Zed El maarifa

Achit Djamel

المراجعة النهائية

English

BAC Preparation

- GRAMMAR
- PRONUNCIATION
- VOCABULARY
- BAC-LIKE TESTS
- ANSWER KEY

مع الترجمة للعربية

3AS

Duo

العلوم التجريبية
الرياضيات
التقني الرياضي
التسيير والاقتصاد

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THE PASSIVE VOICE المبني للمجهول

- **Active Voice المبني للمعلوم**

In sentences written in active voice, the subject performs the action expressed in the verb; the subject acts.

في الجمل المبنية للمعلوم، الفاعل يقوم بالفعل

They take the children to school by bus.

- **Passive Voice المبني للمجهول**

In sentences written in passive voice, the subject receives the action expressed in the verb; the subject is acted upon. The agent performing the action may appear in a "by the . . ." phrase or may be omitted.

في الجمل المبنية للمجهول، الفاعل يتلقى الفعل، أي يقع الفعل على الفاعل. أما الواسطة التي تقوم بالفعل فتظهر في العبارة ("بواسطة..." by the...) ويمكن أن تحذف

The children are taken to school by bus.

ACTIVE	subject + verb + object
	الفاعل + الفعل + المفعول به
PASSIVE	object + *be* + past participle + by + subject
	المفعول به + *be* + التصريف الثالث للفعل + بواسطة + الفاعل

Simple present: is/are + past participle الزمن المضارع البسيط	
ACTIVE:	PASSIVE:
The postman delivers letters every day.	Letters are delivered by the postman every day.

Present Progressive: is /are being + past participle الزمن المضارع المستمر	
ACTIVE:	PASSIVE:
The postman is delivering letters now.	Letters are being delivered by the postman now

Past simple: was/were + past participle الزمن الماضي البسيط	
ACTIVE:	PASSIVE:
The postman delivered letters yesterday.	Letters were delivered by the postman yesterday.

Past continuous: was/were being+ past participle الزمن الماضي المستمر	
ACTIVE:	PASSIVE:
The postman was delivering letters.	Letters were being delivered by the postman.

Present perfect: have/has been+ past participle الزمن المضارع التام	
ACTIVE:	PASSIVE:
The postman has delivered letters.	Letters have been delivered by the postman.

Past perfect: had been+ past participle الزمن الماضي التام	
ACTIVE:	PASSIVE:
The postman had delivered letters.	Letters had been delivered by the postman.

modals: will/can/must...be+ past participle الأفعال الناقصة	
ACTIVE:	PASSIVE:
The postman will deliver letters tomorrow.	Letters will be delivered by the postman tomorrow.

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GRAMMAR + EXERCICE

BAC PREPARATION

EXERCISE 1: Change these sentences to passive:

1. Alexander Fleming discovered Penicillin
2. They wille deliver the computer tomorrow.
3. The police arrested two men last night.
4. Leonardo da Vinci painted The Mona Lisa
5. People speak Turkish in Turkey.
6. They have cleaned the swimming pool.
7. They were interviewing her for the job.
8. The fire has destroyed the house.
9. Tom is writing the letter.
10. They will wash the car.

EXERCISE 2: Put the verbs in brackets in the tense given

1. English.....(speak) all over the world. (Present tense)
2. My pencil case.....(steal). (Present perfect)
3. This shirt.....(make) in France. (Past tense)
4. The dogs.....(keep) in house. (Present tense)
5. Her new book.....(publish) next month. (Future tense)
6. Milk.....(use) to make butter and cheese. (Present tense)
7. They.....(take) to school. (Past tense)
8. Some ink.....(spill) on the carpet. (Present perfect)
9. The thieves.....(arrest) by the police. (Past tense)
10. The homework.....(correct) by the teacher. (Future tense)
11. Her ring.....(find) under the bed. (Past tense)
12. I.....(offer) an interesting job. (Past perfect)

EXERCISE 3: Rewrite these sentences in the passive or the active voice.

e.g.: She was shocked by the accident =The accident shocked her.

a. My father will buy a new car next year.
b. The students were given 15 minutes for the test.
c. This restaurant is owned by English people.
d. The children were offered some toys by their parents.
e. His father is going to buy him a car.
f. Tourists are paying a lot of money.
g. They built this house in 1900.
h. Parents always love their children.
i. The film was produced by Spielberg.
j. The sugar water was relished by the hummingbirds.
k. Jogging is done by many people for exercise.
l. The syllabus was handed out by the professor.

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ADVISING النصح

Asking for Advice طلب النصيحة

What do you think I should do? برأيك ماذا يجب أن أفعل ؟
What do you suggest? ماذا تقترح؟
What would you do (in this situation)? ماذا ستفعل(في هذه الحالة)؟

Giving Advice

If I were you, I'd ...	لو كُنتُ أنتَ، كنت سوف...
If I were in your position, I'd ...	لو كُنت في مكانك ، كنت...
If I were in your shoes, I'd ...	لو كنت في حذائك، كنت...
I suggest that you ...	أقترح عليك أن...
I think you should ...	أعتقد أن عليك أن...
Why don't you ...	لما لا...
I recommend that you ...	أوصي بأن تـ...
you should /you ought to	يجب عليك/يجب عليك أن
you had better ...	من الأفضل لك ان...

There are several different structures that you can use when giving advice:*SHOULD, HAD BETTER, IF I WERE YOU, OUGHT TO*

♦ SHOULD يجب

After should, and its negative - shouldn't - we use the base form of the infinitive of the verb:
بعدshould يأتي الفعل في صيغة المصدر

- *You should see a doctor*
- *You shouldn't worry about your exams.*

It is common to use 'I think' and 'I don't think' with should:
من الشائع استعمال'I think' و 'I don't think' مع should

- *I think you should send it by mail*
- *He doesn't think we should take the bus*

♦ HAD BETTER من الأفضل / يستحسن

it is usually used in the contracted form. After had better, and its negative - had better not, we use the base form of the infinitive of the verb
هذه الصيغة شائعة في اللغة الانجليزية الدارجة و غالبا ما تستعمل في شكلها المختصر. و هي متبوعة بصيغة المصدر

- *You'd better go to the doctor about your cough.*
- *You'd better not do that again.*

♦ IF I WERE YOU لو كنت مكانك

This version of the second conditional is often used when giving advice, especially in spoken English. Note the use of *were* with I in the first clause.
In the second clause, we use would - contracted to d - and wouldn't. After would and wouldn't, we use the base form of the infinitive of the verb:
غالبا ما تستعمل هذه الصيغة من الجمل الشرطية الثانية لإسداء النصح، خاصة في اللغة الانجليزية الدارجة.
لاحظ استعمالwereمع I في الجزء الأول. في الجزء الثاني، نستعمل would مختصرة لـ d و wouldn't متبوعة بصيغة المصدر.

- *If I were you I'd start looking for another job.*
- *If I were you, I wouldn't emigrate.*

♦ OUGHT TO يجب

This is the most formal of the structures used for giving advice, and so it isn't so common. هذه الصيغة لإسداء النصح هي الأكثر رسمية لذلك فهي غير شائعة

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After ought, and its negative - ought not (oughtn't),we use the full infinitive of the verb: تعتبر الصيغة الأكثر رسمية و هي غير شائعة و تتبع بصيغةالمصدر

- *You ought to contact the police*
- *You ought not to cheat in exams*

EXERCISE: Fill in the gaps with: had better (not) –should (not)

1) If it´s rainy you _____ take an umbrella.
2) Tom _____ eat so many lollipops. It´s bad for his teeth.
3) a) _____ I drink hot tea if I have a sore throat? b) Yes, you_____ .
4) They have a test tomorrow. They _____ go to the cinema . They_____ stay at home and study!
5) Children _____ eat lots of vegetables but they _____ eat lots of sweets.
6) I have a party tonight. What _____ I wear? A dress or a pair of trousers?
7) The doctor said: "_ You _____ eat healthy food. You _____ eat fast food. You _____ watch so much TV. You _____ walk 1 hour a day. You _____ drink fruit juice and water. You _____ drink soft drinks

OBLIGATION AND NECESSITY الإلزام و الضرورة

MUST, HAVE TO, MUSTN'T + STEM

All persons	Present	Past
Affirmative	must	Had to
Negative	must not, mustn't	Do not have to
Interrogative	must + subj. + stem / do/does + subj. + have to + stem	

A. MUST يجب

Obligation إلزام- You must do your homework every day.

B. MUSTN'T لا يجب

Prohibition منع - You mustn't litter the beach. / You mustn't eat in the classroom.

C. HAVE TO يجب

Principal tenses	Present	Past	Future
Affirmative:	has to, have to	had to	will have to
Negative:	does not have to, do not have to, doesn't have to don't have to	did not have to didn't have to *	will not have to won't have to

D. DON'T/ DOESN'T HAVE TO = DON'T / DOESN'T NEED TO غياب الضرورة أو الإلزام

absence of necessity - *You don't have to buy more cheese. We've got plenty./ She doesn't have to get up early on Saturdays.*

E. MUST vs HAVE TO

- MUST = personal obligation إلزام شخصي (ذاتي)

I must go now. It's late.
We must finish this project today

- HAVE TO = obligation from outside imposed by other people

تعبر have to عن إلزام غير شخصي. الفاعل ملزم بفعل شيء من طرف قوة خارجية

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We have to wear a uniform at school.
She has to answer all the phone calls at work.

MUST is used only for the present to express what the speaker thinks is a personal obligation.
In all other tenses we use HAVE TO

الإلزام باستعمال must يعبر عن فكرة و رأي المتكلم. و هو ليس إلزام حقيقي لأنه غير مفروض من الخارج.

