ملخص دروس اللغة الانجليزية
الشعب: لغات اجنبية

- Types of texts:

➢ **Descriptive:** Texts that describe people, places, things etc…
➢ **Expository:** Texts that explain how things work, why and what they are.
➢ **Narrative:** Texts telling the story of something or someone.
➢ **Argumentative:** Texts which defend points of view.
➢ **Prescriptive:** Texts which give instructions.

**They may be more than one type in the same text.

- Asking and answering questions with "ago":

- How long ago did the Chinese civilization start? - It started **…..ago**.

- Articles:
  1. Definite article: The
  2. Indefinite article: a / an
  3. Zero article: ø

1. **Definite article: "The"**
   "The" is used:
   - ➢ When clear from the context what particular person, thing or animal we are talking about.
     Ex: I saw her not far from **the** post office.
   - ➢ Before a noun already mentioned.
     Ex: I bought a very expensive car, **the** car is not confortable.
   - ➢ Before adjectives for specific category of people.
     Ex: **The** rich… **The** jobless… **The** poor …..

2. **Indefinite article: "a" / "an"**
   "a" / "an" are used:
   - ➢ Before singular countable nouns.
     Ex: He works in **a** British company.
   - ➢ With names of professions and occupations.
     Ex: He is **a** lawyer. She is **an** executive.

**We use :
*"a" before a **consonant**.
*"an" before a **vowel**.

3. **Zero article: ø**
   We put **no article** :
   - ➢ Before uncountable nouns.
     Ex: **Money** is the root of all evil.
   - ➢ before abstract nouns
     Ex: peace ... honesty… freedom…..

- Using: "it's time" , "it's high time", " it's about time'

They indicate that something should happen soon. (use the **past tense**)
Ex: It's about time; Rachid found a job and settled down.

- Expressing:

Expressing	Using	Examples
Certainty	Will **+ stem**	*Algerian consumers will boycott the Chinese products.
Probability	May **+ stem**	*GMF may disappear. *Food safety may be one of the biggest problems.
Possibility	Can **+ stem**	*Flavourings can cause skin irritations.
Remote possibility	Might **+ stem**	*GMF might have harmful effects.
Advice	Should / you'd better / ought to **+ stem** if I were you .. I would	*You should not cheat at exams. *You ought not to cheat *You'd better stop cheating. *If I were you, I would stop cheating *I advice you to stop cheationg.
Obligation (necessity)	Must **+ stem** Have to **+ stem**	*All pupils must do their home-works. *You have to do your home-work.
Prohibition	Mustn't **+ stem**	*Pupils mustn't smoke in the class.
Absence (lack) of obligation	Don't have to **+ stem** Don't need to **+ stem**	*You don't need to be stressed, the exam is not difficult.
Obligation is the past	Had to **+ stem** Was obliged to **+ stem**	
Ability in the past	Were able to **+ stem**	
Past habit Purpose	**Used to + stem**	*He used to be a heavy smoker when he was a child. (Now, he is no longer a smoker) *It is used to cut paper = it's for cutting.
Function	**Used for +Gerund**	*The telescope **is used for observing** the stars and distant objects.
Concession	Though / although / in spite of / the fact that/ despite the fact that / while	***Thought** Andalusia had an extremely diverse population, it maintained its social harmony.
Time	When / after / before / as soon as / until	***As soon as** the plane had landed, we left the Airport. *We didn't leave the Airport **until** the plane had landed.
Reason/cause	Because / because of / due to / owing to / since / as /	
Results/ consequence	*As a result / consequently /so / therefore / as a consequence ***So + adj + that** ***Such + noun phrase + that**	*Counterfeits are **so perfect that** it is difficult to distinguish between a fake and a genuine product. *counterfeits are of **such perfection that** it is difficult to distinguish between both.
Purpose (aim/ goal)	To / in order to / so as to / so that	
Condition	*Provided that / providing that *As long as = only if **+ present simple → future simple**	*You will pass your exams **provided that** you work harder. *She will pass her exam **as long as** she studies harder.

***N.B:** **Stem = infinitive form of the verb**

- Expressing wishes and regrets:
  - **Past situation: I wish + past perfect**

    Ex: I wish I had worked harder last year. (But I didn't)
  - **Present situation: I wish + past simple (was → were)**

    Ex: I wish I had a car. (But I don't have)
  - **Future situation: I wish + would + stem**

    Ex: I wish we would live in a free-corruption society one day.

*We can use **"if only"** instead of "I wish" for a **stronger feeling.**

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- ## Using *unless*:

It is a linking word which means: **except if**

It expresses:

- **Condition:** * I won't forgive him, unless he apologizes
- **Warning (threatening):** *You will fail, unless you work harder.

- ## Expressing similarities and differences:

- **Differences (contrast):** Using " But / however / while / whereas / unlikely / conversely / unlike / different from / in contract to / contrary to / on the other hand"

  Ex: The current Algerian educational system is different from the previous one..

- **Similarities:** Using " like / similar to / both...and… / as … as / the same as / neither …nor / alike.."

  Ex: Like the U.S.A, Algeria provides free education to its pupils.

  Both Algerian and British children start school at 5.

