement si indicates a necessary condition; si can introduce a sufficient condition within an explicit implication. An everyday sentence sometimes needs rephrasing to remove ambiguity.

Fictional example: « L’accès est autorisé seulement si le dossier est validé. » Validation is necessary under the rule presented. That does not guarantee it is sufficient: another condition may be required if the rule specifies it elsewhere. « L’accès est autorisé si le dossier est validé » announces a different link and may suggest that validation suffices within the described framework.

The translation must preserve the position of seulement. Only if, solo si, solo se and nur wenn can express this kind of necessity. Adding only to a sentence that does not contain it can change the rule. To check your version, rephrase it in French with nécessaire or suffisant, then compare the resulting meaning with the source.

5. Two competing positions: decide and wait

When information is incomplete, one can try to decide quickly using the available material or wait for an additional check. The first approach responds to waiting's cost; the second to the risk of error. Relevant argument does not choose caution or speed in the abstract: it compares consequences in the case studied.

To open a chapter already on the phone, verification may be simple and reversible. To announce that a set of thirty-five texts has been read and translated, the requirement is different: a partial check does not establish overall quality. The level of evidence depends on the conclusion and consequences, not just the desire to produce an answer quickly.

In an examination answer, you can defend a limited conclusion when uncertainty remains. « Les observations disponibles favorisent cette explication, mais ne permettent pas d’exclure la seconde » provides a usable result. « On ne peut rien dire » sometimes abandons information genuinely established; « tout est prouvé » may go beyond it. Qualification means locating precisely what has been established.

6. Philosophical illustration: place a formula within its argument

Pascal writes in Pensées: « Vérité au deçà des Pyrénées, erreur au delà ». The passage discusses how judgements of justice vary with customs, not geographical variation in arithmetic results.

This quotation can introduce a problem, but does not allow every possible form of relativism to be attributed to an author. A short quotation requires a precise question and context. To construct your own analysis, distinguish the diversity of rules actually observed from the question of their justification. The first observation does not automatically resolve the second.

7. Method: a scale of checkable formulations

Prepare an observational sentence, an interpretative sentence and a limiting sentence. Fictional observation: « Trois chapitres examinés contiennent des exercices corrigés. » Interpretation: « Ces exercices peuvent aider à vérifier la compréhension des notions présentées. » Limit: « Leur efficacité pour tous les lecteurs n’a pas été mesurée. » The three sentences do not weaken the result; they make it easier to read by separating observed exercises, possible usefulness and unmeasured effectiveness.

This method should not produce an automatic warning after every trivial assertion. When defining a concept within a stated framework, you can be direct. « Un point de pourcentage mesure l’écart entre deux valeurs exprimées en pourcentage » does not require a perhaps. Qualification should correspond to real uncertainty or a limit of scope.

In a debate, rephrase the disagreement according to its level. Does it concern a fact, an interpretation, a decision criterion or a preference? Two people may agree on a guide's size and differ about the importance of argumentative richness. Their disagreement will not disappear simply by repeating the figure. The criterion needs explanation.

A useful formulation is: « Nous retenons le même constat, mais nous ne lui attribuons pas la même priorité. » Another is: « Notre conclusion dépend de cette hypothèse, que vous contestez. » Vocabulary locates the exchange and enables progress. Conversely, declaring that all disagreement comes from misunderstanding may prevent recognition of a genuine difference in values or objectives.

8. Exercises in scope and condition

Exercise A. A reader has examined two pages out of one hundred. They write: « Toutes les pages sont parfaitement structurées. » Rephrase the result they can actually defend.

Exercise B. « Il est possible que le fichier ait changé. » Is this sentence enough to assert that change is the most likely explanation for a displayed difference? What needs to be added?

Exercise C. Translate the function of « La conclusion pourrait changer après vérification » into English and German, preserving possibility rather than asserting change.

Exercise D. Distinguish « si le texte est traduit, il peut être lu dans cette langue » from « le texte peut être lu dans cette langue seulement s’il est traduit ». Which relationship does each sentence announce?

Exercise E. A note explains: « Nous supposons les données exactes pour examiner la méthode de calcul. » Can the reader then cite the note as evidence that the data are accurate?

Exercise F. An examination answer uses peut-être in every sentence, including when stating a definition. What problem appears? Give a correction that remains firm without exaggerating.

Exercise G. Two readers agree on the word count, but one prefers brevity and the other detailed development. Formulate their disagreement without attributing a calculation error to either.

Exercise H. An observation and an interpretation seem compatible with two explanations. Write a conclusion retaining a reasoned preference without claiming to exclude the other explanation.

Exercise I. A sentence says: « Le procédé est sûrement efficace, car je l’aime. » Distinguish personal appreciation from evidence of effectiveness, then suggest a rephrasing.

9. Explained answers

Answer A. « Les deux pages examinées présentent une structure claire selon les critères retenus. » The sentence should then announce those criteria if the judgement is to be checked. It does not permit a conclusion about the other ninety-eight pages. Partial reading can produce a useful observation; it does not become complete reading through an enthusiastic adjective.

Answer B. No. The possibility of a change does not rank explanations. One would need to compare versions or seek evidence distinguishing a file change from a presentation problem. The expression most likely requires comparative justification, not just the absence of impossibility.

Answer C. « The conclusion could change after verification. » In German: « Die Schlussfolgerung könnte sich nach der Überprüfung ändern. » Both sentences preserve a possibility. Will change or wird sich ändern would assert change. A more precise version could announce what will be verified, if that information appears in the source text.

Answer D. In the first sentence, translation is presented as sufficient for the possibility of reading within the announced framework. In the second, it is presented as necessary. In a real situation, other conditions may matter, such as access to the text and reading ability; this example isolates only the formulations' logical relationship.

Answer E. No. Accuracy has been assumed for limited reasoning; it was not demonstrated by that assumption. The reader can write: « Sous l’hypothèse de données exactes, la méthode produit ce résultat. » Independent checking of the data would be needed to change that status.

Answer F. Repetition blurs levels of certainty and may make a correctly stated definition seem uncertain. Possible correction: « Dans le cadre de ce guide, ce terme désigne… », followed by direct wording of the definition. Assumptions and limits should remain visible where they exist, rather than become decoration everywhere.

Answer G. « Les lecteurs s’accordent sur le volume, mais accordent un poids différent à la rapidité de consultation et à la profondeur des explications. » The sentence identifies the criteria. One can then seek a format combining a quick table of contents with rich chapters, or acknowledge a choice dependent on use.

Answer H. « La première explication rend mieux compte de l’indice présenté, parce qu’elle explique ce contraste sans hypothèse supplémentaire ; la seconde reste possible faute d’un élément permettant de les départager entièrement. » The justification must suit the actual dossier. Merely naming the first explanation is not enough to prefer it.

Answer I. Personal appreciation is information about a preference; it does not prove general effectiveness. « Ce procédé me convient pour cette tâche, mais son efficacité pour d’autres lecteurs reste à examiner » preserves the personal observation. If the objective is a performance measurement, a task, an outcome and a relevant comparison must be defined.

10. Revision card: preserve scope without diluting the idea

When rereading, underline words determining the claim's force: tous, certains, nécessairement, probablement, seulement, sous réserve, selon and semble - all, some, necessarily, probably, only, subject to, according to and seems. Then check that they correspond to the reasons presented. One change can turn a limited result into a general promise or an obligation into a mere possibility.

For practice, take the same topic and write three formulations: a verified fact, a hypothesis and a preference. Explain what distinguishes them and what check would allow each to develop. This exercise trains more precise thought than memorising a long list of isolated adverbs.

Good qualification is situated. It says what remains uncertain and why that matters. It does not hide the conclusion, invent figures or remove established information. This discipline improves translation, document analysis and argument because it protects the relationships between words and reasons.

Illustration reference: Blaise Pascal, Pensées, primary text on variation in judgements of justice, https://fr.wikisource.org/wiki/Page:%C5%92uvres_de_Blaise_Pascal,_XIII.djvu/232. Short eight-word quotation; no editorial commentary reproduced. The exercises and dossiers are fictional and original.

Chapter 8 - Read a document: author, context, function and organisation

1. Identify the document before drawing a conclusion

Reading a document begins with a simple question: what kind of object is in front of me? A popular explanation, a literary extract, regulations, testimony and a revision sheet do not have the same function. They may address the same topic without presenting information in the same way or involving the same kinds of evidence.

Identification should not become a mechanical list of labels. The author's name, date, title and medium are useful when they illuminate the argument. They do not replace reading. An old document can express an idea that remains relevant; a recent document can contain an error. The date locates the source, but is not enough to judge its quality.

Function indicates what the text seeks to do: narrate, describe, explain, defend a position, prescribe an action or help retrieve information. Several functions can coexist. A guide can describe a problem, explain a mechanism and recommend an approach. Analysis must specify which passage does which work rather than assign a unique function to every sentence.

For revision on a phone, keep a short identification card with the title, source, known date and question addressed. The objective is to retrieve and distinguish documents. If no date is indicated, write “date not specified”; do not invent one from the download day. The consultation date and publication date are different information.

2. Understand the recipient and level of detail

A text for specialists may use a term without defining it because it assumes shared vocabulary. A text for a general audience often needs to explain that term. This difference does not automatically make the first better or the second inferior. Quality depends on the relationship between detail and intended reader.