I must go to the dentist today. My tooth is killing me.
I had to go to the dentist yesterday.
We'll have to work late next Friday.

Be careful!!! انتبه
MUST / MUSTN'T + BARE INFINITIVE تتبع MUST / MUSTN'T بصيغة المصدر بدون to
I must take the cat to the vet. NOT ~~I must to take ...~~
You mustn't smoke in this room. NOT ~~You mustn't to smoke~~

EXERCISE: Fill in the gaps with have to, must or must not. Pay attention to the tense

1. You _____ see a doctor at once!
2. I _____ be at school tomorrow at 8 a.m. I've got an exam!
3. I'_____ be at school tomorrow at 8.
4. You _____ touch that plate, it's too hot.
5. I _____ see a doctor, because I felt very sick.
6. I _____ break the window! I lost my key!
7. The manager isn't here, he _____ go to Paris on urgent business.
8. Tomorrow the President _____ open Parliament.
9. Children under 8 years old _____be accompanied by their parents.
10. As this is the last chance to qualify, they _____play well and score two goals.

THE CAUSE & THE CONSEQUENCE
التعبير عن السبب والنتيجة

♦ EXPRESSING THE CAUSE التعبير عن السبب

AS/SINCE/BECAUSE+SUBJECT +VERB لأن + فاعل+ فعل

The baby is crying because he is hungry.
She failed to pass the exam as she made many mistakes.
They couldn't find us since they didn't have our address.

OWING TO / DUE TO+NOUN راجع إلى+اسم

They had a delay owing to the traffic jam.
The unemployment was high due to the economic crisis.

FOR+SUBJECT+VERB لأن+فعل

We'll have to stay home, for it is raining outside.
She turned on the lights, for she was afraid of the dark.

Because of+ noun/ gerund ing بسبب+اسم/فعل+

They stayed in because of the bad weather.
She can not play sports because of being ill.

♦ EXPRESSING THE CONSEQUENCES التعبير عن النتيجة

[Such+adj+noun+that], [so+adjective/adverb+that], لدرجة أن

The teacher speaks so clearly that everyone can understand her
The day was so hot that everybody went to the beach.

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She has such big feet that she has to buy special shoes.
The restaurant has such good food that it's always full of people.

[so], [as a result], [consequently], [thus]: are used to express consequence
She didn't study, therefore she couldn't pass the exam.
He overslept and thus, arrived late for the appointment.
She hadn't eaten for days and thus felt very weak.
His car broke down, so he took it to a garage.
She was a little fat, so she decided to go on a diet.
They were found guilty and consequently sent to prison.
They argued all the time, consequently they eventually got divorced.

[so], [as a result],[consequently], [thus], therefore إذاً، كنتيجة

EXERCISE: Combine the following pairs of sentences using consequence and cause connectors.

1. I'm studying hard ..... I want to pass my exam.
2. The plane was delayed. ....., *I had to wait for five hours.*
3. They had to leave early ..... their train left at 8.30.
4. ..... the soup was very hot, I burned my tongue.
5. ..... the fact that the weather was bad, we postponed our trip.
6. The car was .....expensive ..... we couldn't afford to buy it.
7. He was exhausted. ....., he immediately fell asleep.
8. ..... the snowstorm, only five students came to class.
9. The weather was bad. ....., we postponed our trip.
10. She was ill, ... she missed class.
11. We're having .....beautiful weather ..... I don't feel like going to work.
12. ..... a heavy traffic, Mary was late to work.
13. I didn't have my umbrella. ....., I got wet.

So ... that / Such ... that لدرجة أن

We use so ... that, such ... that: to show a fact (usually with a result or consequence)
تستعمل الصيغتان للتعبير عن النتيجة

My brother's feet are big.
(Expresses a fact).
My brother's *feet are so big that he can't find shoes his size.*

SO with adjectives and adverbs

so + adjective/adverb + that + result

The teacher speaks so clearly that everyone can understand her.
The sun was so strong that they got burned within 15 minutes.

Use so much / so many + noun:
James has so much money that he can buy a nice car.
There were so many cars on the road that we arrived late.

SUCH + Nouns

such + noun phrase (adjective + noun) + that + result

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such + a + (adjective) + singular noun + that + result
(It is common to put an adjective before the noun)
They had such a bad night that they couldn't sleep.
She had such a long speech that everyone stopped paying attention to her.

such + plural/uncountable noun + that + result
It was such cold weather that nobody could go outside.
This restaurant has such good food that it's always full of people.

EXERCISE: Choose the correct answer

1. They had ___ a bad night that they couldn't sleep.
   a. so b. such
2. She gave him ___ good advice that he was very grateful to her.
   a. so b. such
3. I'm having ___ a wonderful time in Belem that I don't want to go home.
   a. so b. such
4. The day was ___ hot that everybody went to the beach.
   a. so b. such
5. It was ___ cold weather that nobody could go outside.
   a. so b. such
6. There are ___ good jobs here that people are looking for jobs in other states.
   a. so many b. so few c. so little d. so much e. such
7. The hotel has ___ comfortable room that I don't want to go out.
   a. so much b. so a c. such a d. such
8. It was ___ dark that I couldn't see his face.
   a. so b. such c. such a d. so a
9. That restaurant has ___ delicious food that you can't stop eating.
   a. so b. such
10. They were ___ talented singers that the concert was a hit.
    a. so b. so few c. so little d. such e. such a
11. He is ___ student that he is going to win a scholarship
    a. so b. so good c. so good a d. such e. such a good
12. We had ___ horrible day that we felt depressed.
    a. so b. so a c. such d. such a
13. The earthquake caused ___ damage that most people lost their homes.
    a. so b. so much c. so many d. so few
14. The novel is ___ exciting that I can't put it down.
    a. so b. so a c. such d. such a

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15. We had ___ long and tiring day that we just wanted to go home.
a. so b. so a c. such d. such a

16. Most TV programs are ___ boring that nobody watches them.
a. so b. so much c. so many d. such e. such a

17. She has ___ nice voice that she should try to become a professional singer.
a. so b. so much c. so little d. such e. such a

18. The party was ___ organized that everybody had a great time.
a. so well b. so good c. such an d. such

19. It was ___ fast car that nobody could catch it.
a. so b. such c. so a e. such a

20. This quiz was ___ easy that I don't need to check my answers.
a. such b. so c. such much d. so much

THE CONDITIONAL الجمل الشرطية

- **The first conditional** (also called *conditional type 1*) is a structure used for talking about possibilities in the present or in the future.

الجمل الشرطية النوع الأول هي صيغة تستعمل للكلام عن إمكانية في الحاضر أو المستقبل

The structure of a first conditional sentence بنية الجملة الشرطية الأولى

A first conditional sentence consists of two clauses, an "if" clause and a main clause:

تتكون الجمل الشرطية من جزأين: جملة الشرط و جواب الشرط

if clause	main clause
If you study hard,	you will pass the test.

If the "if" clause comes first, a comma is usually used. If the "if" clause comes second, there is no need for a comma:

إذا جاءت جملة الشرط أولا، نضع فاصلة بعدها. إذا جاءت جملة الشرط ثانيا، فلا حاجة للفاصلة.

main clause	*if* clause
You will pass the test	if you study hard.

We use different verb forms in each part of a first conditional:

نستعمل زمنين مختلفين في كلا الجزأين من الجملة الشرطية

if clause	*if* + subject + simple present verb
main clause	subject + *will* + verb

Using the first conditional استعمال الجملة الشرطية الأولى

The first conditional is used to talk about things which are possible in the present or the future -- things which *may happen*:

تستعمل الجمل الشرطية النوع الأول للكلام عن أشياء يمكن حدوثها في الحاضر أو المستقبل

Example	Explanation
If it's sunny, we'll go to the park.	*Maybe it will be sunny -- that's possible.*
Paula will come if Juan invites her.	*Maybe Juan will invite her -- that's possible.*
If you cook the supper, I'll wash the dishes.	*Maybe you will cook the supper -- that's possible.*

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- In **the second conditional** sentences, we speculate about situations that will probably never happen at present or in future.

في النوع الثاني من الجمل الشرطية، نتحدث عن وضعيات لا يمكن حدوثها لا في الحاضر و لا في المستقبل.

if clause (past simple)	main clause (would+stem)
If I needed your help,	*I would ('d) call you.*

If I had more time, I would help you. (But I am not free at the moment. I can't help you).
If I won a million dollars, I would start a business of my own. (But I know that it is not realistic.)

Note: the verb *to be* can be specific in the if clause.

ملاحظة: الفعل *to be* لديه خاصية في الجملة الشرطية. فيصبح *were* لكن يمكن استعمال *was*

If I were rich, I wouldn't work. *If he were younger, he would marry her.*
(But *was* is also possible: *If I was rich, I wouldn't work. If he was younger, he would play football.*)
But: If I were you, I wouldn't do it. (In this expression, *were* is much more usual than *was*.)

لكن في: لو كنت مكانك ...، فإن were تعتبر أكثر شيوعا من was

Examples - type 2:
If I knew his address, I might go and see him.
If we were on holiday, we would be lying on a beach now.
Why are we watching this film? If we were watching the news, it would be more interesting.

The third conditional

The **third conditional** sentences always refer to the past. We speculate about situations that happened or did not happen in the past.