- ## Comparatives and superlatives:

	Comparatives of	Superlatives of
Inferiority	**Less + adj + than** **Ex:** *Teachers in primary schools are **less patient than** teachers in middle schools.	**The least / the fewest**
Equality	**As + adj + As** **Ex:** *Buldings of middle schools are **as old as** primary schools.	
Superiority	**(Short Adj+ er)+ than** **More + long adj +than** **Ex:** * *Classes in primary schools are **more crowded than** in secondary schools.	**The (short adj + set)** **The most + long adj**

- ## Quantifiers : ⟶ Quantity expressions

With Countable nouns	With Uncountable nouns
-Many -Few -Several	-Much -Little -A great deal of
With both: -A lot of -Some -Enough -No -Any….	

Too many and too few indicate an **excessive amount of something.

- ## Comparatives and superlatives of quantifiers:

	Countable	Uncountable
Inferiority (few / little)	-Fewer ….. than -The fewest	-Less …. Than -The least
Equality	-As (many, few ...) as	
Superiority (many / much)	-More ……. Than -The most	

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- The Gerund: = The "ing" form of the word

  Can be:
  - **Verb:** → People prefer **eating** organic food.
  - **Noun:** → The **eating** of GMF is harmful.
  - **Adjective:** → Organic food are less **damaging** for the environment.

- Forming nouns, adjectives and adverbs:

*Verb + suffixe → Noun

*Noun + suffixe → adjective

*Adjective + suffixe → Adverb

Forming nouns	
Suffixes	**Examples**
ity	Responsibil**ity**
ment	Develop**ment**
tion	Civiliza**tion** / Produc**tion**
or	Invent**or**
ist	Psycholog**ist**
er	Astronom**er** / Consum**er**
ing	Meet**ing**

Forming adjectives	
Suffixes	**Examples**
Ive	Invent**ive** / Educat**ive**
Ing	Enrich**ing**
Able	Achiev**able**
Ic	Scientif**ic**
Al	Cultur**al**
Ed	Improv**ed**
Y	Salt**y**

Forming adverbs	
Suffixe	**Examples**
ly	Inventive**ly** Careful**ly**

- Forming the plural:

1. We add **'s'** to singular nouns. Ex:*Boy → Boy**s** *Girl → Girl**s**
2. We add **'es'** to singular nouns. Ex: *Hypothes → Hypothese**s**
3. We change the **vowel** of some nouns to form the plural. Ex:*M**a**n → M**e**n *Cris**i**s → Cris**e**s
4. We change the consonant **'F'** to **'V'** (sometimes). Ex: *Life → Lives *Knife → Knives

- Conditional:
  - **Type 0 : If +present simple → present simple**
    → General truth.
    Ex: If we boil water, it evaporates.
  - **Type I : If + present simple → will + stem (future simple)**
    → Probable condition or speaking about what will happen in the future.
    Ex: If you eat too much, you will put on weight.
  - **Type II : If + past simple → would +stem**
    → Probable Impossible to happen, unreal, imagined conditions.
    Ex: If he went to an Art school, there would be no guarantee that he could get a job afterward.
  - **Type III: If + past perfect → would have + past participle.**
    → Regret about the past.
    Ex: I wouldn't have been a teacher if I had had my34354354.

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- ## Active and passive voice:

  - Active and passive sentences have the **same meaning** but different focuses.
  - The **object of the active** sentence become the **subject of the passive** sentence

Active: Subject + Verb + **Object**

Active: My father painted the house.

Passive: Subject + To be + Past participle + By + Object

Passive: The house was painted by my father

  - The passive sentence is formed by putting **to be in the same tense as the active verb and adding the past participle of the verb of the active sentence**.

Tense	Active	Passive
Present simple	***Exemple:*** *English people **drink** a lot of tea.	Object + **(am ,is ,are) + P.P** *A lot of tea **is drunk** by English people.
Present continuous	***Exemple:*** *She **is cooking** dinner.	Object + **(am , is , are) + being + P.P** *Dinned **is being cooked.**
Past simple	***Exemple:*** *The boy **threw** the rock.	Object + **(was , were) + P.P** *The rock **was thrown** by the boy.
Past continuous	***Exemple:*** *They **were cleaning** the rooms.	Object + **(was , were) + being+ P.P** *The room **were being cleaned**
Present perfect	***Exemple:*** *He **has done** his homework.	Object + **(has , have) + been + P.P** *His homework **has been done.**
Past perfect	***Exemple:*** *The managers **had** already **made** the decision.	Object + **(had)+ been + P.P** *The decision **had** already **been made** by the managers.
Future simple	***Exemple:*** *They **will arrest** him sooner or later.	Object + **(will)+ be + P.P** *He **will be arrested** sooner or later.
Models	***Exemple:*** *Drivers **must obey** Traffic regulations.	**(Can, could, must, may, might, shall, would, should, may, ought to ,have to ,has to ,had to) + be + P.P** *Traffic regulations **must be obeyed** by drivers.

- ## Direct and indirect speech:

Reported speech (indirect speech) is used to communicate what someone else said, but without using the same words. A few changes are necessary:

  - **Punctuation and capitalization:**

Direct speech	Indirect speech
He said **: "My** friend…." Or **"My** friend…" **,** he said.	**He** said **that** his friend….