A sheet for a pupil in the final year of secondary school can retain demanding concepts if it explains prerequisites and progresses in stages. Simplifying does not mean removing every abstract concept. It means making visible the relationships that enable understanding. A precise specialised word can be more instructive than a vague circumlocution, provided it is defined and illustrated.

The recipient also influences register. Action instructions often favour direct sentences; an argumentative essay may develop longer sentences; a narrative can play with implication. A translation must preserve function while adapting idiomatic constructions. Making every sentence short does not guarantee greater fidelity.

Fictional example: « La mesure est rapportée à une référence commune, ce qui permet de comparer les résultats à condition que les conditions de mesure soient explicitées. » The sentence can be organised into two clauses if the reader needs it. However, preserve the condition because it contributes to meaning. A simplification removing à condition que - provided that - becomes a generalisation.

3. Identify organisation: headings, transitions and conclusion

Headings announce a division; they do not prove that it has been carried out well. A chapter titled limits must actually explain limits. A chapter titled method must present an approach, not just a series of results. The table of contents is therefore a structural promise that reading should check.

In an argumentative text, look for movement between paragraphs. Does the first pose the problem? Does the next define a concept or add a reason? Does an illustration help that reason be understood? Does an objection lead to a more precise response? If three paragraphs repeat the same idea, their visual separation is not enough to create progression.

Transitions can be explicit or implicit. Ainsi often announces a consequence or rephrasing, but the link needs checking. Cependant signals an opposition whose nature should be identifiable. Par exemple introduces a case that can illustrate an idea without proving it universally. Read connector vocabulary together with the argument, rather than merely spotting it for formal analysis.

A good method is to give each paragraph a working heading of five to ten words. If you cannot do this without copying an entire sentence, ask which function dominates. If two headings are identical, determine whether repetition is deliberate and useful or whether one passage could be condensed. This analysis helps you subsequently construct a structured synthesis.

4. Distinguish description, prescription and argument

A description presents a state or event. A prescription indicates what must be done or respected. An argument seeks to justify a conclusion. All three may use the present tense, but do not answer the same question. « Les élèves disposent d’un sommaire » describes; « les élèves doivent disposer d’un sommaire » prescribes; « un sommaire est nécessaire parce qu’il facilite la recherche » argues.

A normative text can state a principle without describing its complete implementation in a society. Regulations can announce a rule without proving every person follows it. A reading card should therefore avoid turning a prescription into a universal observation. The document's genre helps identify what a sentence commits to.

A translation must preserve this difference. The guide provides describes a stated function; the guide should provide recommends; the guide must provide imposes a requirement or expresses necessity, depending on context. In Spanish, ofrece, debería ofrecer and debe ofrecer; in Italian, offre, dovrebbe offrire and deve offrire; in German, bietet, sollte bieten and muss bieten are not interchangeable.

In an examination answer, you can write: « Le document énonce un principe, mais ne constitue pas à lui seul une enquête sur son application. » This sentence distinguishes the objects without devaluing the principle. Studying implementation requires another kind of material: observations, archives, testimony or data appropriate to the question.

5. Two competing readings: follow the text or read to answer a question

Continuous reading seeks to understand the document's own organisation. Focused reading seeks an answer to a particular question. The first protects against isolated quotations; the second prevents every item of information being treated as equally relevant. Both benefit from being combined: understand the whole before selecting useful passages.

On a phone, a table of contents facilitates focused reading. It should not lead to ignoring definitions or conditions in other chapters. Direct access is useful when it also enables prerequisites to be found. A well-organised guide therefore indicates relationships between its parts rather than juxtaposing dossiers without a guiding thread.

To analyse a long document, prepare a map of three to five main ideas, then place the question studied on that map. You can then read the relevant sections more closely while knowing what has been left aside. A conclusion should announce this scope if it does not claim to account for the entire document.

Focused reading becomes fragile when the reader retains only passages confirming their first impression. To avoid this bias, look for an objection or qualification in the document itself. The aim is not to invent a contradiction, but to check whether the selection retains elements limiting the idea defended.

6. Historical illustration: a principle formulated in a declaration

The first article of the 1789 Déclaration des droits de l’homme et du citoyen states: « Les hommes naissent et demeurent libres et égaux en droits. » This is a statement of principle.

The reading exercise here consists in distinguishing a sentence's normative function from a description of situations actually experienced. Analysing historical implementation requires complementary documents. That work cannot be replaced by the mere presence of a present-tense verb. This distinction belongs to document analysis, without offering legal advice or asserting that every principle was realised in the same way in every period.

7. Example of a constructed reading card

Consider a fictional document titled « Retrouver une notion dans un guide ». It defines an index, defends the usefulness of a table of contents, gives a search example and indicates a limit: an overly general heading is not enough to find a precise question. A reading card should preserve all four functions.

Possible card: « Le document explique les moyens de consultation d’un guide et défend l’accès direct aux parties. Il distingue le sommaire, qui suit la structure, de l’index, qui regroupe des termes ou des notions. L’exemple montre une recherche ciblée ; la limite porte sur la précision des intitulés. » The card remains concise without reducing the document to a single slogan: it keeps navigation methods, the distinction between contents and index, and the limit concerning precise headings.

Then add the personal question: « Ce document aide-t-il à préparer une consultation hors ligne ? » One answer can be: « Il éclaire l’organisation de la recherche locale, mais ne traite pas à lui seul du téléchargement préalable ni de la mise à jour des fichiers. » This conclusion locates usefulness and limits. It does not criticise the document for failing to answer every possible question.

This approach avoids a frequent mistake: declaring a text incomplete because it does not address a topic outside its objective. An absence may be a limit for your use without being an

intrinsic defect. Judgement becomes more precise when it distinguishes the announced function from the reader's need.

8. Document-analysis exercises

Exercise A. Today you download a text without a publication date. Which date can you record with certainty? How should the missing one be presented?

Exercise B. A notice says: « Le fichier doit contenir douze chapitres. » A report then asserts: « Le fichier contient douze chapitres. » Which check is missing between the sentences?

Exercise C. A chapter titled Arguments contains only three anecdotes. Give two questions for checking whether the anecdotes fulfil the announced function.

Exercise D. A specialised document does not explain a term known to its usual readers. Is that enough to conclude it is poorly written? Distinguish the target audience from the use of your card.

Exercise E. An examination answer quotes a sentence after cependant, but removes the preceding sentence. Which link may disappear? Suggest a checking method.

Exercise F. A reader wants to study a model's limits. They consult only the paragraph titled Résultats. What risk appears, and which complementary section should they look for?

Exercise G. Translate the function of « Le guide devrait définir les termes principaux » into English and Italian without asserting that the guide already defines them.

Exercise H. A reading card indicates only « l’auteur parle de la mémoire ». What should be added to present the document's function and position?

Exercise I. A document addresses a guide's structure, but not the phone's battery. For an analysis of mobile reading, how can this limit be announced without attributing an absent promise to the document?

9. Explained answers

Answer A. You know the download or consultation date. You can write « publication : date non précisée ; consultation : date du jour de lecture ». The first date cannot be deduced from the second. A visible update on the site may be further information, but it must be named as such and not confused with first publication.

Answer B. Check the actual presence of chapters in the examined file. The notice states a requirement; it does not prove its execution. A reliable report can state « les douze chapitres ont été identifiés dans cette version » if that check has been performed. The version and scope must remain identifiable.

Answer C. Which thesis does each anecdote relate to? Which conclusion does it support, and with what limit? An anecdote may provide an illustration, but does not become general proof through the chapter heading alone. Explain the link and distinguish the case's status.

Answer D. No. Relevance depends notably on the intended audience and the text's function. For your revision card, you can add a definition making reading more accessible without claiming to correct an authorial error. This adaptation must remain faithful to the specialised meaning and indicate necessary prerequisites.

Answer E. Cependant opposes or limits a preceding idea. Reread the passage before and after the quotation to identify the link. An isolated quotation can reverse the position by removing the concession it corrects or the thesis it qualifies. The check concerns the movement of the text, not just the accuracy of copied words.

Answer F. The reader risks taking a result outside its assumptions. They should seek conditions, method, definitions and limits. The heading Résultats does not guarantee that all this information appears there. Focused consultation remains effective when it respects dependencies between parts.

Answer G. « The guide should define the main terms. » In Italian: « La guida dovrebbe definire i termini principali. » The formulations preserve a recommendation. Defines or definisce would assert a function already realised or stated as such. Choosing a tense and a modal verb therefore changes the document's status.

Answer H. Specify the question, function and position: « L’auteur explique des stratégies de mémorisation et défend l’intérêt d’exercices de rappel, tout en indiquant les conditions de leur usage. » This proposal is correct only if the document actually contains those elements. A card must not invent a thesis from the topic alone.

Answer I. « Le document éclaire l’organisation de la consultation mobile, mais ne permet pas à lui seul d’évaluer l’autonomie matérielle du téléphone. » The sentence announces a limit for your question. It does not assert that the author promised to address the battery. Another document would be needed for that aspect.

10. A two-pass reading method

On the first pass, identify the problem, main parts and conclusion. Do not stop at every unfamiliar term if the thread remains understandable; record points to check. On the second pass, examine essential terms, transitions, examples and limits. This method combines an overall view with local precision.

Notes should preserve statuses. Use formulations such as l’auteur définit, le document affirme, l’exemple illustre, l’objection porte sur and la conclusion limite: the author defines, the document asserts,

the example illustrates, the objection concerns and the conclusion limits. These verbs help reconstruct the argument rather than accumulate fragments. Their equivalents should be chosen with the same care in other languages.