في الجملة الشرطية الثالثة نشير إلى وضعيات في الماضي حدثت أو لم تحدث

if clause (past perfect)	main clause (would have+past participle)
If you had been careful,	*you wouldn't have injured yourself.*

If I had won a million, I would have started a business of my own. (But I didn't win anything.)
If he had met her, he would have told her. (Unfortunately, he didn't meet her.)
If we hadn't practised, we wouldn't have won the match. (But we practised and won.)

EXERCISE 1: Fill in the gaps with the right form of the verbs given to make the first conditional.

1. If you .....to the party, you will see Mary. (go)
2. The children .....happy, if their mother allows them to go to the party. (be)
3. If i win the lottery, I .....a big house. (buy)
4. My mother will be angry if I .....home late. (come)
5. If it ....., we can have a picnic. (not rain)
6. If you ..... Tom, please tell him to call me. (see)
7. If Jane .....all her exams, her parents will be very pleased. (pass)
8. .....if you ask her? (she come)
9. If Andrew ..... hard, he will meet the deadline. (work)
10. We may go to the beach, if the weather.....good. (be)

EXERCISE 2: Fill in the gaps with the right form of the verbs given to make the second conditional.

1. If I .....you, i would go to the doctor. (be)
2. If Mary had insurance, she .....pay for the damage to her car. (not have to)
3. If Scott ..... the answer, he would help me. (know)
4. If Mary wore smarter clothes, she ..... more attractive. (look)
5. ..... to his party if he invited you? (you go)

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6. You ..... fatter if you ate a lot every day. (get)
7. If you ..... more time, would you exercise more? (have)
8. If he ..... so carefully, i would trust him to give me a lift. (not drive)
9. If we ..... tickets, we would go to the concert. (find)
10. Jessica ..... angry if you told her the truth.

EXERCISE 3: Fill in the gaps with the right form of the verbs given to make either the first or the second conditional.

1. Will she come if Jason ..... her? (call)
2. If Sarah were rich, she ..... in an expensive hotel. (stay)
3. If he ....., i will never speak to him again. (not apologise)
4. If Dad ..... the TV set, we will be able to watch our favourite programme. (fix)
5. If i were you, I ..... to her more politely. (speak)
6. If Sue ..... her key, she would have to stay to her grandparents'. (lose)
7. I ..... meet you if i don't finish my homework. (meet)
8. If Zouhir ..... harder, he will pass his driving test. (try)
9. If you ..... so impolite, i would enjoy your company. (not be)
10. Tom will be amazed if you..... him the picture you drew. (show)

EXERCISE 4: Put the verbs in brackets in conditional type 3

1. If I..... (not/drive) so fast, I..... (not/ have) a car accident.
2. If I..... (not/ answer) the mobile phone while driving, I..... (not/ have) to pay a fine.
3. If I..... (phone) to cancel the meeting, you..... (be) angry.
4. If it..... (not/rain), I..... (not/ go) the cinema.
5. If my sister.....:.. (not/ sell) her wedding dress, she ..... (lend) it to me.
6. If I..... (have) a better salary, I..... (buy) a new car.

EXERCISE 5: Put the verbs in brackets in their correct form

1. Helen would have gone to the party if she ..... (not be) so ill.
2. She would succeed in the test if she ..... (work) harder.
3. If they had eaten breakfast, they ..... (not be) so hungry.
4. If she gave him the money, he ..... (spend) it on records.
5. There would have been a disaster, if the earthquake ..... (last) longer.
6. The manager ..... (be) very happy, if Peter signs the agreement.
7. If I ..... (be) you, I wouldn't ask so many questions.
8. Martha would have come if you ..... (ask) her.

AS LONG AS, PROVIDED (that) طالما، بشرط

Provided that and *as long as* can be used instead of *if* to say that a particular condition must be met in order for something to happen.

يمكن أن نستعمل provided that و as long as عوض if للقول بأنه يجب أن يتم شرط ما لكي يحدث شيء

You can stay here as long as you keep quiet.
Provided/Providing (that) the bills are paid, tenants will not be evicted.

EXERCISE: Link the following pairs of sentences using *provided/providing (that)* or *as long as* with the right tense of the verbs in brackets

1. We ..... (sell) you the ranch. You ..... (pay) in cash.
2. you ..... (stay) in US. You ..... (improve) your English speaking skill.
3. We ..... (go) fishing this afternoon. It ..... (not rain).
4. You can borrow my car. You ..... (return) it today.
5. You can stay here. You ..... (work) hard.

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UNLESS

The word unless basically means the same thing as if ... not.

الكلمة unless تعني لو لم أو إذا لم.

For example, "Unless you study, you will fail" means the same thing as
"If you do not study, you will fail."
You will be sick unless you stop smoking.

Type 1: (Unless + present)
• *You'll be sick unless you stop eating. (= You will be sick if you don't stop eating)*
• *I won't pay unless you provide the goods immediately. (= If you don't provide them I won't pay)*
• *You'll never understand English unless you study this grammar carefully. (= You'll never understand if you don't study...)*
Type 2: (Unless + past)
• *Unless he was very ill, he would be at work.*
• *I wouldn't eat that food unless I was really hungry.*
• *She would be here by now unless she was stuck in the traffic.*
Type 3: (Unless + past perfect)
• *Our marketing director would not have signed the contract unless she'dhad the company legal expert present.*
• *I wouldn't have phoned him unless you'd suggested it.*
• *They would have shot her unless she'd given them the money.*

EXERCISE: Complete the following sentences with (if) or (unless).

1. I will take the job ..... the pay is too low.
2. I will be back tomorrow ..... there is a plane strike.
3. Let's go for a walk – .....you are too tired.
4. I am going to work in the garden this afternoon, ... it rains.
5. I will be surprised ..... he doesn't have an accident soon.
6. I think she would look prettier.....she didn't wear so much make-up.
7. ..... you don't stop smoking, you will fall seriously ill.
8. ..... you start now, you will not reach there in time.
9. ..... I were rich, I would spend all my time travelling.
10. ..... I have enough time tomorrow, I will come and see you.

WISHES AND REGRETS — التمني و الندم

WISH / IF ONLY أتمنى / لو أن

1) To express *a wish about the* PRESENT, we use

للتعبير عن الندم في الحاضر نستعمل:

WISH/IF ONLY + SUBJECT + PAST TENSE

- *I don't play the piano → I wish I played the piano.*
- *I am not rich → I wish I were rich*

2) To express *a* REGRET *about the* PAST, we use

للتعبير عن الندم في الماضي نستعمل:

WISH/IF ONLY + SUBJECT + PAST PERFECT

- *If only I hadn't gone to that party! = I wish I hadn't gone to that party! (= I regret going/having gone to that party.)*
- *Julie lost her umbrella yesterday → Julie wishes she hadn't lost her umbrella.*

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3. To express a DESIRE TO CHANGE SOMETHING, we use

للتعبير عن رغبة في تغيير شيء، نستعمل:

WISH + THE CONDITIONAL (WOULD)+stem

- *I wish it would stop raining.*
- *I wish you wouldn't keep coming to class late.*
- *Jean wishes I would give up smoking.*

EXERCISE: Put the verbs in brackets in their correct form

1. I wish I ..... the answer. (= I don't know)
2. I wish I ..... better at sports. (= I'm not)
3. I wish I ..... give you an answer. (= I can't)
4. I wish you ..... be quiet. (= Your talking irritates me.)
5. I wish I ..... you then. (= but I didn't)
6. If only I ..... more money! (= but I haven't)
7. If only I ..... on holiday with you! (but I am not going)
8. If only you ..... here. (= but you re not)
9. If only the sun ..... come out! (it is cloudy)
10. If only I'..... to you! (=but I didn't listen)

NEGATIVE PREFIXES السوابق الدالة على النفي

A prefix is added to the beginning of a word, or to a word root to change its meaning. For example adding un to pleasant becomes unpleasant. It makes the original word an antonym (its opposite)

يتم إضافة بادئة إلى بداية الكلمة، أو لجذر الكلمة لتغيير معناها.على سبيل المثال بإضافة un لـ pleasant تصبح unpleasant.فهو يجعل للكلمة الأصلية معنى متناقض (نقيضه)

Negative prefixes to form nouns, verbs and adjectives

Un-	The opposite of	*Unable, unbelievable, undo, unfair, undressed, unpleasant, unreliable, unsuccessful*
In-		*Inaccessible, incomplete, incorrect, inevitable, insane*
Il-		*Illegal, illegitimate, illicit, illiterate, illogical*
Im (*before* m or p)		*Immature, impatient, imperfect, impolite, impossible*
Ir (*before* r)		*Irrational, irregular, irrelevant, irresistible, irresponsible*
dis		*Disconnect, dishonest, dislike, disloyalty, disobedient, disobey, dissatisfied*

EXERCISE 1: Add negative prefixes to the words below.

satisfied	sociable	sufficient	variable	visible	willing
mature	moral	mortal	obedient	organised	passive
patient	perfect	personal	polite	probable	readable
acceptable	accurate	adequate	agreeable	approachable	appropriate
prepared	decisive	desirable	discreet	excusable	experienced
hospitable	legal	legible	legitimate	literate	logical
regular	resolute	responsible	respectful	sane	satisfactory
bearable	compatible	complete	conscious	contented	convenient
faithful	flexible	frequent	grateful	healthy	helpful

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EXERCISE 2: Find correct negative prefixes to complete these definitions.

1. Something that is ……adequate is not good enough.
2. A person who can't read and write is ……literate.
3. If something is ……edible, it means it cannot be eaten.
4. Something that is ……reversible cannot be changed back.
5. If somebody is ……reliable, you cannot trust or depend on them.
6. If something is ……legitimate, it means it is not allowed or accepted.
7. A person who is ……honest cheats others.
8. If you get something ……solicited, you didn't ask for it and you don't want it.
9. Something that is ……measurable is too big to be measured.
10. If something is ……perfect, it is not completely correct.
11. If your love is ……requited, it means that the person you're in love with doesn't love you.
12. If you are ……loyal, you betray your friends or your country.