  - **Pronouns:**

Direct speech	Indirect speech
I	He / she
Me	Him / her
My	His / her / the
Mine	His / hers
We	They
Us	Them
Our	Their / the
You	They / them
Your	Their / the
This	That / the
these	Those / the

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- **Place and time expressions:**

Direct speech	Indirect speech
Here	There
Today / tonight	That day / that night
Yesterday	The day before
Tomorrow	The next day
Now	At that moment
This (this morning, this week …)	That (that morning /that week …)
Next month/year / week…	The next month/year / week…
Last month/year / week…	The month/year / week… before
A year ago	The year before

If the **reporting verb is in present simple, there **is no change in the tense of the verb** in the indirect speech.

- **Tenses**

Tense in "Direct speech"	Tense in "Indirect speech"
Present simple → **Past simple** Cindy said: "I **like** watching TV."	Cindy said that she **liked** watching TV.
Present continuous → **Past continuous** Frank declared: "I **am thinking** about moving."	Frank declared that he **was thinking** about moving.
Past simple → **Past perfect** She said: "I **did** my homework."	She said that she **had done** her homework.
Past continuous → **Past perfect continuous** He told them: "I **wasn't expecting** your visit."	He told them that he **hadn't been expecting** their visit.
Present perfect → **Past perfect** She said: "I **have just seen** an old friend of mine."	She said that she **had just seen and old friend of hers.**
Past perfect → **Past perfect** He said: "if we **had arrived** two minutes later, there would have been no cake left."	He said that if they **had arrived** two minutes later, there would have been no cake left.
Future simple (will) → **Conditional (would)** I said: "they **will spend** their holidays in Italy."	I said that they **would spend** their holidays in Italy.
Would → **Would** Tony said: "I **would like** something to eat. I **wouldn't mind** a drink either."	Tony said that he **would like** something to eat and **wouldn't mind** a drink either.

- **Questions:**

Direct questions	Reported questions
Wh – questions: He said:"question word+ auxiliary + subject +stem +rest of sentence + **?**" **Example :** The teacher said to her pupil: "**what** do you want to study at the university**?"**	He **asked + question word** + subject + verb + rest of sentence +**.** The teacher **asked** her pupil **what** he **wanted** to study at the university.
Yes- no questions: He said, "Auxiliary + subject + stem + rest of sentence?" **Example:** The teacher said to the pupil: "have you done your homework?"	He **asked if / whether** + subject + verb + rest of sentence + The teacher **asked** the pupil **if** he **had** done His homework.

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- **Requests, advice, orders…:**

To report orders, requests, advice…, we use:

*He + **asked/ordered/advised/warned** + the person addressed + **(not) to + stem** + rest of sentence.

Exemples: **a)** The headmaster said to Mr. Harris: "Sit down , please."(**a request)**

b) The headmaster **asked** Mr. Harris to **sit down.**

a) The headmaster said to Mr. Harris: "you should not stand in your s way." (**an advice**)

b) The headmaster **advised** Mr. Harris **not to stand** in his son s way.

• Stressed syllables:

- **Stress on the first syllable** ⟶ Nouns and adjectives with two syllables.
  Ex : lady / **ha**ppy
- **Stress on the last syllable** ⟶ Verbs with two syllables.
  Ex : en**joy** / in**vite**
- **Stress on the second syllable from the end** ⟶ Wording ending in **"ic"/ "tion"/ "sion".**
  Ex : geo**lo**gic / tele**vi**sion / reve**la**tion
- **Stress on the third syllable from the end** ⟶ Wording ending in **"cy"/ "ty"/ "gy"/ "al"/ "phy".**
  Ex : de**mo**cracy / dependa**bi**lity / **geo**logy / **cri**tical / phi**lo**sophy

• Silent letters:

- **Silent "b":** The **'b'** is **silent** in the combination **'mb'** at **the end of a word** and in the **combination 'bt'.(bomb/ debt)**
- **Silent "c":** The **'c'** is **silent** in the combination **'sc'**, before the letters **'k' and 'q'. (science..)**
- **Silent "d":** The **'d'** is **silent** in the combination **'dg'**.
- **Silent "g":** The **'g'** is **silent** before the letter **'m' 'n' 'l'. (reign..)**
- **Silent "gh":** The **'gh'** is **silent** after **vowels. (night)**
- **Silent "k":** The **'k'** is **silent** in the combination **'kn'.(knife)**
- **Silent "l":** The **'l'** is **silent** after **vowels 'a', 'o', 'u'.**
- **Silent "s":** The **'s'** is **silent** before the letter **'l'**.
- **Silent "n":** The **'n'** is **silent** in the combination **'mn'** at **the end of a word. (autumn)**
- **Silent "p":** The **'p'** is **silent** in the combination **'ps'** at **the beginning of a word.(psychiatrist)**
- **Silent "h":** The **'h'** is **silent** at **the end of word** when it **follows a vowel**, **between two vowels,** after the letter **'r' 'g' 'p' 'ex'. (vehicule/ ghost…)**

• Final 'ed':

Pronounced	**/ id /**	**/ d /**	**/ t /**
After:	t, d.	l, n, r, g, v, s, z, b, m.	p, k, f, gh, sh, sh, ss, c, x.

• Final 's':

Pronounced	**/ s /**	**/ z /**	**/ iz /**
After:	p, k, t, f, ph, th.	b, d, g, l, m, n, ng, r, v, y.	c, s, x, z, ss, sh, ch, ge.

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Writing expressions

Topic01: Algeria was the cradle of many ancient civilizations. Discuss.