To prepare for an examination, next construct your own answer to a question about the document. Separate what comes from the text from what you infer. Analysis can defend an original interpretation, but should show its support. The reading card then becomes a reasoning tool rather than a collection of sentences ready to repeat.

Illustration reference: Déclaration des droits de l’homme et du citoyen of 1789, first article, primary text accessible on Légifrance, https://www.legifrance.gouv.fr/loda/id/JORFTEXT000000697056. Ten-word quotation used to analyse the function of a historical statement. The chapter's other documents and exercises are fictional and created for the guide.

Chapter 9 - Rephrase and translate without losing meaning

1. A transformation you should be able to explain

Rephrasing means presenting an idea differently within the same language. Translating means making it understandable in another language. Both operations require choices: no mechanical replacement of words removes the need to understand what the sentence asserts, whom it addresses and under which conditions it remains valid. This chapter offers a working method for an examination answer, oral presentation or revision card. It is neither professional translator training nor a certified translation procedure.

The first check concerns the central proposition. In « Le résultat est utile lorsque les hypothèses sont respectées », usefulness depends on a condition. Writing « Le résultat est utile » shortens the sentence, but broadens its meaning. Conversely, « Le résultat est parfois utile » preserves vague caution while losing the precise condition. A faithful rephrasing could be: « Lorsque les hypothèses annoncées sont respectées, ce résultat est utile. » The construction changes; the logical relationship remains.

Work on two levels. Meaning distinguishes the actors, action, objects, time, negation and conditions. Expression chooses the order, pronouns, connectors and register. Fidelity does not mean keeping exactly the same number of sentences. It means the recipient can reconstruct essential information without receiving a new conclusion presented as the document's. If you add a personal explanation, indicate it: « Autrement dit, dans ce cas… » must not conceal a questionable interpretation.

2. Construct a meaning card before seeking equivalents

Take a fictional sentence: « Selon le compte rendu, deux groupes ont comparé les mesures mardi, mais aucun accord définitif n’a été annoncé. » The meaning card can record: information source, report; actors, two groups; action, comparison; object, measurements; time, Tuesday; limit, no announcement of a definitive agreement. This card does not replace the sentence in the final work. It checks elements that might disappear during transformation.

The rephrasing « Deux équipes ont travaillé ensemble et se sont mises d’accord » fails on two points. It changes comparing to working together, which remains possible but is not explicitly indicated; above all, it invents agreement. « Aucun accord définitif n’a été annoncé » does not prove that no agreement exists either. The sentence concerns an announcement. This distinction between an event, knowledge and communication matters in scientific, administrative and journalistic texts. Preserving it often requires a precise verb rather than a more spectacular adjective.

A useful meaning card remains short. It should not become an exhaustive analysis of every word when the text is simple. Reserve more attention for elements governing the conclusion: an exception, a negative, a number, a disciplinary term or a degree of certainty. For a long document, first prepare one card per part, then connect the parts. This avoids translating isolated sentences correctly while reversing the overall movement of the argument.

3. Distinguish invariants from choices of expression

Some elements are invariants for the exercise considered: a numerical value, a reference, an actor's identity or the meaning of a condition. Others can change: the position of a circumstance, division of a long sentence or reference back to a noun with a pronoun. An invariant is not necessarily an identical written form, however. The decimal separator can follow target-language conventions; quantitative information, unit and precision must remain recognisable.

Original example: « Le trajet fictif mesure 2,5 kilomètres et dure trente minutes, pauses comprises. » One possible English version is: « The fictional route is 2.5 kilometres long and takes thirty minutes, including breaks. » A decimal point replaces the comma, but the value does not change. Including breaks preserves the scope of the stated time. A version omitting breaks describes a different calculation. A version writing thirty kilometres confuses a number of minutes with a distance: syntactic elegance does not correct this error.

The choice between a long sentence and short sentences depends on the recipient. « La méthode est pratique, mais sa fiabilité dépend de la qualité des données, qui doit être examinée avant toute conclusion » can become: « La méthode est pratique. Sa fiabilité dépend toutefois de la qualité des données. Il faut examiner cette qualité avant de conclure. » The contrast and condition remain visible. Three merely juxtaposed sentences without toutefois might suggest independent ideas. Punctuation organises reasoning; it is not a substitute for it.

4. Two competing approaches, without a caricatured opposition

A first approach follows the source text's forms closely. It can help show a grammatical structure or analyse a stylistic choice. A second favours the message's function for the recipient: it accepts more syntactic changes to preserve natural expression. The problem is not choosing a single method for every situation. It is knowing what the exercise requires and which changes need justification.

In a literary passage, repetition can produce rhythm or emphasis. Removing it for general fluency risks erasing an effect. In practical instructions, repetition may instead prevent ambiguity between two objects. In a synthesis limited to one hundred words, not every repetition can be retained; its function must be preserved in shorter wording. Explain the difference between translating the passage and summarising its argument. An acknowledged summary can be excellent without being an integral translation.

Word-for-word translation sometimes serves as an analytical draft. It helps identify correspondences, but should not be confused with finished work. Conversely, a very natural sentence in the target language can be unfaithful if it adds certainty or a causal relationship. The final check should therefore address two distinct questions: is the sentence understandable in the target language? Can the proposition and its scope be recovered? A positive answer to only one question is insufficient.

5. Verified illustration: mediation is more than transferring words

The Council of Europe presents mediation within the European language framework as an activity that can help people construct shared understanding or convey ideas. Its mediation page thereby distinguishes a communication function from mere vocabulary substitution. This reference illuminates our exercise: the reader needs to understand the argument, not simply recognise words. It certifies neither this guide nor its user's level.

Our application is original: imagine two classmates who have read different language versions of the same fictional dossier. They do not begin by debating the best adjective; they check whether they have identified the same question, conditions and conclusion. They can then explain a difference. This situation illustrates a comparison method without claiming to reproduce an experiment conducted by the Council of Europe.

2020: broaden the description of mediation

In 2020, the Council of Europe published a companion volume to the CEFR with new scales covering mediation among other activities. This dated fact places the chapter’s illustration in context: helping someone understand a text may require explaining a concept, rephrasing reasoning or facilitating an exchange, rather than merely replacing words. This perspective neither certifies our exercises nor makes every rephrasing faithful: conditions, attribution and conclusions still need checking.

Primary sources: Council of Europe Publishing - Common European Framework of Reference for Languages: Learning, Teaching, Assessment - Companion volume (2020) : https://book.coe.int/fr/pedagogie-et-langues-vivantes/8150-common-european-framework-of-reference-for-languages-learning-teaching-assessment-companion-volume.html; Council of Europe - Mediation : https://www.coe.int/en/web/common-european-framework-reference-languages/mediation.

6. Pronouns, tenses and points of view

« Clara remet le document à Hugo après sa révision » contains an ambiguity: sa may refer to the revised document, a revision activity or another antecedent, depending on context. A translation should not decide arbitrarily if the text's continuation does not permit it. You can preserve a relevant ambiguity or announce that the passage is indeterminate. In instructions intended for action, it will often be preferable to request clarification before producing wording that distributes responsibilities.

Turning direct speech into reported speech also requires adjustments. In a fictional dialogue, Lina says on Monday: « Je remettrai le dossier demain. » A narrative written on Wednesday can explain: « Lundi, Lina avait annoncé qu'elle remettrait le dossier le lendemain. » Le lendemain refers to Tuesday here. The text does not prove that delivery occurred. Keeping demain without recalling the day of speech may create a calendar error. Grammatical tense and temporal reference points work together.

A viewpoint must not be attributed to the writer when it belongs to a source. « L'auteur estime que cette méthode suffit » differs from « cette méthode suffit ». In English, « The author considers this method sufficient » keeps attribution. In Spanish, « El autor considera suficiente este método »; in Italian, « L'autore ritiene sufficiente questo metodo »; in German, « Der Autor hält diese Methode für ausreichend ». These original propositions do not make the opinion true: they indicate who supports it.

7. Specialised vocabulary and the absence of a unique equivalent

A term can belong to several fields. Modèle can designate a mathematical representation, a product version or an example to imitate. Translating every occurrence with the same word therefore does not guarantee consistency. Construct a small glossary with the selected meaning, field and usage sentence. When two meanings coexist in a document, distinguish them instead of seeking an equivalent vague enough to hide the difficulty. The glossary is a working hypothesis to check, not an authority independent of the text.

Words relating to proof need particular vigilance. Evidence can mean supporting material or clues; it does not automatically translate as évidence. A claim obvious to one person is not necessarily demonstrated. Choose according to the sentence: « Les observations soutiennent cette hypothèse » does not have the same force as « Les observations prouvent cette hypothèse ». A cautious translation preserves this difference without arbitrarily weakening a conclusion proved within a precise framework.

When the target term is unfamiliar to the reader, a short definition can be more useful than an unexplained borrowing. This addition must remain identifiable and not change the concept. For example: « La médiane, c’est-à-dire la valeur centrale d’une série ordonnée dans le cas d’un effectif impair… » specifies a framework; it should not suggest that this formulation also directly covers an even-sized set. A translator's note can indicate a convention. It should not turn the body into commentary in which the author and translator's explanation can no longer be distinguished.