EXERCISE 3: Add the appropriate prefix to the following words

1. She was ___able to take the test because she was really sick.
2. I can't go out today. I just got back from vacation and I really need to ___pack.
3. Oh, my goodness! This horrible heat is going to ___ hydrate the poor players.
4. Are you ___sane? If you do this jump you're going to die.
5. So you are simply going to ___regard everything I told you about him and just go on this date.
6. I find it highly ___probable that he will come to your party. He doesn't like crowds.
7. The accident caused___ reparable damage to his car.
8. The worst enemy in a relationship is ___trust.
9. I'm absolutely sure it wasn't Kate. She's ___capable of something like that.
10. I don't think the police will be able to ___arm the drug dealers.
11. Oh, Mary, you're so ___grateful! He's always done so much to help you.
12. It's extremely ___likely I'll do well on this test. I didn't study a thing.
13. Her father ___ approved of her dating John. He thinks John is a bad influence.
14. I believe this information is ___accurate. This cannot be true.

THE GERUND صيغة المصدر المنتهية بـ ING

A *GERUND* always ends in *ing*
read + ing = reading
write + ing = writing

The *gerund* can be يمكن لصيغة المصدر المنتهية بـING أن تكون

- a subject (*Eating is fun.*); فاعلا
- a direct object (*I like eating.*) مفعولا به مباشرا
- an indirect object (*I give eating too much time.*) مفعولا به غير مباشر
- an object of a preposition (*I give much time to eating.*) مفعولا به لحرف جر
- a verb (*I prefer listening to music.*)
- an adjective (*smoke from cars is polluting.*)

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After some verbs LIKE/ LOVE/ HATE /PREFER	- She hates working in the evenings. - Mary loves watching romantic films. - He prefers walking to cycling.
After some prepositions	- Are you interested in collecting stamps? - Thank you for coming. It was nice to see you. - People learn to speak by speaking.
After verbs instead of a noun	- I enjoy reading in bed. - I avoid eating too late at night. - I miss seeing my family when I am overseas.
subjects in sentences.	- Speaking at public meetings can be a difficult thing to do. - Running a business can be difficult, too.
The gerund after certain expressions	- It's no use ringing the bell. no one is at home. - It's no good asking me. I haven't got a clue. - It's worth saving these stamps. They might be very valuable in a few years.

There are many verb + -ing combinations. Here are some common ones:

I admit telling her.
I appreciate having the raise.
I avoid speaking to him.
I consider blowing your nose in public to be wrong.
I delayed coming until the last possible moment.
He denied telling her.
I can't imagine ever leaving this company.
He put off talking to her as long as he could.
I feel like having a party.
I've finished writing the report.
I've given up going to the gym.
I can't help thinking about it.
I don't mind doing that.
I can't stand drinking coffee.
I detest going to parties.
I enjoy dancing.

Some verbs can be followed by either the infinitive or *–ing* form but with different meanings.
Here are some common ones:

يمكن لبعض الأفعال أن تُتبع بصيغة المصدر أو صيغة المصدر المنتهية بـing– لكن بمعنيين مختلفين:

- *I stopped smoking last month. (I no longer smoke.)*
- *I stopped to smoke a cigarette. (I stopped what I was doing and had a cigarette.)*
- *I remember telling him. (A memory of the past.)*
- *I must remember to tell him. (Something to remember for the future.)*
- *I'm interested in finding out more details. (Interested about the future.)*
- *I was interested to read his report. (Interested in the past.)*

EXERCISE: Complete the sentences with the correct form of the verbs in brackets

1. They soon got accustomed to..... exams. (take)
2. I warned him..... away from her. (keep)
3. The students were discouraged from..... Greek in class. (speak)
4. There's no point in..... him for it. (blame)

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5. He suggested..... a new business. (start)
6. I made the dog..... the ball. (fetch)
7. We finally succeeded in..... two tickets for the concert. (get)
8. It was very careless of you..... her birthday. (forget)
9. We had better..... her in hospital. (visit)
10. It's very easy to do, so stop..... ! (worry)
11. They agreed to her..... with us. (go)
12. She can't afford..... the dress. (buy)
13. Why did you let him..... you? (insult)
14. Have you finished..... your nails? (bite)
15. Could you please stop..... so much noise? (make)
16. The phone rang while Ann was having dinner. She didn't answer it. She just carried on..... (eat)
17. The thief got into the house because I forgot..... the window. (close)
18. I've arranged..... tennis tomorrow afternoon. (play)
19. One day I'd like to learn..... an aeroplane. (fly)
20. Why do you keep on..... at me like that? (look)
21. I don't enjoy..... letters. (write)
22. Why hasn't Sue arrived yet? She promised not..... late. (be)
23. Our neighbour threatened..... the police if we didn't stop the noise. (call)
24. Jill has decided not..... a car. (buy)
25. Their names sounded familiar but I couldn't remember .....them. (meet)
26. It's no use..... to ignore him. (pretend)
27. I remembered..... the door before I left but I forgot..... the windows. (Lock/shut)
28. I've got a terrible headache. I tried..... an aspirin but it didn't help. (take)
29. Tom used to..... a lot of coffee when he was a student. (drink)
30. I'm the boss. I'm not used to..... told what to do. (be)
31. Having reached the top of the hill we stopped .....the view. (admire)
32. Eventually you will have to stop..... so many sweets. (eat)

SIMPLE PRESENT المضارع البسيط

Affirmative	Negative	Interrogative
I drink	I don't drink	Do I drink?
You drink	You don't drink	Do you drink?
He/She/It drinks	He/She/It doesn't drink	Does he/she/it drink?
We drink	We don't drink	Do we drink?
You drink	You don't drink	Do you drink?
They drink	They don't drink	Do they drink?

Use الاستعمال

- Habitual actions الأفعال الاعتيادية

I go to the gym on Monday and Friday

- Permanent states الحالات الدائمة

The Sun rises in the morning

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- Feelings and emotions (like, hate, want, hope, etc.) المشاعر و العواطف

I like your T-shirt. I want a blue one

- Verb of senses (hear, taste, see, smell, sound and taste) أفعال الحواس

Listen! I hear some music in the house

EXERCISE: Put the verbs in brackets in the simple present tense

1) Mary..... (play) volleyball on Mondays.
2) My teacher..... (carry) a brown bag.
3) Chris and Pat..... (go) to school at 7:30 AM.
4) The students..... (do) the homework in the afternoon.
5) Camilla..... (do) the homework at home.
6) John..... (listen) to music?
7) I (not read) ..... the newspaper on Sundays,
8) My sister..... (watch) ..... T.V. in the evening.
9) Lucy and I..... (get up) at 9 o´clock everyday.
10) Danielle..... (go) home at 6:30.
11) You..... (practise) sport?
12) We..... (be not) students.

QUANTIFIERS أدوات تحديد الكمية/العدد

Countable Nouns الأسماء القابلة للعد	Uncountable nouns الأسماء غير القابلة للعد
Countable nouns have both a singular and a plural form. نجد الأسماء القابلة للعد في صيغة المفرد و صيغة الجمع مثل تفاحة: تفاحتان ...	Uncountable nouns do not usually have a plural form ليس للأسماء غير القابلة للعد صيغة الجمع مثل الخبز، الشاي، الماء ...
an apple - two apples a camel - two camels	bread, rice, coffee, tea, water, *(You can not use a/an with uncountable nouns.)*

We usually use SOME in affirmative sentences for both countable and uncountable nouns.
غالبا ما نستعمل SOME في الجمل الاثباتية مع كل من الأسماء القابلة و غير القابلة للعد

I would like to buy some apples please. (countable)	Please give me some coffee. (uncountable)

We usually use ANY in negative sentences and questions, for both countable and uncountable nouns.
غالبا ما نستعمل ANY في الجمل المنفية و الاستفهامية مع كل من الأسماء القابلة و غير القابلة للعد

We don't have any apples. (negative sentence with countable noun) Are there any apples? (negative question with countable noun)	There isn't any coffee. (negative sentence with uncountable noun) Is there any coffee? (negative question with uncountable noun)

many + countable noun	much + uncountable noun
We usually use many in negative sentences and questions (for countable nouns.)	We usually use much in negative sentences and questions (for uncountable nouns.)
غالبا ما نستعمل many في الجمل المنفية و الاستفهامية مع الأسماء القابلة للعد	غالبا ما نستعمل much في الجمل المنفية و الاستفهامية مع الأسماء غير القابلة للعد
We don't have many apples. How many camels did you see?	There isn't much coffee. How much coffee should I buy?

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If the uncountable noun is the subject, the verb is singular not plural.

إذا كان الفاعل اسما غير قابل للعد، فان الفعل يكون مفردا و ليس جمعا.

eg. "Coffee is good with cake"

- More Expressions of quantity

Too much/ many + noun	Too + adjective
There's too much noise. There are too many people.	The sea is too polluted.

Not enough + noun	Not + adjective + enough
There isn't enough farmland. There aren't enough clean rivers.	The air isn't clean enough

- **FEWER, LESS AND MORE**

We use fewer and more with countable nouns	We use less and more with uncountable nouns
more و fewer مع الأسماء القابلة للعد استعمل	more و less مع الأسماء غير القابلة للعد استعمل
In Britain there are fewer men than women. There are more women than men.	There's more pollution these days. There's less clean air.