Algeria is a huge country in Northern Africa. It covers 920,000 square miles (2,380,000 sq. km), making it more than three times the size of Texas, and the 11th largest nation on Earth. It shares borders with Libya, Mali, Mauritania, Morocco, Niger, Tunisia, and Western Sahara, and has coastline on the Mediterranean.

People have been living in the region that is now Algeria, and the surrounding Maghreb, for more than 200,000 years. The first civilizations sprang up between 4000 and 8000 years ago, eventually forming a cohesive population, usually referred to collective as the Berber culture.

From about 900 BCE Algeria has been invaded repeatedly by various peoples, mostly from across the Mediterranean. First the Phoenicians came, trading along the coast and eventually establishing Carthage in nearby Tunisia and various outposts in Algeria. Then came the Romans, who conquered the Berbers more-or-less completely by 24 AD. By the 4th century Algeria had been converted to Christianity.

Beginning in the 8th century Algeria, and the greater Maghreb, became a strategic target for the expanding Islamic world. By the end of the first decade of the 8th century the Umayyads had conquered all of North Africa, including Algeria. Over the next few centuries Algeria converted to Islam and was Arabized dramatically.

In the 16th century Algeria came under the control of the Ottoman Empire, and became a center for Mediterranean piracy and privatizing. It was in Algeria that the infamous pirate Red Beard (born Barbarossa) eventually was based, as a provincial governor. During this period both Arabs and native Berbers saw their roles diminished, as Turkish became the national language and Turks became entrenched in most positions of power. Piracy continued to spread and become institutionalized in Algeria, as well as its neighbors, in a confederacy known as the Barbary States. In addition to capturing the wealth of European traders, these pirates also began capturing Christians as slaves, a turn of events that eventually led the young United States to enter into two of its earliest wars against the Barbary Coast.

In the early 19th century Algeria was conquered by the French, who began to settle and develop the region. Although infrastructure developed under French control, to the majority of the Muslim inhabitants of Algeria, France was seen as a harsh colonial power. Resistance and open revolt continued throughout all of the French occupation, but it began to grow substantially and develop during the 1930s. Although relatively peaceful attempts were made for a Constitution and more equality in the mid-1940s, these were met with no support by the French government.

By 1954 the situation had gotten bad enough that the citizenry revolted on a massive scale. The National Liberation Front was the main body of revolt, launching a full-scale civil war that would last for eight years. In that time nearly two million Algerians would die, and another two to three million were relocated. Independence was finally achieved in 1962, after one of the longest, bloodiest wars for independence in modern history.

Topic02: Write a composition on the scientific achievements of the ancient Greek civilization.

The Greeks were very interested in science as a way of organizing the world and making order out of chaos, and having power over some very powerful things like oceans and weather. From about 600 BC, a lot of Greek men spent time observing the planets and the sun and trying to figure out how astronomy worked. They must have gotten their first lessons from the Babylonians, who were very good at astronomy and also very interested in it.
By the 400's BC, Pythagoras was interested in finding the patterns and rules in mathematics and music, and invented the idea of a mathematical proof. Although Greek women usually were not allowed to study science, Pythagoras did have some women among his students. Socrates, a little bit later, developed logical methods for deciding whether something was true or not.

In the 300's BC, Aristotle and other philosophers at the Lyceum and the Academy in Athens worked on observing plants and animals, and organizing the different kinds of plants and animals into types. Again, this is a way of creating order out of chaos.

After Aristotle, using his ideas and also ideas from Egypt and the Persians and Indians, Hippocrates and other Greek doctors wrote important medical texts that were used for hundreds of years.

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Topic03: Write a composition on the ancient Sumerian civilization and its achievements.

The people who settled down and began to develop a civilization, in the land betweenthe Tigris and the Euphrates Rivers are known as the Sumerians. About a thousand years later, the Babylonians took over in the south, and the Assyrians took over in the north, but the Sumerian culture lived on.

The Sumerian civilization probably began around 5000 BCE. In the beginning, they were an agricultural community. They grew crops and stored food for times of need.

The ancient Sumerians were very smart. They invented, amongst other things, the wheel, the sailboat, and the first written language, frying pans, razors, cosmetic sets, shepherd's pipes, harps, kilns to cook bricks and pottery, bronze hand tools like hammers and axes, the plow, the plow seeder, and the first superhero, Gilgamesh.

They invented a system of mathematics based on the number 60. Today, we divide an hour into 60 minutes, and a minute into 60 seconds. That comes from the ancient Mesopotamians.

Some Mesopotamian words are still in use today. Words like crocus, which is a flower, and saffron, which is a spice, are words borrowed from the ancient Mesopotamians.

The ancient Mesopotamians created a government that was a combination of monarchy and democracy. Kings ruled the people. Elected officials who served in the Assembly also ruled the people. Even kings had to ask the Assembly for permission to do certain things.

Law held a special place in their civilization. In Babylonian times, laws were actually written down. But there were always laws. The laws clearly said how you had to behave and what your punishment would be if you did not behave correctly. And the laws that were later written down, for the most part, were laws created by the ancient Sumerians.

Ancient Sumer was a bustling place of three or four hundred people. The ancient Sumerians built many cities along the Tigris and the Euphrates Rivers. Archaeologists believe that their largest city, the city of Ur, had a population of around 24,000 residents!

Topic04: Write a composition on the scientific achievements of the Roman civilization?