8. Summarise: select without removing the text's resistance

A summary does not retain every item of information. Its fidelity depends on the question and announced level of detail. To summarise an argument, retain the thesis, main reasons and limit that modifies the conclusion. A secondary example can disappear; a decisive exception should not be discarded merely because it complicates the sentence. Length constraints require prioritisation. They do not authorise turning a nuanced text into a slogan for which its author would not be responsible.

A simple check is to write the summary, then search the source for a sentence that could contradict it. If that sentence expresses an important qualification, reintroduce it. If it addresses another topic, do not unnecessarily inflate your summary. Also indicate its scope: « résumé de l'argument principal » does not promise an exhaustive description of every example. In a final-year examination answer, good economy of words comes from understanding relationships, not uniformly reducing every paragraph.

9. Progressive exercises

Exercise A. Rephrase « Les deux mesures sont comparables si elles portent sur la même grandeur et utilisent une référence compatible » in two sentences. Preserve the condition. Then explain why « Les deux mesures sont comparables » is insufficient.

Exercise B. In a fictional dossier, « Les visiteurs n'ont pas tous répondu » becomes « Aucun visiteur n'a répondu ». Identify the change in meaning. Suggest an English version preserving the first proposition without quantifying replies.

Exercise C. Translate into English and Spanish: « La note indique une possibilité, pas une certitude. » You can choose a different

construction, but must preserve the contrast between both statuses.

Exercise D. A fictional text says: « La méthode réduit le temps de recherche dans les cas examinés ; son efficacité ailleurs reste à évaluer. » Write a one-sentence summary. Indicate the examined framework and what remains open.

Exercise E. « Alex a montré son exercice à Sam quand il avait fini de relire le texte. » Which person can the pronoun il refer to? Rewrite two versions corresponding to these possible meanings without claiming to determine the author's intended one.

Exercise F. A translation changes « the findings suggest » to « les résultats démontrent ». Which element needs checking? Give a less forceful French rephrasing, then explain why the choice should depend on the whole source.

Exercise G. « Le délai fictif est de 1,5 heure, préparation comprise. » Translate into English. Then convert the duration into minutes in a separate explanatory note. Distinguish translation from added information.

Exercise H. A synthesis removes every example, including the sole counterexample to a general rule. Why can this removal reverse the scope? Suggest a concise way to preserve its function.

10. Reasoned answers

Answer A. « Considérons le cas où les deux mesures portent sur la même grandeur et utilisent une référence compatible. Dans ce cas, elles sont comparables. » The version preserves the announced condition and meaning of the implication. It does not turn this sufficient case into a necessity through the word doivent. The shortened sentence presented comparability as independent of the framework, broadening the conclusion.

Answer B. The first sentence denies universal response; it does not deny every response. « Not all the visitors replied » preserves this distinction. « None of the visitors replied » asserts zero replies and corresponds to the second sentence. Without a number in the source, do not add a rate. Checking quantifiers must precede the search for a more fluid style.

Answer C. « The note indicates a possibility, not a certainty. » In Spanish: « La nota indica una posibilidad, no una certeza. » Both propositions distinguish the statuses. Possible, probable and certain remain different concepts; replacing possibility with probability would add an assessment the sentence does not provide. Another translation is acceptable if it preserves this point.

Answer D. « Dans les cas examinés, la méthode accélère la recherche, mais son efficacité dans d’autres situations reste à évaluer. » The synthesis preserves the limited result and open question. « La méthode accélère toujours la recherche » would be unfaithful. The word ailleurs refers to unexamined situations, not necessarily another country: context must guide its translation.

Answer E. « Après avoir fini de relire le texte, Alex a montré son exercice à Sam » attributes rereading to Alex. « Alex a montré son exercice à Sam lorsque Sam avait fini de relire le texte » attributes it to Sam. Both versions make their interpretation explicit. Without a context distinguishing the people, neither should be presented as the only certain meaning of the initial sentence.

Answer F. Check the force assigned to the findings and the method justifying it. « Les résultats suggèrent » or « les résultats vont dans le sens de » can preserve a cautious proposition. This does not mean banning the verb démontrer everywhere: a demonstration may be genuine within its framework. The fault consists in increasing force without support.

Answer G. « The fictional time allowance is 1.5 hours, including preparation. » A note can specify that 1.5 hours represents ninety minutes. Multiplication by sixty changes the unit without altering duration. Keep preparation within the scope. The conversion note is an added explanation, even if its calculation is exact.

Answer H. The counterexample limits the rule's generality. You can write: « La règle décrit les situations étudiées, à l’exception d’un cas qui révèle sa limite. » The actual precision depends on the text. Removing the case while keeping a universal proposition reverses the argument. A summary can discard narrative details, but should preserve the logical function of this counterexample.

11. Revision card and final check

Before submitting your work, reread meaning, language and destination in turn. For meaning, look for numbers, negatives, actors and conditions. For language, check agreement, references back and idiomatic constructions. For destination, ask whether the reader has the necessary definitions and whether additions are identifiable. A single rereading looking for everything at once easily misses a discreet omission within an elegant sentence.

Finally, keep a record of one difficult choice: the source sentence, your solution and its reason. This record helps revise a translation without starting all the work again. It also permits another reasoned solution to be accepted. Several formulations may preserve the same meaning; not all suit the same register. The essential criterion remains checkable understanding of the argument, with its limits and function.

Primary reference for the illustration: Council of Europe, “Mediation” page, https://www.coe.int/en/web/common-european-framework-reference-languages/mediation, consulted on 11 October 2026. Limited presentation of its function, without verbatim quotation or a certification claim. The sentences, situations, translations and exercises in this chapter are LFDP educational creations; cases

described as fictional do not depict any real result.

Chapter 10 - Compare five languages without confining their uses to absolute rules

1. Compare constructions, not peoples

Comparing French, English, Spanish, Italian and German helps us understand what each construction makes explicit. This comparison measures neither a culture's richness nor its speakers' capacity to reason. A language that less often expresses its subject through a pronoun does not have fewer subjects; a language placing a verb elsewhere in the sentence does not organise thought less well. The chapter studies simple examples of standard language with stated limits. It does not provide an exhaustive grammar of dialects and registers.

The right starting point is a question of function: who performs the action, what does it concern, when does it occur and which element should be foregrounded? The answer can be expressed through order, an ending, a preposition, a pronoun or several combined clues. A table of correspondences may help, but a column of words does not yet show how to construct a sentence. For revision, always keep a short usage sentence alongside the grammatical term.

2. Common order and moving information

Here are five original sentences: « Nora lit le chapitre »; « Nora reads the chapter »; « Nora lee el capítulo »; « Nora legge il capitolo »; « Nora liest das Kapitel ». Here they place a subject before the verb and a complement after it. It would nevertheless be wrong to conclude that every sentence in all five languages must retain this order. Questions, object pronouns, subordinate clauses and emphasis introduce other constructions. The initial pattern is a working reference, not a rule able to replace analysis.

In French, « Ce chapitre, Nora le lit aujourd’hui » refers back to the fronted object with the pronoun le. The construction foregrounds the chapter and reflects a presentation choice. « Today, Nora reads the chapter » begins with a circumstance in English without inverting subject and verb here. In Spanish and Italian, order depends notably on what is already known and what answers the question. Do not use movement as automatic decoration: check context and naturalness.

For an examination answer, comparison can take the form of a controlled experiment. Keep the same meaning and change a single organisational element; then investigate what the movement highlights. This method avoids attributing an effect to an entire language from one sentence. If you cannot explain the effect, ordinary clear wording will be preferable to an elaborate construction whose scope escapes you.

3. Primary illustration: second position in German

The Goethe-Institut's grammatical presentation explains the position of the finite verb in a German declarative main clause. In our original examples, « Nora liest heute das Kapitel » becomes « Heute liest Nora das Kapitel ». Heute occupies first position; liest remains in second position. Position here means a constituent, not necessarily the second written word: « Am frühen Morgen liest Nora das Kapitel » begins with a three-word phrase.

Apply this reference within its framework. It does not say that the German verb is everywhere the second word, notably in questions or subordinate clauses. « Nora sagt, dass sie das Kapitel liest » shows a subordinate clause introduced by dass, with the finite verb at the end of this simple clause. First identify the clause type, then check construction. This short reference does not replace complete study of verb groups.

1880: distinguish a writing reference from an entire language

The first edition of Konrad Duden’s spelling dictionary appeared in Leipzig in 1880. Duden’s publishing history connects this work with the search for common German spelling. This perspective helps distinguish a writing convention from a language’s complete workings. A spelling dictionary does not, on its own, establish verb position in every clause; constructions and their domains of use need separate study. Comparing languages therefore requires choosing a reference suited to the question.

Primary sources: Duden - Auflagen des Dudens (1880-2024) : https://www.duden.de/ueber_duden/auflagengeschichte.

4. A subject expressed or recoverable from context

« Je lis », « I read » and « Ich lese » normally contain a subject pronoun in these independent declarative sentences. Spanish « Leo » and Italian « Leggo » may suffice when context and verb form make the subject identifiable. « Yo leo » or « Io leggo » are also possible, notably to contrast two people. Distinguish an opportunity to omit from an obligation to omit: learning that the pronoun can disappear does not justify removing it in every context.

Fictional contrast example: someone asks who is reading and who is taking notes. « Yo leo y tú tomas notas » or « Io leggo e tu prendi appunti » makes the roles explicit. In a narrative where the same subject remains obvious, repeating the pronoun may produce unnecessary emphasis. A French translation must retain the people and roles, even if it uses pronouns where the source shows none. A difference in word count is not a difference in content.