EXERCISE 1: Fill in the blanks using "little" or "few".

1. There is..... money in the wallet.
2. I've got a..... books.
3. My mum has got a..... cigarettes in the packet.
4. I can't wait for you. I've got..... time.
5. Fred has got a..... English books.
6. Brenda has got a..... friends.
7. There is..... butter left. We need to buy some.
8. There are.....people at the cinema as the film is not very good.
9. I have got..... magazines. I prefer books.
10. There is a..... pizza in the fridge if you are hungry.

EXERCISE 2: Complete the following sentences using: much, many, little, a little, few or a few

1. There aren't..... lions at the zoo now, just .....
2. We don't have ..... gas, we'd better stop at the gas station.
3. Did you spend..... money on your last trip? "No, just..... dollars."
4. Do we still have..... time to finish our exam? "No, just..... minutes."
5. When did we last have..... rain in Rio? "Last summer. It rained a lot."
6. How about visiting Nancy tomorrow? "No, thanks. I've got so..... things to do that I won't be able to finish them in..... days."
7. She doesn't drink..... coffee.
8. He has..... money but very ..... friends.
9. We don't have..... sugar at home, just..... We need to buy some.

EXERCISE3: Complete the following sentences using: much, many, little, a little, few or a few

1. There are..... students who want to work in our school.
2. Claire has..... brothers but only one sister.
3. I don't have.....time, I can't wait for you.
4. Tom works..... hours every day, that is why he is always tired.
5. Lisa doesn't drink..... water when she eats.
6. They have..... rooms in their house, it is very big.
7. How..... apples did you buy?
8. How..... money do you have to buy the TV?

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9. People don't write..... letters nowadays, they use e-mails instead.
10. I think it is too..... salt for my taste.

EXERCISE 4: Choose the suitable quantifier for each sentence

1. Is there _____ rice in the pot?
   A. many B. much C. some
2. I earn _____ money this year.
   A. many B. much C. both
3. I didn't see _____ people in the meeting.
   A. many B. much C. both
4. I can't promise but I will try _____ I can.
   A. as much as B. as many as C. as little as
5. We are so hungry. There is _____ food left?
   A. little B. a little C. few
6. There is _____ food left. We should not be hungry.
   A. little B. a little C. few
7. I see _____ people in the meeting. We can start now.
   A. few B. a little C. a few
8. I see only _____ people in the meeting. Shall we postpone?
   A. few B. a little C. a few
9. We are so hungry. There is _____ than yesterday.
   A. less B. fewer C. little
10. I see _____ people than the last meeting. Let's postpone.
    A. less B. fewer C. little
11. I have _____ money. Do you want to borrow?
    A. some B. any C. no
12. I always want to help you. You can contact me _____ time you want.
    A. some B. any C. no

EXPRESSING OPPOSITION
التعبير عن التعارض(التضاد)

There are many ways in English of joining two contrasting ideas together. But each one has its own particular set of rules. Take these two ideas:

توجد طرق عديدة في الإنجليزية لربط فكرتين متعارضتين.
لكن لكل واحدة قواعدها. لاحظ هاتين الفكرتين:

- *He was ill.*
- *He went to work.*

We can join these sentences by using نربط بين فكرتين متعارضتين باستعمال:

1. although, though, even though بالرغم / رغم

- *Although / though / even though he was ill, he went to work.*

although, though, even though can come at the beginning or in the middle of the sentence.
تأتي أدوات الربط في بداية الجملة أو في وسطها

He went to work although / though / even though he was ill

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2. Despite / In spite of: can be used with a noun following, a gerund verb or the expression "the fact that".

despite /In spite of (برغم) يمكن أن تُتبع باسم،صيغة المصدر المنتهية بـ - ing أو بالعبارة."the fact that"(مِنْ أَنَّ)

Although and even though have exactly the same meaning and have exactly the same grammatical construction. Although و even though لهما نفس المعنى

although/ even though	subject	verb	subject + verb
Although	*I*	*am poor,*	*I am happy.*
Although	*they*	*played well,*	*they lost.*
Even though	*she*	*was tired,*	*she went out.*
Even though	*he*	*eats a lot,*	*he is thin.*

In spite of and despite have exactly the same meaning and have exactly the same grammatical construction. In spite of و despite لهما نفس المعنى

despite/ in spite of	-ing form	subject + verb
Despite	*being poor*	*I am happy.*
Despite	*playing well*	*they lost.*
In spite of	*being tired*	*she went out.*
In spite of	*eating a lot*	*he is thin.*

despite/ in spite of	the fact (that)	subject	verb	subject + verb
Despite	*the fact that*	*I*	*am poor,*	*I am happy.*
Despite	*the fact*	*they*	*played well,*	*they lost.*
In spite of	*the fact that*	*she*	*was tired,*	*she went out.*
In spite of	*the fact that*	*he*	*eats a lot,*	*he is thin.*

This form is less common but possible: هذه الصيغة أقل شيوعا لكنها ممكنة

despite/ in spite of	noun	subject + verb
Despite	*my poverty,*	*I am happy.*
Despite	*their good play,*	*they lost.*
In spite of	*her tiredness,*	*she went out.*
In spite of	*his great appetite,*	*he is thin.*

EXERCISE: Fill in the following sentences with "although" or "in spite of /despite" (the fact that)

1. _____ he's only 12, David is taller than his mother
2. We went out _____ the rain.
3. _____ its financial problems, the company is successful.
4. _____ *the pain in his leg he completed the marathon.*
5. I won't go to the party _____ I was invited
6. _____ her illness, James went to school.
7. _____ he's 86, he has excellent health
8. You can copy down my answers _____ I'm not sure they're right
9. Buses are still running, _____ the snow.
10. I like my apartment a lot _____ it is quite small

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VERBS + PREPOSITIONS الأفعال المتبوعة بحروف الجر

VERB+PREPOSITION	EXAMPLES
accuse someone of something اتهم شخصا بشيء	*"He accused her of stealing."*
agree with someone / something اتفق مع شخص/شيء	*"I agree with you - you are absolutely right."*
agree to do something اتفق على فعل شيء	*"She agreed to wait for him."*
agree on something اتفق على شيء	*"We've agreed on all the major points."*
apply for طلب عملا	*"I'm going to apply for a new job."*
apologise for something اعتذر عن شيء	*"She apologised for being late."*
ask someone to do something طلب من شخص فعل شيء	*"She asked him to do the shopping for her."*
ask someone for something طلب من شخص شيئا	*"She asked her boss for a day off."*
believe in آمن بـ	*"I believe in hard work."*
belong to انتمى الى	*"This pen belongs to me."*
Blame someone for doing something وبخ شخصا على فعل شيء	*"He blamed her for driving too fast."*
borrow something from someone اقترض شيئا من شخص	*"He borrowed some money from the bank."*
care about something اهتم بشيء	*"I don't care about money."*
care for someone اهتم بشخص	*"She really cares for her grandmother."*
take care of something / someone اعتنى بشيء/شخص	*"Please take care of yourself on holiday."*
complain to someone (about something) اشتكى لشخص ما (عن شيء)	*"He complained to her about the food."*
concentrate on something ركز على شيء	*"The student concentrated on her homework."*
congratulate someone on doing something هنأ شخص ما على فعل شيء	*"He congratulated her on passing her exam."*
consist of something تألف من شيء	*"The department consists of five people."*
depend on someone اعتمد على شخص	*"She depended on her friends for support."*
explain something to someone شرح شيئا لشخص	*"She explained the new system to them.*
listen to someone استمع إلى شخص	*"The students listened to their teacher."*
look at something نظر إلى شيء ما	*"Look at that view - it's wonderful."*
look for something / someone بحث عن شيء/شخص	*"Will you help me look for my book?"*
look after someone اعتنى بشخص	*"I need to look after my mother - she's ill."*
pay someone for something دفع لشخص من اجل لشيء	*"Can you pay me for the shopping later?"*
prefer someone / something to someone فضل شخصا/شيئا عن آخر	*"I prefer coffee to tea."*
protect someone from something حمى شخصا ما من شيء	*"A scarf will protect you from the cold."*
Provide someone with something زود شخصا بشيء	*"They provide families with housing."*
regard someone as اعتبر شخصا ما كـ	*"She regarded her sister as her best friend."*
rely on someone / something اعتمد على شخص/شيء	*"Can I rely on you to get the shopping?"*
search for someone/something بحث عن شخص/شيء	*"The police searched the building for bombs."*
spend money on/ time in أنفق المال /قضى الوقت في	*"I spent all my money on books as a student."*

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think about someone / something فكر فيشخص/شيء	*"I think about you all the time."*
think about / of doing something فكر في فعل شيء	*"I'm thinking about / of buying a new car."*
think of something فكر في شيء	*"I've just thought of a new idea."* *"What do you think of the new magazine?"*
translate from something into something else ترجم من شيء إلى شيء آخر	*"Don't translate from English into French."*
wait for someone انتظر شخص	*"I waited an hour for him, then went home."*
warn someone about حذر شخصا من	*"The doctor warned her about smoking."*

EXERCISE: Fill in the gaps with the suitable preposition

1. They accused him _____ robbing a bank.
2. Whom does this pet belong _____? It belongs _____ her.
3. Don't blame me _____ your problems!
4. He has borrowed enough money _____ the bank.
5. She enjoys the time she can care _____ her nieces and nephews.
6. He did apologize _____ running away.
7. He is always complaining _____ something.
8. The solution consists _____ some strange chemicals.
9. Do you believe _____ magic?
10. I agree _____ the man who is speaking.
11. My parents have provided me _____ enough money to last for one month.
12. Anna spent all of her money _____ a new car.
13. Please wait _____ me! I'll be ready in a moment.
14. My child is lost! We must look _____ him.
15. I prefer red cars _____ blue cars

ADJECTIVE-FORMING SUFFIXES اللواحق المكونة للصفات

SUFFIX	EXAMPLE
-able	comfortable, loadable, gradable
-ible	compatible, eatible
-(ic)al	magnetic, electric, electrical
-(i)ous	cautious, dangerous
-ful	careful, helpful
-less	careless, helpless
-ish	reddish, Polish, English
-ate	passionate
-ary	elementary, binary, secondary
-ive	creative, productive, objective
-y	worthy, fuzzy
-ed	interested, bored
-ing	interesting, boring
-en	wooden, broken
-ent/ant	coherent, tolerant

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EXERCISE : Form adjectives from these words

enjoy	.....	sense	.....	wooden	.....
response	.....	beauty	.....	fog	.....
help	.....	home	.....	attract	.....
penny	.....	danger	.....	resist	.....
glory	.....	act	.....	persist	.....
grade	.....	magnet	.....	manage	.....
artist	.....	fortune	.....	rust	.....
passion	.....	self	.....	progress	.....
fool	.....	gold	.....	import	.....
excite	.....	surprise	.....	depend	.....