Roman scientific achievements are mostly in the areas of medicine and engineering. The Romans invented a lot of new ways to mine for metals like silver and gold and lead. They developed water mills as well for grinding grain. And they were the first people to really use concrete for major building projects. The use of concrete helped them to develop the dome and the barrel vault and the cross vault. They used their vaults to build aqueducts to carry fresh water to towns, and they used their engineering skills to build sewage systems to keep their towns clean and healthy.

Roman subjects in Phoenicia also invented blown glass, and mold-made pottery and oil lamps were also first made in the Roman period.

In medicine, Galen wrote during the Roman Empire, and he was the first to describe many symptoms and treatments. His medical textbook was the standard for over a thousand years. The Romans didn't do that much work in mathematics, but they did develop their own way of writing numbers.

Topic05: Write a letter to one of your friends in which you describe your class/school.

Dear Linda,

Today, I'll write to you about my school. And the least I can say is that I feel quite happy and comfortable in it.

First, let me mention its old stone building, surrounded by a nice flower garden. The flowers are carefully arranged, and in spring, they give off nice scent when we head for the classes through the garden. Further back, there are two large courtyards with enough space and benches to play or relax. There are also big, ancient olive trees near the walls, where birds perch and nest. We can hear them warble and chirp all year round.

Let me also describe my classroom. It is large and well-decorated, with old-fashioned brown desks, and posters and pictures all over the walls. And then, there are those cabinets full of books which smell of old paper. Actually, I like borrowing a book from time to time and dream all the adventures and mysteries I read about.

I'll finally say a few words about my teachers. I'm lucky to have such good and considerate people around me. They are so keen to see the students do well. They are always prepared to answer our questions, and they really want to make sure we understand the hard parts of the lessons and exercises. I like the way teachers get us involved. They surely have children of their own at school, which explains why they understand how we feel.

So if there is one good reason why I like my school, it surely because the teaching staff are so caring, and friendly. I can't dream of a better school.

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Topic06: Write a composition on the Algerian education system.

The Algerian structure of the school system is based on 5+4+3 model: five years of primary school, four years of middle school and three years of secondary school. Together, the nine years of primary and middle school education constitute the compulsory basic education phase.

The Ministry of National Education is responsible for the supervision of basic and secondary education; the Ministry of Higher Education and Scientific Research, and the Ministry of Professional Education in collaboration with various other relevant ministries regulate the tertiary sector.

The first nine years of schooling, comprising the basic education cycle, is compulsory for all children of school age (usually age six and above).

In the first five years of basic education pupils attend class for 27 hours a week. Pupils are assessed on the results of their coursework, and progression between grades is based on these results. Pupils who perform poorly in key subjects are required to take make-up classes, or to retake the year if they have an overall average below 50 percent. Promotion to the third cycle of basic education is based exclusively on pupil performance in the fifth grade. Pupils are assessed and promoted to successive grades based on their coursework; an average of 50 percent (10 out of 20) or better is required for progression.

At the end of basic education pupils take the national basic education certificate examination. Pupils who succeed in the examination and in their final year of studies are awarded the (BEM), which grants them access to one of the three streams (*troncs communs*) of the first year of secondary studies.

Pupils choosing to pursue the *baccalauréat*, the national competitive school-leaving examination, are streamed into one of two branches: literary or scientific. Secondary studies leading to the *baccalauréat* are three years in duration. Pupils who succeed in their Bac exams have the opportunity to go through higher education.

Higher education in Algeria is offered at many universities, university centers, national schools and institutes. Universities and university centers are centrally administered by the Ministry of Higher Education and Scientific Research, while specialized schools and institutes generally fall under the portfolio of the ministry to which its specialization is most closely related.

The Algerian framework of university degrees is currently under reform with the traditional system, modeled on the French structure, to be gradually replaced with a three-three system deemed to be more internationally compatible. The reform, known as the "L.M.D," is set to introduce a degree structure based on the new French model of bachelor's, masters and doctoral degrees. The new degree framework is similar in structure to the reforms being undertaken in Europe through the Bologna Process: The *licence*, corresponding to three years of study beyond the *baccalauréat* (bac+3); The *master*, corresponding to two years further study beyond the *licence* (bac+5); The *doctorat*, corresponding to three years of research beyond the *master* (bac+8).

It is hoped that the new system will make program offerings from Algerian universities more compatible with those around the world, thereby increasing the international mobility of Algerian faculty and students. In addition, the reforms are aimed at increasing student flexibility in choosing and transferring courses and credits; making the system more efficient as relates to the time it takes for students to graduate; increasing lifelong learning opportunities; and increasing institutional autonomy while producing learning outcomes more attuned to the needs of the labor market.

Topic07: Write a composition on the British education system.

The education system in the UK is different to that in many other countries. At the age of 16, British children take General Certificate of Secondary Education (GCSE) examinations. Students then transfer to studying A-Levels which last for two years and qualify them for entry to university. Students tend to specialise in these courses and often study for three or four A-Levels. This means that degrees do not last as long in the UK as other countries.

An undergraduate degree normally takes three years to complete but can take longer if they include an industrial placement, an additional subject or a year abroad. They are also specialised from Year One.