Avoid the assertion « l’anglais n’omet jamais le sujet ». An instruction such as « Read the paragraph » uses an imperative without an expressed subject, while the recipient remains understood. Short answers and certain registers also permit elliptical forms. A good revision rule states its domain: in an independent declarative clause of standard English, a subject normally needs to be expressed. This precision is more useful than an absolute immediately contradicted by an everyday example.

5. Complements and pronouns: recover the antecedent

Compare « Nora lit le texte » and « Nora le lit ». The French pronoun le refers back to texte in this context. In English, « Nora reads it » places the complement after the verb. Spanish « Nora lo lee » and Italian « Nora lo legge » place the pronoun before the finite verb here. German « Nora liest ihn » refers in this example to masculine der Text. These sentences show that pronoun position and form cannot be inferred directly from French. They do not cover infinitives, imperatives and other constructions.

The essential check is recovering the antecedent. A grammatically well-positioned pronoun can remain incomprehensible if two nouns fit. In « La fiche accompagne la notice ; elle est ancienne », elle may refer to either document. Before translating, seek whether the continuation resolves ambiguity. If your own text must guide an action, repeat the noun instead of leaving uncertainty about which document to replace. Precise repetition is sometimes better than elegant variation.

Pronouns are not merely written shortcuts. They can indicate a function, grammatical gender or relationship with the speaker. Their translation depends on the referent and context. Do not automatically assign a sex to an object because its noun is masculine or feminine in a language. Grammatical agreement of the word fiche says nothing about a person's characteristics. In analysis, keep grammatical form distinct from the reality designated.

6. Gender and articles: learn a complete small group

A noun's gender is not translated as a physical property. « La lune », « the moon », « la luna », « la luna » and « der Mond » designate the same celestial body through different grammatical organisations. In English, the article the does not mark gender here. In German, Mond is masculine; that does not make the celestial body male. Learn the German noun with its article rather than subsequently translating a gender from French.

Definite and indefinite articles do not correspond mechanically in every use either. A title, a generalisation, a profession or a proper name may require different choices. « Elle est médecin » and « She is a doctor » show different article presence in these common constructions. The exercise concerns how to present the profession; it does not permit generalisation to every sentence containing être or be. An effective card retains the complete expression and explains its use.

Comparison becomes useful when you turn an observation into a focused question: does this article present a class, an already identified element or an unspecified quantity? The question helps understand the passage. On its own, it does not suffice to choose the correct form, because each language has conventional constructions. Therefore compare meaning analysis with a reliable example of the target construction, especially in formal production.

7. Negation: do not count markers like numbers

In standard written French, « Nora ne comprend pas » has two elements around the verb. Informal speech includes « Nora comprend pas », but this observation does not authorise treating registers as identical in an examination answer. In English, « Nora does not understand » uses the auxiliary does here; the main verb remains understand. The sentence is not constructed by adding not to a French form or keeping understands after does.

Spanish « Nora no entiende » and Italian « Nora non capisce » present negation before the verb in these simple sentences. German « Nora versteht nicht » uses nicht here. Kein notably negates a noun phrase in constructions where it corresponds to a negative article: « Nora hat kein Wörterbuch » means she has no dictionary. Nicht's position depends on its scope; a unique positioning rule would not suffice for every sentence.

The Real Academia Española explains Spanish negative concord: certain constructions combine no with another negative element without producing a positive assertion. Our example « No respondió nadie » means nobody replied; « Nadie respondió » presents the same negation in a different organisation. This reference must not be transferred directly to standard English. To translate, analyse the whole proposition rather than count two markers and conclude that they cancel like two minus signs.

8. Questions, tenses and politeness

A question is not always an assertion spoken more loudly. « Does Nora understand? » uses an auxiliary in this English question. « Versteht Nora? » begins with the verb in this simple German question. French notably offers « Nora comprend-elle ? » and « Est-ce que Nora comprend ? », with differences of register. In Spanish, « ¿Nora entiende? » and, in Italian, « Nora capisce? » can rely on intonation in speech. Written punctuation helps show function without reproducing the whole voice.

Do not seek an automatic equivalent between verb tenses. A tense named present may evoke a habitual action, a current event or a planned future, depending on construction and context. French « Je pars demain » does not express a departure already observed. A translation must preserve the reference demain and the plan's status. For revision, record the form's tense and the event's time separately; this distinction prevents errors in reported speech.

Politeness is not reducible to a pronoun. You can correspond to tu or vous according to relationship and situation. Spanish tú and usted, Italian tu and Lei, German du and Sie provide useful reference points, but their uses vary with settings and regions. An overly abrupt request may remain impolite with a formal pronoun; a familiar relationship may accept direct wording. Choose a coherent register throughout the document, considering the recipient instead of applying an absolute social equivalence.

9. Comparison exercises

Exercise A. Analyse « Heute liest Nora das Kapitel ». Which element occupies first position? Is the finite verb the second word? Then explain what changes in « Am frühen Morgen liest Nora das Kapitel ».

Exercise B. A pupil translates every Spanish sentence by removing the French subject pronouns because they learned that Spanish can omit them. What incorrect transfer are they making? Give a checking strategy.

Exercise C. Translate « Nora lit le texte ; elle le comprend » into English. Identify the subject and complement separately. Then indicate why the French position of le should not be copied.

Exercise D. Explain the meaning of « No respondió nadie ». A classmate asserts that two negatives make the proposition positive. Correct their reasoning without claiming every language has the same construction.

Exercise E. Correct « Nora does not understands ». Explain which form carries the third-person present marker and which form remains on the main verb.

Exercise F. « The moon » becomes « der Mond ». A reader concludes the object has changed its nature. Which distinction between grammatical gender and referent needs recalling?

Exercise G. In a fictional message, « Je pars demain » is translated into a sentence describing a departure completed yesterday. Identify two lost pieces of information, then suggest an English sentence consistent with a plan.

Exercise H. Compare « Tu peux expliquer le terme ? » with a request intended for a person addressed formally. What contextual information is needed before choosing pronoun and register?

10. Explained answers

Answer A. Heute is a temporal constituent placed first; liest is the second word here and occupies second position. In the second sentence, Am frühen Morgen forms the first constituent in three words, followed by liest. Syntactic position therefore differs from written-word rank. The reference concerns these declarative main clauses; it must not be transferred unchanged to a subordinate clause.

Answer B. The pupil turns a source-language possibility into a target-language rule. They should reconstruct the people and functions, then use a correct French sentence. A translation can add pronouns required by French construction without adding actors. In the other direction, examine context before repeating or omitting a Spanish pronoun.

Answer C. « Nora reads the text; she understands it. » She is the subject of understands; it is its complement and refers to the text. In this English sentence, the complement follows the verb. The exercise compares simple constructions; it does not conclude that every English complement always appears in the same place, independently of a question or emphasis.

Answer D. The proposition means nobody replied. Standard Spanish uses negative concord here; no and nadie contribute to the same negation. One possible French version is « Personne n’a répondu », and an English version « Nobody replied ». Translate meaning with the target language's resources, not by arithmetically adding markers.

Answer E. « Nora does not understand. » Does carries the third-person singular present marker in this construction; understand retains its base form. Do not add a second s to the main verb. Comparing with « Nora understands » shows what

changes when the auxiliary is introduced. The framework here is the simple present of a lexical verb.

Answer F. The referent remains the Moon. German Mond belongs to masculine grammatical gender, whereas English does not express that classification through the. Translation does not modify the observed object. Learn der Mond as a lexical group without attributing biological meaning to gender. The same reasoning prevents translating every gender from French.

Answer G. The future time tomorrow and the status of a planned departure have disappeared. « I am leaving tomorrow » can present the plan where departure is arranged. « I will leave tomorrow » may suit another context of announcement or decision. Choose according to the situation, instead of declaring a single English form valid for every French present-tense use.

Answer H. You need to know the relationship, situation, degree of formality and sometimes the recipient's habits. « Pourriez-vous expliquer ce terme ? » is a possible formal French request. Politeness also depends on tone and context. Translation with you does not necessarily remove a formal relationship: other elements can express it in the English sentence.

11. Revision card: grammar connected with uses

For each difficulty, retain a correct example, a controlled transformation and a limit. « Le verbe occupe cette position dans cette principale » is more solid than « l’allemand fonctionne toujours ainsi ». « Le pronom peut être omis lorsque le sujet est identifiable » is more useful than « l’italien n’a pas de pronoms sujets ». Precise rules become easier to remember when a relevant counterexample shows where they stop applying.

In a long piece of work, first reread functions: actors, objects, time and negation scope. Then check the forms expressing them. This

method does not remove the need to learn conjugations and constructions, but gives corrections a reason. A mistake is no longer merely a red mark: it becomes an identifiable gap between intended meaning and the produced sentence, which you can work on in a new situation.

Primary references consulted on 11 October 2026: Goethe-Institut, “Deutsche Grammatik”, https://www.goethe.de/ins/de/de/m/prf/grm.html ; British Council, “Questions and negatives”, https://learnenglish.britishcouncil.org/free-resources/grammar/english-grammar-reference/questions-negatives ; Real Academia Española, “Doble negación”, https://www.rae.es/espanol-al-dia/doble-negacion-no-vino-nadie-no-hice-nada-no-tengo-ninguna. Their reference points are presented in limited form without verbatim quotations. Examples and exercises are original LFDP content and do not exhaust each language's grammar.