WORD STRESS التشديد في الكلمة

All words of more than one syllable have what is called word stress. This means that at least one of the syllables is longer and louder than the other syllables.
كل الكلمات التي بها أكثر من مقطع واحد لديها ما يسمى ضغط /تشديد الكلمة. وهذا يعني أن ما لا يقل عن واحد من المقاطع يكون أطول وأعلى صوتا من المقاطع الأخرى.

Stress rules

1. Most two-syllable nouns and adjectives: stress on the first syllable
'teacher 'table 'happy
أغلب الأسماء و الصفات ذات المقطعين، الشدة تكون على المقطع الأول

2. Most two-syllable verbs: stress on the second syllable
res'pect pro'vide con'nect
أغلب الأفعال ذات المقطعين، الشدة تكون على المقطع الثاني

3. Most words ending in 'ic' , 'tion/sion' : stress on the second syllable before end
eco'nomic pro'duction
الكلمات المنتهية بـ 'ic' , 'tion/sion' الشدة تكون على المقطع الثاني قبل الأخير -

4. Most words ending in 'y', 'al', 'ise' and 'ate': stress the third syllable before end
الكلمات المنتهية بـ 'y', 'al', 'ise','ate' الشدة تكون على المقطع الثالث قبل الأخير
e'conomy eco'nomical 'segregate 'organize

5. Compounds - adjective + noun – stress is on the second element.
bad-tempered second-class, loudspeaker,
الكلمات المركبة من صفة و اسم شدد الجزء الثاني

6. Compounds - noun + noun – stress is on the first element.
credit card, shop assistant, living room, post office
الكلمات المركبة من اسم و اسم شدد الجزء الأول

EXERCISE: Put a stress mark on the right syllable

supply	modernize	compensate	accumulate	apologize	carpet
investigation	apologize	metallic	geology	compensate	lesson
explain	forget	consideration	local	illusion	student
colonization	funny	combine	useful	identify	office
city	confirm	deny	economics	decorate	information
academic	foolish	constitution			

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WH-QUESTIONS HOW FAR, HOW BIG...?
الأسئلة التي تبدأ بـ HOW

HOW plus an adjective or adverb give you requests for something specific, usually a **measurement** or **figure:**

عندما تُضاف صفة أو ظرف لـ HOWفإنها تستعمل للسؤال عن شيء محدد، غالبا قياس أو رقم

how	asking about manner الطريقة	*How does this work?*
	asking about condition or quality الحالة أو النوعية	*How was your exam?*
how far	distance المسافة	*How far is Oran from Algiers?*
how long	length (time or space) طول الزمن أو المساحة	*How long will it take?*
How tall	Height(للإنسان) الطول	*How tall are you?*
How quick	a speed (or time related to speed) السرعة	*How quick does your car go?*
How often	Frequency التكرار	*How often is he late?*
how many	quantity (countable) العدد	*How many cars are there?*
How happy	- a measurement of your state of happiness السعادة	*How happy are you?*
how much	quantity (uncountable) الكمية	*How much money do you have?*
how old	age السن	*How old are you?*
how come (informal)	asking for reason, asking why السبب	*How come I can't see her?*
How high	to talk about the distance that sth measures from the bottom to the top: العلو	*How high is Everest?*

EXERCISE: Ask the questions that the underlined words answer

1. Thirty boys are in this class. .....
2. I am twenty years old. .....
3. You paid five pounds for this coat. .....
4. It is 450 KM from my town to the capital. .....
5. This rope is two meters long. .....
6. This fence is four meters high. .....
7. Samir is a meter and a half tall. .....

ACTION AND STATE VERBS أفعال الحركة وأفعال الحالة

In English language there are verbs that are not normally used in the Continuous Tense, because they describe rather state than an action. They are called state verb (stative verbs, non-progressive verbs).

في اللغة الانجليزية توجد أفعال لا تصرف في الزمن المستمر. تسمى أفعال الحالة (التي تصف حالة)

The verbs that can be used in the Continuous Tense are called action verbs (dynamic verbs).

الأفعال التي يمكن أن تستعمل في الزمن المستمر تدعى الأفعال النشطة

Some verbs can be both state and action verbs depending on their meaning.

بعض الأفعال يمكن أن تكون حالية ونشطة في نفس الوقت حسب المعنى

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Here are some verbs that are not normally used in the Continuous Tense.

like	*prefer*	*mean*	*need*
dislike	*remember*	*seem*	*know*
love	*forget*	*understand*	*belong*
hate	*believe*	*want*	*own*

Here are some a few verbs that can be both state and action verbs depending on their meaning.
تكون بعض الأفعال حالية ونشطة في نفس الوقت حسب المعنى

I think you made a mistake.
think = believe أعتقد

I am thinking about my mum now.
think = mental process أفكر

I have two cars.
have = possess, own أملك

I am having my lunch now.
have = eat أكل / أتناول

I am seeing my friend tomorrow evening.
see = meeting with ألتقي

I see what you mean.
See = understand أفهم

EXERCISE 1: Decide if these English verbs are action verbs, state verbs, or can be both action and state verbs.

	action verbs	state verbs	both
enjoy			
weigh			
mind			
smell			
play			
matter			
contain			
look			
read			
feel			
prefer			
hear			
burn			
measure			
agree			
worry			

EXERCISE 2: Choose the correct form of the verb depending on whether in this meaning it is an action or a state verb. If both the Present Continuous and the Present Simple tenses are possible, use the Present Continuous tense.

a) Why are you smelling the soup?
b) Why do you smell the soup?

a) What are you looking at?
b) What do you look at?

a) She was feeling his arm on her shoulder.
b) She felt his arm on her shoulder.

a) I am not hearing you.
b) I can't hear you.

a) Are you having an English dictionary?
b) Do you have an English dictionary?

a) What are you thinking of me?
b) What do you think of me?

a) What are you thinking about?
b) What do you think about?

a) I am feeling we should go home now.
b) I feel we should go home now.

a) I am feeling much better today.
b) I feel much better today.

a) This bread is tasting funny.
b) This bread tastes funny

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PLURAL NOUNS تكوين الجمع

- By adding –s. بإضافة حرف s

girl=	girls	bicycle=	bicycles
book=	books	pupil=	pupils
dog=	dogs	pen=	pens

- By adding 'es' to nouns ending in –ch, –s, –sh and –x. بإضافة 'es' للأسماء المنتهية بـ –ch، –s، –sh و –x

beach=	beaches	branch=	branches	speech=	speeches
bus =	buses	glass =	glasses	lens=	lenses
brush =	brushes	dish =	dishes	wish =	wishes
box =	boxes	fax =	faxes	tax =	taxes

- By adding 'es' to nouns ending in –o. بإضافة 'es' للأسماء المنتهية بـ –o

buffalo =	buffaloes	potato=	potatoes	cargo=	cargoes
mosquito=	mosquitoes	echo=	echoes	tomato=	tomatoes

- By adding 's' to nouns ending in –o. بإضافة 's' للأسماء المنتهية بـ –o

banjo=	banjos	patio=	patios	bamboo=	bamboos
photo=	photos	radio=	radios	video=	videos

- By replacing 'y' with –ies. باستبدال 'y' بـ –ies

baby=	babies	lorry=	lorries	fly=	flies
navy=	navies	hobby=	hobbies	puppy=	puppies

- By adding 's' to nouns ending in –y. بإضافة 's' للأسماء المنتهية بـ –y

boy=	boys	key=	keys	day=	days
toy=	toys	donkey=	donkeys	turkey=	turkeys

- By replacing 'f' or 'fe' with –ves. باستبدال 'f' أو 'fe' بـ –ves

calf=	calves	loaf=	loaves	half=	halves
self=	selves	life=	lives	wife=	wives

- By adding 's' to nouns ending in –f or –fe. بإضافة 's' للأسماء المنتهية بـ 'f' أو 'fe'

chief=	chiefs	hoof=	hoofs	dwarf=	dwarfs
reef=	reef	gulf=	gulfs	roof=	roofs

- By changing vowels. بتغيير الحرف المتحرك

foot=	feet	louse=	lice	goose=	geese
mouse=	mice	tooth=	teeth	woman=	women

Some nouns have same words for plural and singular. بعض الأسماء لها نفس صيغتي المفرد والجمع

aircraft=	aircraft	music=	music	crossroads=	crossroads
furniture=	furniture	series=	series	sheep=	sheep

Exceptional plural. جمع استثنائي

child=	children	ox=	oxen	crisis=	crises
passer-by=	passers-by	mouse=	mice	radius=	radii

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EXERCISE: Give the plural of the following words

story	.....	man	.....	class	.....
box	.....	mouse	.....	inch	.....
monkey	.....	orange	.....	foot	.....
dress	.....	sandwich	.....	goose	.....
toothbrush	.....	camera	.....	child	.....
fly	.....	leaf	.....	exercise	.....
toy	.....	woman	.....	tooth	.....