Types of undergraduate degree include: BSc (Bachelor of Science) - a science degree ; BA (Bachelor of Arts) - an arts degree ; BEng (Bachelor of Engineering) - an engineering degree ; Undergraduate Masters degree (e.g. MEng) - an enhanced four year undergraduate degree including extra subjects studied at a deeper level

Students who receive good grades in their undergraduate degrees may choose to take a Masters degree, which takes a minimum of one year to complete.

Types of Masters degree include: MSc (Master of Science) ; MA (Master of Arts) ; MEd (Master of Education) ; LLM (Master of Law) ; MBA (Master of Business Administration)

Taught Masters usually involve six months of intensive tuition followed by six months of project work which ends with a dissertation. Research degrees involve at least one year, sometimes more, of full-time research resulting in an examined thesis. If you would like to continue to study for a PhD, you will have to conduct a minimum of two years' research after the award of your MSc. In some subject areas, a student may transfer from BSc/BA/BEng to PhD so that they follow a three year research programme for PhD without first obtaining a Masters degree.

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Topic08: Write a composition on the American education system.

To begin, because the country has a federal system of government that has historically valued local governance, no country-level education system or curriculum exists in the United States. The federal government does not operate public schools. Each of the fifty states has its own Department of Education that sets guidelines for the schools of that state.

In the United States, education is compulsory for all students until age sixteen. The pupils go through elementary schools, middle schools, and high schools. Elementary schools are composed of students in kindergarten and grades 1-6. Many children attend kindergarten when they are five-years-old. Children begin 1st grade at age six. Middle school is composed of students in grades 6-8 and high school contains grades 9-12.

High school students are required to take a wide variety of courses in English, mathematics, science, and social science, foreign language or physical education, and they may elect to take music or art courses. Many high schools also offer vocational training courses. A course can be one semester or two semesters in length. The academic year generally begins in late August and ends in early June.

University students pursuing a Bachelor's degree are called "undergraduates," whereas students pursuing a Master's or Doctoral degree are called "graduate students." American undergraduate students will say they are "going to school" or "going to college", which means they are attending university. A common question one student asks another is, "What is your major?" This means, "What is your major field of study?"

Most universities give undergraduate students a liberal education, which means students are required to take courses across several disciplines before they specialize in a major field of study. Graduate and professional (such as medicine or law) programs are specialized.

Topic09: Write an expository article for your school magazine in which you analyse the causes and effects of examination stress on students.

The pressure on young people to succeed academically is now so great that an alarming number of students do not achieve the grades of which they are capable. University admissions personnel, private tutors, teachers and fellow students all contribute, in different ways, to the creation of such stress. But a prime responsibility lies with parents.

Long-term economic uncertainty makes an increasing number of parents concerned for their offsprings' career prospects, and they are inclined to see high academic achievement as the only way forward. A survey was carried out in Britain with A level students which produced some rather alarming and depressing statistics. More than 75% of those surveyed reported that their parents became very anxious as the examinations approached and nearly 30% felt that the parents had passed on this anxiety to them.

Almost half of those questioned were concerned that they would let their parents down by achieving poor results and over 25% felt that their parents expected far better results than they felt capable of producing.

Most students felt that there was most definitely some degree of pressure being put upon them by parents. Experts feel that this stress can be compared with that experienced by high powered businessmen, both during the examinations and for quite a considerable amount of time in the months leading up to the examinations.

Students reported that the stress they felt manifested itself in disrupted sleeping patterns and some reported that they were barely sleeping at all. They also felt that their appetite had been affected with the worst cases becoming unable to eat a proper meal. It would be unfair to suggest that parental pressure is solely to blame for such developments but there is a convincing amount of evidence that suggests that it makes a substantial contribution.

If a student senses that his or her parents are worried about forthcoming examinations, it is almost certain that the same fear will be passed on to the candidate and make the prospect of poor performance all the more likely. The more the parent worries, the more the student worries, which may fuel parental anxieties even further. Regrettably, few schools offer any help in the management of examination stress.

Fear of failure is possibly the greatest obstacle to examination success so parents should ensure that their own private fears are not passed on to their children. They should appear relaxed, cheerful and confident about the outcome of the examination without putting undue pressure on them to achieve results they are not capable of.

Regular and consistent support is important to all young people involved in competitive situations, and public examinations are no exception. Parents should also familiarise themselves and be tolerant of the emotional and behavioural reactions to stress, such as fatigue, sudden mood swings or becoming withdrawn.

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Topic10: Write an expository article for your school magazine in which you suggest how parents can help their children overcome the problem of examination stress.

One particularly effective anti-stress weapon for parents is to encourage children to keep up normal leisure activities, such as swimming or cinema, to show that examinations are not the be-all and end-all of life.

There are important errors that parents should avoid. On no account should they offer in advance presents of money, expensive clothes, holidays, computer games or any other expensive consumer items as a reward for success. This only emphasises the importance of examinations that are being undertaken and increases the pressure on the candidate.

Similarly, parents should never hold up siblings, relatives or friends as shining examples of academic success to be emulated. This not only creates unfair worries about living up to family traditions but will also cause bitter feelings in any student who does not match the achievements of family 'stars'.

Another thing for parents to avoid is to impose on their children the expectation that they will perform better than the students believe they are capable of. Unrealistic expectations can be very damaging to a young ego. Teenagers who are intelligent enough to take HKCE and A- levels and pursue university places are also intelligent enough to recognise when their abilities are being overstated. Parents of very able children should also be wary. Clever students do not like their cleverness to be exaggerated.