Chapter 11 - Revise to produce: write, speak and correct your progress

1. Move from a consulted document to an observable skill

Having read a sheet and being able to use it are different results. Useful revision lets you define a concept, use it in a sentence, understand a new document or support an answer. This chapter organises written and spoken work from earlier concepts. It does not set the official format of a particular examination: consult your institution's instructions and those of the examination being prepared. The objective is to acquire an adaptable method, not a promised grade.

First formulate what you want to be able to do. « Réviser l’anglais » designates too broad a field to guide a session. « Expliquer en anglais la différence entre une hypothèse et une conclusion dans un paragraphe de six phrases » announces work that can be checked. You can verify both concepts, their relationship, paragraph coherence and errors obstructing meaning. The number of sentences is not a quality criterion by itself; it delimits an initial task.

Keep an initial version. It shows the difficulties revision needs to address. If you immediately replace every sentence with a correction, you risk losing the record of your choice and repeating the same error later. Progress should be measured in comparable pieces of work that are not simply copied. Defining a term, then applying it to a new example, checks something other than memorisation of a fixed formula.

2. Two approaches to combine: recognition and recall

Rereading a text can help recover its organisation and understand a poorly read passage. This does not prove you can retrieve the idea without the document. A recall exercise means closing the card and reconstructing a definition or argument before checking. Both activities answer different needs. Recognition of a familiar sentence can give a feeling of ease; recall shows what is still missing for an independent answer.

Recall difficulty should remain manageable. If you do not understand a concept, repeating its name from memory is insufficient. Return to the explanatory passage, then offer a sentence of your own and an example. If you understand but confuse two terms, construct a comparison. If you write correctly but forget when speaking, prepare a short presentation repeated under reasonable conditions. The method depends on the identified problem, rather than a technique applied uniformly to every content area.

One possible routine, offered here as a working tool rather than a guaranteed experimental protocol, has three moments: produce without the card, compare with it, then try again in a slightly different situation. You can space it according to your schedule and observed difficulties. Keep a small number of targets per session. A list of twenty errors addressed superficially may be less useful than precise work on three distinctions you subsequently reuse correctly.

3. Primary illustration: several activities, not an invented single level

The European Language Portfolio self-assessment grid published by the Council of Europe notably distinguishes activities of comprehension, interaction and production. This reference helps avoid an overly global conclusion: success in a reading exercise does not automatically prove equal ease in spoken interaction. The grid supports reflection on skills; our chapter awards no official level and does not reproduce its descriptors.

In our fictional scenario, a pupil explains a text well when she can prepare her sentences, but loses the thread when asked an unexpected question. Her next objective is not just rereading the text. She prepares a brief response, then practises requesting clarification and rephrasing the question. The task change responds to the observed difficulty. It does not mean she has regressed: prepared comprehension and spontaneous interaction call on different activities.

2001: keep a differentiated record of learning

The European Language Portfolio was launched in 2001 alongside the CEFR, following development and piloting. The Council of Europe retains reports documenting this process. This historical fact illuminates our progress notebook: records of reading, written production and spoken interaction concern different activities. Keeping comparable pieces of work helps identify a precise difficulty without reducing every skill to one judgement. Our original notebook neither reproduces the Portfolio nor awards an official level.

Primary sources: Council of Europe - European Language Portfolio - Reports : https://www.coe.int/en/web/portfolio/reports.

4. Prepare a paragraph that does a job

An argumentative paragraph can start with a proposition, give a reason, present an example and specify a limit. This pattern is a tool, not an obligation to write four sentences in every examination answer. A descriptive or narrative paragraph has another function. Before writing, name the expected job: explain a mechanism, compare two concepts, defend an interpretation or answer an objection. This decision helps select elements instead of accumulating everything you know.

Original example: « Un glossaire peut faciliter la lecture d’un texte spécialisé, parce qu’il rend accessibles les termes nécessaires au raisonnement. Dans un dossier fictif de physique, une définition de la grandeur mesurée évite de comparer directement une masse et un poids. Le glossaire ne dispense toutefois pas de suivre l’argument ni de vérifier les conditions du calcul. » The proposition, reason, case and limit are identifiable. The paragraph does not promise that a word list resolves every scientific difficulty: defining a measured quantity helps, but argument and calculation conditions remain necessary.

To write this paragraph in another language, start with these functions. Merely translating a series of nouns will not reconstruct the logical link. Choose a few dependable verbs: définir, distinguer, expliquer, soutenir, limiter. In English, define, distinguish, explain, support and limit are reference points whose constructions must be checked in the sentence. Mastered syntax with precise vocabulary is preferable to a mass of elaborate terms whose register and complements you do not know.

5. Correct according to an explicit hierarchy

A useful correction first distinguishes errors changing meaning: an actor reversed, a lost negative, shifted time, removed condition or confused number. Next come problems making reading difficult: an ambiguous antecedent, unfinished sentence or connector without a visible relationship. Agreement, spelling and register choices also need work. The hierarchy does not excuse formal mistakes; it avoids perfecting an adjective while a conclusion still contradicts the document.

Fictional draft example: « Tous les résultats ne sont fiables, donc la méthode prouve rien. » The first problem is intended meaning. Does the pupil mean no result is reliable, or some are not? The second clause generalises without justification. One possible correction, if the dossier allows it, would be: « Certains résultats restent incertains ; la méthode ne permet donc pas encore de conclure pour tous les cas. » This correction should not be imposed without checking intention and data.

When receiving feedback, ask for a precise reason. « Cette phrase est mauvaise » does not indicate what to work on. « Le pronom peut renvoyer à deux noms » or « le connecteur annonce une cause que le paragraphe n’établit pas » makes the fault identifiable. Then correct a second sentence with the same difficulty. You will check that you understood the construction rather than merely accepted a version proposed by someone else.

6. Organise a short oral presentation

An oral presentation benefits from announcing a question and then recognisable progression. You can define the essential term, develop two connected ideas and finish with a conclusion answering the question. Writing and reading the whole speech can provide security at an initial stage, but sometimes makes interaction difficult. Preparing short pointers requires knowing relationships between ideas. The right choice depends on level and task; spontaneity must not become an obligation to speak without preparation.

Choose a reasonable duration for the exercise, such as two minutes in fictional practice. Timing lets you observe whether the first example is overdeveloped or the conclusion disappears. Duration does not measure the argument's value. A longer response may be less precise; one that is too brief may leave an essential term undefined. After the attempt, ask what element is missing instead of merely trying to fill more seconds.

To listen to yourself, you can use a recording tool available on your phone if you wish, respecting privacy and not recording other people without their knowledge. This guide does not assert that Orchestrateur has an oral-recording function. An exercise can also be done without a device, with a classmate noting organisation and difficult points. In either case, distinguish content feedback from expression feedback; an accent alone is not enough to judge reasoning quality.

7. Answer a question without losing the thread

Interaction begins by understanding the request. You can ask for a rephrasing, check the problematic term or announce that you are answering part of the question. « Si je comprends bien, vous demandez pourquoi… » is a useful check when it does not replace the question with another. Rephrasing should preserve what is asked, including an inconvenient objection. A good response can acknowledge a limit without abandoning the whole proposition defended.

Fictional example: after a presentation on glossaries, someone asks whether one suffices to understand a scientific text. A precise response could be: « Non, il aide à définir les termes, mais la compréhension exige aussi de suivre les relations entre les propositions. Il réduit une difficulté sans supprimer les autres. » The pupil should not defend sufficiency they had not demonstrated. They distinguish the tool's function from the argument's scope, making discussion clearer.

Prepare some expressions suited to your working language: « Could you clarify that point? », « ¿Podría aclarar ese punto? », « Potrebbe chiarire questo punto? », « Könnten Sie diesen Punkt erläutern? ». These original formal requests obtain clarification. They are not interchangeable with a challenge or a request for complete translation. Learn the function, then check register according to your relationship with the person addressed.

8. An error notebook that does not become a discouraging inventory

Organise your notebook by reusable difficulties: negation, tense, agreement, pronoun, verb construction, connector and disciplinary term. For each entry, keep the initial sentence, correction, brief explanation and a new example. The correction should remain understandable several days later. A list of crosses without reasons does not help reconstruct the choice. It is also useful to note constructions you now use correctly to identify real progress.

Original entry example: « I do not understands » becomes « I do not understand »; the auxiliary do carries the present negative construction here, and the lexical verb retains its base form. New checking sentence: « She does not understand the example. » The subject change shows the pupil is not simply copying the initial correction. They also check the choice of does. This small variation makes mastery of a grammatical mechanism visible.

The notebook should remain proportionate. If every error from every document is copied, classification can replace production. Choose frequent difficulties or those changing meaning in the exercise prepared. Reassess them in a new task. A difficulty may be mastered in an isolated sentence but reappear during a long argument: this observation invites more work on transfer without cancelling earlier progress.

9. Production and revision exercises

Exercise A. Turn « Réviser l’espagnol » into an observable objective involving a short piece of work. Specify the content and two success criteria not reducible to word count.

Exercise B. A pupil recognises every definition when rereading their card, but cannot explain one without it. Suggest a short working session distinguishing understanding, recall and checking.

Exercise C. Write a paragraph of four to six sentences answering this fictional question: « Un glossaire suffit-il à comprendre un argument ? » Present a function, reason, example and limit.

Exercise D. Correct « Aucun des documents ne manque ; il manque tous ». Do not arbitrarily choose a meaning: first explain the contradiction, then give two coherent versions corresponding to different intentions.