DEGREES OF COMPARISON درجـــــات المقارنة

English adjectives and adverbs commonly distinguish three degrees: the positive (the basic form), the comparative (expressing a higher degree than is present in something else) and the superlative (expressing a maximal degree).

تصنف الصفات و الأحوال في الانجليزية ضمن ثلاث درجات: الإيجاب(الصيغة الأصلية)، المقارنة (للتعبير عن درجة أعلى لشيء من شيء آخر) والمفاضلة (للتعبير عن الدرجة القصوى)

Comparison using positive adjectives and adverbs المقارنة باستعمال الصيغة الايجابية للصفات والأحوال

We use several different grammatical structures for comparing. نستعمل صيغا مختلفة للمقارنة

As ... as ... ... كـ

This structure is used to say that people, things, actions or events are equal in a particular way.
تستعمل هذه الصيغة للقول أن أشخاصا، أشياء، أفعالا أو أحداثا متساوية بشكل ما

A car is as fast as a bus.
Alice is as beautiful as Mary.
Tom is as tall as Harry.

If we want to say that people, things etc are unequal in a particular way, we can use not so ... as ... or not as ... as ...
إذا أردنا القول أن أشخاصا أو أشياء الخ غير متساوين بشكل ما، فإننا نستعمل... not as ... as أو not so ... as ...

Tom is not as/so tall as Harry.
A car is not as/so fast as a train.
Alice is not as/so beautiful as Susie.

♦ As much/many ... as .../as few/little ... as... بنفس الكمية الكبيرة/الصغيرة

This structure is used to make a comparison of quantity. تستعمل لمقارنة الكمية

They have as many children as us.
You know as many people as I do.
John eats as much food as Peter.
He's had as much success as his brother has.

In an informal style, we use object pronouns (us, them, him etc.) after as. In a more formal style, subject pronouns are used usually with verbs.
في الأسلوب غير الرسمي، نستعمل الضمائر المتصلة (us, them, him الخ) بعد as. في الأسلوب الرسمي، غالبا ما تستعمل الضمائر المنفصلة مع الأفعال.

I earn as much money as he does.
We have as many children as they have.

♦ Not as much/many ... as ... ليس بنفس الكمية/العدد(الكبيرة) كـ...

This structure can be used to say that quantities are not equal in a particular way.
تستعمل للقول أن كميات غير متساوية بشكل ما

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- There aren't *as many* houses in his village *as* in mine.
- *Harry does not eat as much food as I do.*
- Tom *doesn't have as many* books *as* Jane.

♦ *Comparison using comparative adjectives and adverbs*

المقارنة باستعمال الصفات والأحوال في صيغة المقارنة

To say that people, things etc are unequal in a particular way, we can use comparative adjectives/adverbs. للقول أن أشخاصا، أشياء الخ غير متساوون بشكل ما

She is older than me. *Iron is more useful than any other metal.*
Tom is taller than his brothers. *He is cleverer than her.*

In an informal style, object pronouns are used after than. In a more formal style, subject pronouns are used usually with verbs.
He is cleverer than she is. *He earns more than I do.*

We can use double comparatives (...er and ...er or more and more ...) to say that something is changing. يمكننا استعمال المقارنة المضاعفة للقول أن شيئا في حالة تغير

You are getting fatter and fatter. *We are going more and more slowly.*

♦ **The + comparative expression + subject + verb**

We can use comparatives with the ... the ...to say that things change or vary together. Note the word order in both clauses.
نستطيع أن نستعمل صيغة المقارنة... the ... the للقول أن أشياء تتغير أو تتنوع معا. لاحظ ترتيب الكلمات في جزئي الجملة

The more I study, the less I learn. (NOT ... I learn the less.)
The older I get, the happier I am. (NOT ... I am the happier.)
More can be used with a noun in this structure.
نستطيع أن نستعمل more مع اسم في هذه الصيغة
The more money he makes, the more useless things he buys.

♦ *Comparison using superlative adjectives and adverbs*

المقارنة باستعمال صيغة المفاضلة للصفات والأحوال

We use the superlative to compare somebody/something with the whole group that she/he/it belongs to. نستعمل صيغة المفاضلة لمقارنة شخص/شيء بالمجموعة ككل التي ينتمي إليها
Tom is the tallest of the four brothers.
Gold is the most precious of all metals.(OR *Gold is the most precious metal.*)

♦ **Points to be noted ملاحظات**

Nouns with superlative adjectives normally take the article the(unless there is a possessive).
تسبق صيغة التفضيل للصفات الأداة the (إلا إذا كان هناك ضمير للملكية)
She is the best pupil in the class. (NOT She is best pupil ...)

Words for indicating Contrast الكلمات الدالة على التضاد
unlike, different from, but , yet, however, nevertheless, on the other hand, although, even though, while, whereas

Although the car was quite old, it was still very reliable.
In contrast to the party they had last year, this one is great.
She decided to travel by plane in spite of being very scared of flying.

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Even though the weather was cold, I went swimming.
In spite of the traffic, I arrived on time.
Peter is very rich but/while/whereas his friends are extremely poor.
My wife likes to travel abroad whereas I prefer to stay at home for my vacations.
While Jerry passed the exam first time, I had to retake it three times.

Words for indicating Comparison (similarity) الكلمات الدالة على التشابه
like, just like, be similar to, be the same as, and...too, similarly, likewise, in the same way, just as

EXERCISE 1 : Put the words in brackets in the comparative form

1. Apples are_____ than chips. (healthy)
2. Elephants are _____ than bears. (big)
3. Gold is _____ than silver. (expensive)
4. Bikes are _____ than cars. (slow)
5. I am _____ at English than my brother .(good)
6. My friend is_____ than me. (tall)
7. Sandy is _____than Tamara. (thin)
8. My father is_____ than Tom's father. (strong)
9. The tiger is_____ than a fox .(heavy)
10. The weather is_____ than yesterday . (hot)
11. Berta is_____ than Debby.(beautiful)
12. I am_____ at maths than my best friend (bad)

EXERCISE 2: Join these pairs of sentences using the connectors between brackets

1. Saida has passed her test. she never drives. (although)
2. Electronic gadgets make life easier. they encourage people to be physically inactive. (On the other hand)
3. he is quiet and' shy, his sister is lively and talkative. (whereas)
4. He is rich. he leads a miserable life. (Still)
5. He was innocent, but he was sent to prison' (although)
6. I like to live in the city. my wife prefers the country. (while)
7. the weather was bad. we went out for a walk' (In spite of)
8. James is very ambitious. his brother is quite the reverse. (whereas)
9. She has plenty of money. she is very mean. (although)
10. She never takes any kind of exercise. she is quite fit and healthy' (even though)
11. She said, she didn't want to change her job. she may change her mind. (However)
12. Some married couples argue all time, others never do. (whereas)
13. There was little chance of success. they decided to perform the surgery. (nevertheless)
14. It was extremely cold. Debbie wasn't wearing a coat. (Though)
15. most people in the office come to work by car. I don't come to work by car. (Unlike)

NOUN-FORMING SUFFIXES اللواحق المكونة للأسماء

Nouns are usually formed by the addition of suffixes to verbs and adjectives. Some of the common suffixes are '-ness' (sweet -- sweetness), '-ment' (argue -- argument), '-tion' (produce -- production), '-ity' (secure -- security), '-y'(honest -- honesty), etc.

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Suffix	Example
-ance	reliance, performance
-ence	residence, dependence
-er, -or	actor, computer compiler, adaptor
-ist, -yst	analyst, pianist,
-((a)t)ion	action, destination, conclusion, conversion
-ness	kindness, blindness
-ment	measurement, treatment
-ity	brevity, electricity, variety
-ian	electrician, pedestrian
-ism	mechanism, realism
-ship	relationship, friendship
-acy	literacy, pregnancy

تشكل الأسماء غالبا بإضافة لواحق للأفعال و الصفات مثل
'-ness' (sweet -- sweetness)
'-ment' (argue -- argument)
'-tion' (produce- production),...

EXERCISE: Add suffixes to the following words to make nouns. Change the spelling where necessary

secret	.....	invent	.....
safe	.....	grow	.....
criticize	.....	bright	.....
destroy	.....	wise	.....
stubborn	.....	good	.....
die	.....	arrive	.....
decide	.....	wed	.....
enter	.....	heal	.....
scarce	.....	bake	.....
speak	.....	refer	.....
simple	.....	try	.....
clean	.....	communicate	.....
insist	.....	polite	.....
occupy	.....		.....