Parents should not do or say anything that has the effect of making the examination seem unduly important, special or difficult, because such attitudes greatly increase the amount of stress felt by the candidate.

Examination success is, to a certain degree, a case of mind over matter. Naturally, a student has to work hard and needs the academic ability in the first place, but having the right attitude is also important.

Topic11: Write a composition in which you discuss the importance of reading.

It is a well-known fact that when there were no televisions or computers, reading was a primary leisure activity. People would spend hours reading books and travel to lands far away-in their minds. The only tragedy is that, with time, people have lost their skill and passion to read. There are many other exciting and thrilling options available, aside from books. And that is a shame because reading offers a productive approach to improving vocabulary and word power. It is advisable to indulge in at least half an hour of reading a day to keep abreast of the various styles of writing and new vocabulary.

It is observed that children and teenagers who love reading have comparatively higher IQs. They are more creative and do better in school and college. It is recommended that parents to inculcate the importance of reading to their children in the early years. Reading is said to significantly help in developing vocabulary, and reading aloud helps to build a strong emotional bond between parents and children. The children who start reading from an early age are observed to have good language skills, and they grasp the variances in phonics much better.

Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversations. The habit can become a healthy addiction and adds to the information available on various topics. It helps us to stay in-touch with contemporary writers as well as those from the days of yore and makes us sensitive to global issues.

Topic12: Write a composition in which you discuss the advantages of private schools.

One of the advantages of private schools is that they have a small community atmosphere that allows for a lower student-to-teacher ratio. With smaller class sizes, teachers are able to focus more attention on individual students, and have more time to get to know students better. Classmates also get a chance to form more intimate bonds, when there are fewer students.

Other advantages of private schools include fewer disciplinary problems. When teachers and staff know students better, they are able to take appropriate measures applicable to particular students. This works far better than, for example, punishing the entire class, which holds no one accountable. The children that behave properly are not motivated to continue good behavior, if they are going to be punished for someone else's actions.

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Private schools also have the option of expulsion, which is rare in public schools since public education is considered a "right" rather than a privilege. While this may not seem like one of the advantages of private schools, the possibility of expulsion might make some students less likely to fight, to take drugs, or to cut classes.

When parents pay for their children's education, they enjoy more of the advantages of private schools, because they have a say in how things are done. When children attend public school, parents who voice concerns frequently complain of being treated as "nuisances." In the private school setting, they are paying customers. The tuition factor enables other advantages of private schools, such as well-maintained campuses, and excellent books and learning materials.

Many parents who return their children to public school soon miss the advantages of private schools. They immediately learn that their children are well ahead of their classmates. They are frequently offered the opportunity to allow their child to skip a grade, because their children have already surpassed what the public school has to offer at their grade level--even in most honors classes--and the students quickly become bored.

Aside from the many other advantages of private schools, students who receive private schooling also have a lower dropout rate, experience fewer drug problems, and report less violence. They also tend to have higher scores on standardized tests and college entrance exams. One of the most important advantages of private schools is that by percentage.

Topic13: Write a composition in which you discuss distance education.

The traditional model for higher education usually involves the student travelling to the same physical campus as his or her educators. With the advent of videotapes, CD-ROMs, closed-circuit television and the Internet, however, a student can now receive pertinent classroom information without even leaving home. This is the basis for what colleges and university call *distance education*. Distance education utilizes a combination of audiovisual lectures, objective examinations and planned meetings with human instructors.

A form of distance learning called correspondence schooling has been available for decades, but the programs have usually been limited and accreditation is often questioned. Students taking these distance education courses would receive a packet of study materials, worksheets and objective tests. A representative of the correspondence school would periodically grade these mailed-in tests and eventually bestow a certificate of completion. There is very little interactivity between student and instructor for most of these classes, and practical lab work is nearly impossible.

Traditional colleges and universities have now improved distance education through some trial and error. Earlier attempts at distance education involved little more than a series of videotaped lectures and a one-off final examination. Low test scores revealed a need for more interactivity between off-campus students and their campus-based instructors. Modern distance education courses now feature real-time lectures with remote communications and regularly scheduled online exercises. Professors are encouraged to treat emailed questions with the same respect as those posed in a traditional classroom.

Distance education programs are generally aimed at older or returning students who cannot afford to commute and support themselves financially at the same time. Many of the class lectures are on videotape or CD-ROM, allowing students to select the best time in their daily routines to study. Because distance education classes fall under the same auspices as on-campus classes, they are considered accredited. A student enrolled in a videotaped freshman English 101 class receives the same number of writing assignments as a traditional student on campus. The difference is that the distance education program might allow for emailed submissions or a slightly modified grade turnaround time.

Those looking for a bargain-basement education may not necessarily find it through a distance education program, especially one provided by a major college or university. Registration fees for many distance education classes are compatible with those paid by traditional students on campus. The major financial advantage is significantly lower travel expenses. Meeting with a virtual instructor a few times during the semester is much cheaper than commuting to the campus every day or paying for on-campus housing and food.

Enrolling in a distance education course is a great way to earn a degree from a respected educational institution without the need to uproot yourself and your loved ones to another state for the privilege. Information on distance education courses can often be found on the Internet webpages of individual colleges or through the school's admissions department.

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Topic14: Write a composition on child labour.