Exercise E. Prepare a two-minute oral presentation on the difference between a hypothesis and a conclusion. Record five pointers without writing an entire speech. Add a question a listener might ask.

Exercise F. In a draft, cependant connects two sentences that complement each other without opposition. What needs checking? Give a complementary example and an opposing example with suitable connectors.

Exercise G. A classmate says: « Ton anglais est mauvais. » Rephrase the feedback as two usable observations, one about content and the other about the construction of a fictional sentence.

Exercise H. A notebook contains fifty corrections, but no new work. Suggest a way to check that two corrections have been understood and can be reused.

10. Answers and comparison criteria

Answer A. « Expliquer en espagnol la différence entre une possibilité et une certitude dans un paragraphe court. » Two criteria can be preserving the degree of certainty and coherently using an example that does not turn a possibility into a fact. Syntax will also be reread. An observable objective announces the work to check; it does not determine an official level from a single piece of work.

Answer B. The pupil chooses a definition they understand, closes the card and explains it in their own words. They then compare their answer with essential elements, correct an omission and apply the concept to a new example. If meaning is still missing, they return to the explanation before continuing. The session tests production; it does not claim to guarantee identical retention duration for everyone.

Answer C. « Un glossaire facilite l’accès aux termes spécialisés. Il peut, par exemple, distinguer une hypothèse d’une conclusion dans un dossier fictif. Cette distinction aide à suivre la démarche. Elle ne suffit toutefois pas à établir le lien entre les arguments. Comprendre le texte exige aussi d’examiner les raisons et leurs limites. » The paragraph answers the question without turning glossary usefulness into universal sufficiency: it distinguishes access to terms from examining the links, reasons and limits of an argument.

Answer D. The first clause asserts that no document is missing; the second seems to assert that all are missing. You can write « Aucun document ne manque ; le dossier est complet » or « Tous les documents manquent ; le dossier reste à constituer » if context supports the chosen intention. Grammatical correction must not decide a real state absent from the exercise. It begins by clarifying intended meaning.

Answer E. Possible pointers: question studied; definition of a hypothesis; definition of a conclusion; fictional example with conditions; limit of what the result permits assertion of. A listener's question could be: « Une hypothèse peut-elle rester plausible sans être démontrée ? » The answer should distinguish plausibility from validation. Timing balances parts rather than automatically assessing accuracy.

Answer F. Check the relationship, not merely replace the word. Complement: « Le glossaire définit les termes ; il propose aussi des exemples. » Opposition: « Le glossaire facilite l’accès aux mots ; toutefois, il ne remplace pas l’analyse de l’argument. » Connector choice reflects a constructed relationship. Adding cependant to complementary information would invent an opposition not yet explained.

Answer G. Content observation: « La réponse ne distingue pas la possibilité et la certitude demandées dans la question. » Language observation: « Dans ta phrase au présent simple, le verbe principal conserve un s après does ; il faut employer sa forme de base. » This feedback supplies a target. It neither reduces the person's entire skill to two mistakes nor justifies a general judgement about their intelligence.

Answer H. Choose two difficulties, write a new sentence for each, then integrate the same constructions into a paragraph answering a different question. Compare the work with the notebook's reasons. A well-copied correction does not yet prove transfer; correct use in another context is more relevant evidence. Keep versions to observe development without inventing a percentage of progress.

11. Revision card: check a real improvement

Before a session, announce a task and a small number of criteria. Afterwards, distinguish what was produced independently, what was corrected with help and what remains to be checked. A language tool or AI can suggest rephrasing, but its proposal must be compared with your intention and the document. A more fluent sentence can lose a condition or attribution. Your responsibility as a reader is to recognise that change, not merely accept the most elegant version.

Progress becomes meaningful when exercises grow more varied while retaining precise checks. Reading, writing, speaking and interacting do not replace each other; they can support each other. An oral presentation sometimes illuminates an overly dense paragraph, while a written plan helps answer a question. Therefore keep moving between these activities, with realistic objectives and short records. Successful revision prepares an identifiable linguistic action rather than an amount of time spent in front of a card.

Primary reference for the illustration: Council of Europe, “Self-assessment Grids (CEFR)”, European Language Portfolio, https://www.coe.int/en/web/portfolio/self-assessment-grid, consulted on 11 October 2026. Brief presentation of activities, without reproducing descriptors or certification. The chapter's routines, productions, scenarios and answers are original LFDP content; no individual experimental result or Android tool test is claimed.

Chapter 12 - Connect languages with mathematics, physics, philosophy and weather

1. A shared language does not make disciplines identical

A word can change function according to the field. Power in physics is not a power of a number; a scientific law is not a legal law; an argumentative conclusion is not automatically an experimental certainty. This chapter's dossiers connect expression with knowledge used in the other guides. They allow revision of distinctions at late-secondary-school level without replacing a complete course or claiming exhaustive compliance with an official curriculum.

The work involves three checks. First identify disciplinary meaning, then linguistic construction, finally the conclusion's scope. A grammatically correct translation may transfer a wrong concept. An exact calculation may be explained by a sentence reversing the quantities. An elegant argument may attribute evidential force to an example that it lacks. Connecting disciplines therefore requires preserving their methods instead of dissolving them into a series of similar-looking words.

The mini-lexicons below offer equivalents within a stated context. They are neither a complete dictionary nor certified terminology. English explains concepts in this translation; the other languages help recognise terms in a text and construct an initial use. For a specialised document, then check the author's definition, notation and conventions. A lexical equivalent does not replace assumptions giving meaning to a formula or argument.

2. Mathematics mini-lexicon: distinguish the objects

French fonction: function in English, función in Spanish, funzione in Italian, Funktion in German. In the mathematical framework studied, a function assigns each element of its domain a unique value in its codomain. The term does not refer only to a visible curve. A graphical representation may help study it, but the sets and rule considered must be known to interpret what it shows.

French variable: variable, variable, variabile, Variable. A variable may represent an element whose value changes within the problem's framework. Specify its domain: real number, integer, time or another quantity. Writing x without saying what it represents can make a calculation hard to understand. Translation must preserve this information even if the chosen letter stays identical. A letter does not, on its own, carry a unit or meaning.

French moyenne arithmétique: arithmetic mean, media aritmética, media aritmetica, arithmetisches Mittel. For a finite set of equally weighted values, it is their sum divided by the number of values. This framework does not directly describe a weighted mean. French médiane: median, mediana, mediana, Median. After ordering, it is the central value for an odd-sized set and the mean of the two central values for an even-sized set under the usual convention used here.

French probabilité: probability, probabilidad, probabilità, Wahrscheinlichkeit. A probability is understood together with an event and a model or estimation method. A sentence such as « la probabilité augmente » remains incomplete if the event is unidentified. Possible does not automatically provide a number, and certain may have a different function in everyday argument. Translation should keep the framework instead of replacing every uncertainty term with the same expression.

3. Mathematics dossier: a calculated result and its interpretation

Consider four fictional durations, in minutes: 10, 12, 14 and 44. Their sum is 80; the arithmetic mean is therefore 20 minutes. The values are already ordered. The middle two are 12 and 14, so the median is 13 minutes. The calculations describe the same small set, but highlight different aspects. The value 44 pulls the mean upwards more than it shifts the median here.

The sentence « La plupart des durées valent vingt minutes » does not follow from calculating the mean. None of the four values equals twenty. Correct wording would be: « Dans cette série fictive, la moyenne est de vingt minutes, tandis que la médiane est de treize minutes. » The gap invites examination of the values, not a declaration that a measurement is wrong. Mean and median answer different descriptions whose relevance depends on the question.

One possible English version is: « In this fictional dataset, the arithmetic mean is twenty minutes and the median is thirteen minutes. » Dataset refers here to the set studied; it does not prove real collection occurred. A revision note can then ask which indicator answers the problem. Language must preserve the fictional status and small size of the set rather than turn four working values into a population survey.

4. Physics mini-lexicon: quantities, units and relationships

French masse: mass, masa, massa, Masse. French poids, as gravitational force in the model used: weight, peso, peso, Gewichtskraft. Mass is expressed in the SI unit kilogram; this force is expressed in newtons. Everyday vocabulary sometimes uses poids when speaking about mass, but a physics explanation must specify the meaning. Do not translate kilograms into newtons without a relationship and the gravitational acceleration value relevant to the problem.

French énergie: energy, energía, energia, Energie. French puissance: power, potencia, potenza, Leistung. In the relationship used here, constant power corresponds to energy transferred per unit time. The SI unit of power is the watt; that of energy is the joule. A watt-hour is also an energy unit, not a power unit. Translation must preserve these dimensions even when a notice uses other units suited to its context.

The word hypothesis accompanies formulas. If power varies, multiplying an isolated value by duration does not necessarily give the actual energy. Appropriate information about its development or a mean defined for the period is needed. In a revision card, therefore state assumed constancy before calculating. A relationship written without conditions may seem universal when it represents a particular case of the reasoning.

5. Physics dossier: explain the calculation instead of only giving the number

A fictional device receives constant power of 20 watts for three hours. The corresponding energy is 20 times 3, or 60 watt-hours. One hour contains 3 600 seconds; a watt-hour therefore corresponds to 3 600 joules. Here the energy is 216 000 joules, or 216 kilojoules. The calculation assumes constant power throughout the duration. It describes neither a genuinely measured device nor a particular phone's battery life.