Any child under the age specified by law worldwide works full time, mentally or physically to earn for own survival or adding to family income, that interrupts childs social development and education is called child labour.It is any kind of work children are made to do that harms or exploits them physically, mentally, morally, or by preventing access to education.

However, one must also understand that all work is not bad or exploitive for children. In fact, certain jobs help in enhancing the overall personality of the child. For instance, children delivering newspapers prior to going to school. Or then children taking up light summer jobs that do not interfere with their school timings. When they are given pocket money earning oriented tasks, they understand the value of money, as well as respect it even more.

While this are the positive aspects of tasks and working, the actual universal problem of child labour is the exploitive and dangerous work and working conditions children are put through. For instance, in north India young children, below the age of 14 are made to work in the carpet industry. Their delicate fingers create the world's finest and most expensive carpets. The children are working twelve to fourteen hours a day. Many lose their fingers. Some are starved. And a number die each year because of the torturous circumstances under which they are made to work.

This is a crime. There have been instances of so-called decent middle class, as well as upper-class people employing young children as domestic helpers. But, they are not working as helpers, but bonded labour. They are made slaves. Frightening stories of how they have been physically tortured are printed in the daily newspapers. And in spite of stringent action being taken against such employers, the problem continues.

Topic15: Write a composition on embezzlement.

Embezzling is the act of taking money that has been placed in your trust but belongs to another person. For instance, someone who works in a bank may secretly steal money that he or she has been entrusted to look after. This money belongs to the bank's customers, and the employee's action can be considered embezzling.

One of the major methods used in embezzling is to falsify records and documents. A recent British case involved a bank manager embezzling 23 million GB pounds (GBP). The bank manager set up many false bank accounts and deposited millions from other bank accounts into them.

Another very successful method of falsifying records is the phantom employee. The manager may create a job role and documents for an employee who does not actually exist. The phantom employee is then paid a salary.

Even charities are threatened by embezzlement. One of the most common methods used in this case is to redirect large amounts of money for administrative purposes. Sadly, many worthwhile charities have been shut down as a result of this type of embezzling.

Topic16: Write a composition on bribery.

A bribe is a form of corruption which involves the promise of money or a favor to someone in a position of power, with the hope of influencing that person's behavior. Bribery is viewed as a crime in many regions of the world, and people who are caught offering or receiving bribes may face hefty penalties. In other regions, the line between bribing and tipping is sometimes rather blurred, which can make it difficult to prosecute people for bribery, or to understand when one has crossed the line.

There are several reasons why bribery is viewed as a crime. In the first place, accepting a bribe and acting on it is a clear misuse of power, and a dereliction of duty. In egalitarian societies, the thought of greasing the way with bribes is especially distasteful, because it highlights the differences between those who can buy power or favors, and those who cannot. A bribe may also compromise the quality of a transaction. For example, when a construction firm bribes a government official to get a contract, the government official may overlook a company which provides superior or cheaper work, thereby essentially cheating the government.

Bribes can take any number of forms. Historically, bribes to public officials have been extremely common, and in some regions, this continues to be the case. Bribes also play a role in the financial industry, and even in occupations like medicine, where doctors may be bribed by drug companies to prescribe their products. Politics is also rife with bribery in many region, with people bribing politicians to achieve desired ends, and politicians in turn offering bribes to others in the hopes of attaining specific goals, like winning an election.

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from an assortment of companies and industries. These payments could be viewed as bribes in the eyes of some critics, especially when the politicians vote and act in the interests of their biggest contributors. However, it could also be argued that these companies are certainly entitled to support candidates they like, especially when those candidates have political beliefs which align with the interests of the company.

Likewise, the practice of offering a bribe to ministry officials in some countries is so widespread that bribes are viewed almost like set fees. People who attempt to act with integrity may find that the ministry in question never approves a request or a document, thus forcing them to bribe an official to get the job done. In some cases, such bribes are even tax-deductible, with tax agencies recognizing them as a legitimate business expense.

Topic17: Write a composition on currency counterfeiting.

Counterfeiting refers to the imitation of something with the intent to deceive. As a general rule, people use the term specifically to refer to people who replicate currency in the hopes of passing it off as legal tender. However, a variety of things can be counterfeited, from designer handbags to legal documents. In terms of counterfeiting money, counterfeiting comes with severe consequences, as it is treated as a very serious crime in most nations around the world.

Most modern counterfeiting is focused on paper money, because paper money has a higher face value. Counterfeiters use a variety of techniques to produce replicas of the desired currency, depending on the security features which a nation uses to protect the integrity of its money and the level of realism desired. For example, a color photocopier can sometimes render a credible replica of legal currency, especially when the currency is run through a washer to age it, but counterfeiters may also use sophisticated printing techniques like those used at a national mint.

Most mints around the world use a number of safety systems to protect their money. For example, many nations print engraved money, meaning that specially engraved plates which are very hard to replicate are used in the production of currency. Many countries also use specialized papers and inks, along with complex designs which are hard to copy, and they may change the look of their currency frequently in an attempt to foil counterfeiters.

Someone who is convicted of counterfeiting will spend at least a decade in prison. He or she may also be forced to pay fines or restitution, and the property used in the counterfeiting process may be seized. Counterfeiting is treated as an extremely serious crime because it devalues a nation's currency, potentially threatening its economic stability and global standing.



If you need any help, contact me on: **prof.english10@gmail.com**

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