A poor synthesis would be: « L’appareil possède soixante watts d’énergie. » It confuses quantity and unit. Another, « l’appareil fonctionne toujours trois heures », would invent battery life. Correct wording announces the transfer within the scenario: « Dans le modèle fictif, la puissance constante de vingt watts pendant trois heures correspond à une énergie de soixante wattheures. » It can be translated without losing the constancy condition or turning calculation into a test result.

Compare two approaches. One starts with numbers and tries to add units at the end. The other identifies the quantity sought, writes the relationship with its conditions and then calculates. The first is quick when the problem is already understood; it becomes fragile if there is hesitation. The second checks a unit error before producing the final sentence. For an explanation intended for another reader, retaining these stages makes the result verifiable.

6. Philosophy mini-lexicon: make links visible

French prémisse: premise, premisa, premessa, Prämisse. A premise is a proposition used as a starting point in the argument considered. French objection: objection, objeción, obiezione, Einwand. It challenges a proposition, support or transition, depending on the case. French contre-exemple: counterexample, contraejemplo, controesempio, Gegenbeispiel. It presents a case contradicting a general proposition within the framework where it claims to apply. French conclusion: conclusion, conclusión, conclusione, Schlussfolgerung. Here it designates what the argument seeks to establish from its support.

These words do not automatically judge propositions' value. A premise may be questionable; an objection may miss its target; a conclusion may not follow. The link needs showing. « Je ne suis pas d’accord » expresses disagreement, but is not yet a developed objection. « Ce cas contredit la généralité annoncée parce qu’il satisfait ses conditions sans présenter son résultat » explains more of the counterexample's function.

7. Philosophy dossier: sufficient does not mean necessary

In a fictional example, we accept: « Si une personne a étudié le glossaire G, elle connaît le sens du terme T. » This premise presents studying G as sufficient within the scenario. We then observe that Lina knows T. Concluding that she necessarily studied G would be unjustified: she could have learned it in another document. The example reveals an error in the direction of implication even if familiar vocabulary appears to connect the words.

The correction does not mean denying every use of the glossary. It distinguishes two propositions: studying G suffices to know T under the assumption, but is not presented as the only way to know it. A

French explanation can retain si and specify the relationship's direction. A translation replacing si with seulement si could reverse the condition. Reading connectors as operations on propositions helps avoid this mistake.

A relevant objection proposes another learning route compatible with the premises: Lina knows T after an oral explanation. The case is fictional, but suffices to show that the conclusion of necessity is not authorised by the stated structure alone. It does not statistically prove how every pupil learns. The distinction between logical counterexample and empirical survey must remain visible in the wording.

8. Weather mini-lexicon and primary illustration

French température: temperature, temperatura, temperatura, Temperatur. French humidité relative: relative humidity, humedad relativa, umidità relativa, relative Luftfeuchtigkeit. French prévision: forecast, pronóstico, previsione, Vorhersage. French alerte: warning, alerta, allerta, Warnung. These equivalents help recognise concepts; they do not automatically translate each country's official categories. A vigilance notice and a warning may have precise institutional definitions. Check the issuing service, territory, time and phenomenon concerned.

The American National Weather Service explains precipitation probability for a forecast point and defined period. It concerns the occurrence of measurable precipitation within that framework. It does not directly mean rain will last the same percentage of time. This primary reference analyses a technical expression's meaning. It does not permit transferring every weather supplier's conventions without checking or providing a current forecast offline.

In our fictional example, a probability of 30% is announced for a period and point under this framework. Translation must preserve the event, location and period; it must not become « il pleuvra pendant 30 % de la journée ». A probability does not measure intensity, expected amount or local consequences on its own. For action, consult updated information and competent authorities' instructions; the present dossier explains vocabulary, not a real situation.

1803: name clouds to compare observations more clearly

Luke Howard published On the Modification of Clouds in 1803. The Met Office explains that his classification, using Latin or Latinised names, remains a basis of cloud nomenclature. This perspective connects vocabulary with observation: shared terms help describe and compare, but do not replace method. Recognising a cloud category does not suffice to establish a current probability of rain. Our mini-lexicons explain concepts; a real decision requires up-to-date information.

Primary sources: Met Office, National Meteorological Library and Archive - On The Modification Of Clouds : https://www.metoffice.gov.uk/research/library-and-archive/archive-hidden-treasures/on-the-modification-of-clouds-1803.

9. A cross-disciplinary dossier: a card connecting without confusing

Imagine a fictional group preparing a presentation about organising outdoor reading. It uses statistics to compare durations, physics to explain energy transfer, argument to choose a criterion and weather concepts to identify information needing checking. Each field contributes a different question. The shared vocabulary of reliability is insufficient to merge these questions. Specify what is calculated, assumed, preferred and consulted in a current source.

A structured card can announce the question, define four necessary terms, present a fictional calculation and develop an objection. Its conclusion then distinguishes what is established in the scenario from what is missing for a real decision. Languages make these distinctions understandable to several readers. They should not erase uncertainty to produce a shorter conclusion. The dossier's success is measured by whether reasoning can be followed, not by the number of fields named.

10. Cross-disciplinary exercises

Exercise A. Recalculate the mean and median of the four fictional durations 10, 12, 14 and 44 minutes. Explain why « toutes les durées valent vingt minutes » is false despite the calculated mean.

Exercise B. A translation replaces « la médiane est treize minutes » with « the median is thirteen metres ». Which invariant has been lost? Give the correct version and specify what the set measures.

Exercise C. Revisit the fictional device receiving twenty watts for three hours. Calculate energy in watt-hours, then joules. Write a sentence announcing the assumption without claiming to establish a real device's battery life.

Exercise D. A reader writes « un kilogramme est un newton ». What are they confusing? Distinguish the two quantities and explain why a physical relationship is missing to move from one to the other.

Exercise E. « Si Lina lit le guide, elle connaît le terme. Lina connaît le terme ; donc elle a lu le guide. » Suggest a fictional counterexample and name the difference between a sufficient and a necessary condition.

Exercise F. A fictional bulletin announces precipitation probability for a point and period under the NWS framework explained. A

synthesis asserts that rain will fall for that fraction of time. Which change of object has occurred?

Exercise G. Translate « Cette conclusion dépend de la prémisse annoncée » into English and Italian. Preserve dependence; do not present the premise as true merely because it has been stated.

Exercise H. Construct a five-line card about a small fictional dossier: question, two defined terms, calculation or argument, limit, source to check. Indicate information that must be updated before practical use.

11. Explained answers

Answer A. The sum is 80 minutes; divided by four, it gives a mean of 20 minutes. The two middle values are 12 and 14, whose mean is 13: this is the median used here. The four values do not become identical because their mean is calculated. Preserve the distinction between summarising the set and describing each element.

Answer B. The unit and type of quantity have changed: durations become length. « The median is thirteen minutes » preserves the information. An identical number does not guarantee faithful translation. The set measures fictional durations; it describes neither distances nor real observations. This precision also protects against an invented empirical interpretation.

Answer C. Twenty times three gives 60 watt-hours; sixty times 3 600 gives 216 000 joules. « Avec une puissance supposée constante de vingt watts pendant trois heures, le transfert d’énergie du scénario vaut soixante wattheures. » The assumption is explicit. Real battery life would require other information about available reserves, losses, operation and usage conditions.

Answer D. The kilogram is a mass unit; the newton is a force unit. In a gravitational model, weight can be related to mass and local

acceleration through P = m g, with a compatible framework and units. The step is therefore not an identity of units. Everyday vocabulary does not remove this distinction in a physics calculation.

Answer E. Lina may have learned the term from a person without reading the guide. Within the scenario, reading is a stated sufficient condition; it is not declared necessary. Knowing the term therefore does not allow us to conclude that she read it. The counterexample shows another logical possibility without establishing any real frequency of learning routes.

Answer F. The probability of an event's occurrence is transformed into a relative duration. These are different objects. The synthesis must retain period and forecast point without inventing a fraction of rainy time. It must also avoid deducing intensity from probability alone. A concrete decision requires a current bulletin, not merely the vocabulary card.

Answer G. « This conclusion depends on the stated premise. » In Italian: « Questa conclusione dipende dalla premessa enunciata. » The sentences retain the link without certifying the premise. Its truth or justification and the validity of the move to the conclusion must be examined separately. Translation should not replace this dependence with an absolute assertion.

Answer H. An acceptable card can study an activity's fictional duration, define mean and median, present the calculation, recall the small number of values and announce that a current weather bulletin must be consulted before a real activity. Other dossiers are possible. The criterion is separation of functions and statuses, not obligatory use of the same words in every card.

12. Final revision card

To connect the guides, start with a precise question, choose a few concepts and explain their relationships. Check units in calculation, connectors in argument and equivalents in translation. Finally retain a limit corresponding to the reasoning actually developed. A conclusion knowing what it does not demonstrate can be more useful than a slogan covering every discipline without letting the reader check its support.

Primary checking references: NIST/SEMATECH, presentation of measures of location, https://www.itl.nist.gov/div898/handbook/eda/section3/eda351.htm ; BIPM, measurement units, https://www.bipm.org/en/measurement-units ; National Weather Service, “What Does Probability of Precipitation Mean?”, https://www.weather.gov/lmk/pops. The usual definitions are independently worded; the NWS presentation was consulted on 11 October 2026. No lengthy extracts or current weather data are reproduced. Calculations, translations, cases and answers are LFDP educational creations.