PRONUNCIATION of ed نطـــــق

We pronounce the –ed in 3 ways - /ɪd/or /t/ or /d/
This pronunciation is determined by the final sound of the verb in the infinitive:

تنطق اللاحقة ed بثلاث طرق /id/ - أو / t/أو / d/
يتحدد النطق بالصوت الأخير للفعل في صيغة المصدر

pronunciation of the -ed: ed نطق الـ	Sound of the verb ending الصوت الأخير للفعل	Example	
/id/	/t/	rented	/rentɪd/
	/d/	added	/ædɪd/
	/p/	pumped	/pʌmpt/
/t/	/f/	laughed	/lɑ:ft/
	/s/	progressed	/prəʊgrest/
	/ʃ/	punished	/pʌnɪʃt/
	/tʃ/	reached	/ri:tʃt/
	/k/	booked	/bʊkt/
/d/	all other sounds	rained	/reɪnd/
		moved	/mu:vd/
		replied	/rɪplaɪd/

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EXERCISE: Classify these words according to the pronunciation of their final ed

word	/d/	/t/	/id/
added			
asked			
banged			
breathed			
bugged			
called			
decided			
exited			
freed			
grabbed			
graded			
hoped			

word	/d/	/t/	/id/
played			
pleased			
placed			
rested			
resumed			
saved			
pressed			
skied			
smelled			
coughed			
stayed			
sued			

word	/d/	/t/	/id/
reached			
lied			
massaged			
needed			
wished			
tried			
walked			
wanted			
peeled			
objected			
tasted			
honored			

PRONUNCIATION of finals نطق حرف s في آخر الكلمة

The sound of "s" depends on which sound comes before it.

يتوقف نطق s على الصوت الذي يأتي قبله

1. If the word ends in an unvoiced consonant sound: /f/, /k/, /p/, /t/, /th/-(thin), pronounce "s" as /s/.

إذا كانت الكلمة تنتهي بصوت ساكن صامت, /f/, /k/, /p/, /t/, /th/-(thin) انطق "s" كـ /س/

2. When it ends in a voiced consonant sound, /b/, /d/, /g/, /l/, /m/, /n/, /ng/, /r/ or with a vowel sound, /a/, /e/, /i/, /o/, /u/, pronounce "s" as /z/.

عندما تنتهي الكلمة بصوت ساكن ناطق /b/, /d/, /g/, /l/, /m/, /n/, /ng/, /r/, أو بصوت متحرك /a/, /e/,/i/, /o/, /u/ انطق "s" كـ /ز/

3. If it ends with /s/, /z/, /sh/, /ch/, /ʒ/, /dʒ/, pronounce "s" or "-es" as /iz/.

إذا كانت الكلمة تنتهي بـ /s/, /z/, /sh/, /ch/, /ʒ/, /dʒ/، انطق "-es" كـ /از/

EXERCISE: Classify these words according to the pronunciation of their final s

	s	z	iz		s	z	iz		s	z	iz
Alison's				balls				baths			
animals				fixes				begins			
birds				freezes				misses			
buckets				hopes				months			
bushes				introduces				ribs			
cages				judges				Robert's			
cliffs				knows				sizes			
clothes				leaves				thinks			
coughs				legs				enjoys			
drugs				menus				pleases			
eats				jokes				weeks			
paths				spiders				steals			
plays				stops				places			
proofs				teaches				flies			
Thomas's				villages				friends			
badges				digs				windows			
remembers				things				economics			
trees				Tom's				rises			

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EXPRESSING LIKES, DISLIKES &PREFERENCES
التعبير عن الإعجاب، الكره والتفضيل

▪ EXPRESSING LIKES التعبير عما نحب

To talk about your likes and dislikes, you can use these expressions.
We use the present simple tense to talk about things and people we like, and we don't like.
نستعمل الزمن المضارع البسيط للتعبير عما نحب أو لا نحب

I like pizza.
Anna doesn't like waking up early

Expressing likes: التعبير عما نحب	Expressing Dislikes التعبير عن الكراهية
▪ I like... أحب ▪ I love... أحب ▪ I adore...أهوى ▪ I 'm crazy about... أنا مجنون بـ ▪ I'm mad about...أنا مولع بـ ▪ I enjoy...أحب/أستمتع ▪ I'm keen on... أحب	▪ I don't like...لا أحب ▪ I dislike... لا أحب ▪ I hate...أكره ▪ I abhor... أمقت ▪ I can't bear... لا أحتمل ▪ I can't stand... لا أحتمل ▪ I detest... أكره ▪ I loathe.. أشمئز

"I love eating ice-cream."
"I adore sun-bathing."
"She's fond of chocolate."
"I like swimming very much."
"He quite likes going to the cinema."
"I like cooking."
"I don't mind doing the housework."
"She doesn't like cooking very much."

"He's not very fond of doing the gardening."
"I dislike wasting time."
"I don't like sport at all."
"He can't stand his boss."
"She can't bear cooking in a dirty kitchen."
"I hate crowded supermarkets."
"He detests being late."
"She loathes celery."

Subject	Adverb	Verb	Noun
I	(really)	don't like can't stand	it them ice cream Chinese food playing football watching TV

▪ EXPRESSING PREFERENCE التعبير عن التفضيل

♦ **PREFER**: + Noun +TO + Noun :
I prefer coffee to tea

+ -ING Form + TO + ING Form :
I prefer skiing to swimming. = to talk about general preferences

+ TO Infinitive + RATHER THAN + Bare Infinitive:
I prefer to eat fish rather than (eat) meat = to talk about general preferences

♦ **WOULD PREFER**+ TO Infinitive :
Would you like to have a cup of coffee? I'd prefer to have some water. = To talk about specific preference للكلام عن شيء مفضل محدد

-Another clause can be introduced by rather than + bare infinitive:
جملة أخرى يمكن أن تبدأ بـ rather than + صيغة المصدر للفعل

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He'd prefer to stay at home rather than drive to the restaurant

-*Prefer* takes an object when we want to introduce a new subject:

I would prefer her to stay at home تُتبع Prefer بمفعول به عندما نريد تقديم فاعل جديد

- **WOULD RATHER/SOONER**

SAME SUBJECT : followed by the bare infinitive:

نفس الفاعل متبوع بالفعل في صيغة المصدر

I'd rather play football than golf but I prefer football to golf

Or the Perfect Infinitive: I'd rather have stayed at home

DIFFERENT SUBJECT: → Use a Past Tense with present or future meaning:

فاعلان مختلفان: استعمل الماضي البسيط أو المضارع البسيط بمعنى مستقبلي

Shall I open the window? I'd rather you didn't

→ Use a Past Perfect with past meaning: *I'drather you hadn't called him old*

EXERCISE: Correct the mistakes in the following sentences

1. Do you like write a diary?
2. Would you like to receiving a card every Valentine's Day?
3. Would you prefers to watch a western film or a romantic comedy?
4. Does you prefer having a romantic dinner or watching TV?
5. I'd like to living in a different country.
6. I am hating reading English books.
7. I don't mind to lend you the money you need.
8. Would you prefer travel by plane or by ship?

VERB-FORMING SUFFIXES اللواحق المكونة للأفعال

suffix	*example*
-ate	calculate, create, activate
-en	worsen, harden
-fy	simplify, unify, deify
-ize	realize, computerize

EXERCISE: Form verbs from these words

modern	.....	different	.....
commercial	.....	active	.....
general	.....	short	.....
industrial	.....	awake	.....
bright	.....	pure	.....
symbol	.....	soft	.....
clear	.....	stable	.....
specific	.....	note	.....

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ARTICLES WITH ABSTRACT NOUNS
أدوات التعريف مع الأسماء المجردة

Abstract nouns are ideas, feelings or qualities such as

الأسماء المجردة هي أفكار، أحاسيس، أو مشاعر كـ

embarrassment	الارتباك
love	الحب
bitterness	المرارة
intelligence	الذكاء
confidence	الثقة
anger	الغضب
boredom	الملل
cowardice	الجبن
beauty	الجمال
kindness	اللطف
injustice	الظلم
happiness	السعادة
courage	الشجاعة

joy	الفرح
hate	الكراهية
justice	العدالة
loneliness	الوحدة
luck	الحظ
imagination	الخيال
cheerfulness.	الابتهاج
ugliness	البشاعة
fear	الخوف
grief	الأسى
sadness	الحزن
misfortune	سوء الحظ
loyalty	الولاء

Abstract nouns cannot be seen or touched in the same way as concrete nouns such as chair, table, dog,...

لا يمكننا رؤية أو لمس الأشياء المجردة كالأشياء الملموسة كالكرسي، الطاولة، الكلب، ...

- **Abstract nouns without articles** الأسماء المجردة بدون أدوات التعريف Many nouns refer to abstract, uncountable ideas. These nouns don't usually have an article (a, an or the) before them. However, there are always exceptions (see Exceptions below).

الكثير من الأسماء تدل على أفكار مجردة غير قابلة للعد. هذه الأسماء لا تسبقها عادة أدوات التعريف. لكن هناك بعض الاستثناءات.

Here are some sentences with abstract nouns. The abstract nouns are in bold type.

It takes courage to climb the tallest mountain on the continent.
The editor we hire needs to have enthusiasm, dedication and knowledge
Is love the most important emotion?
As a child she lived in poverty, but now she has great wealth.
Many people feel that happiness is the most important thing in life.

- **Exceptions** استثناءات

Sometimes there is a particular type of an abstract noun. When we refer to a type, amount, or specific instance of the noun and not the noun in general, we use *the*. أحيانا يوجد نوع خاص من الأسماء المجردة. عندما نشير إلى نوع ، مقدار أو مثال محدد من الشيء وليس الشيء بصفة عامة، فإننا نستعمل *the*

Don't become a lion tamer if you don't have the courage.
Our team has the enthusiasm and dedication to get the job done.
They escaped the poverty of their homeland.

- **Nouns which are sometimes abstract and sometimes concrete**

الأسماء التي تكون أحيانا مجردة و أحيانا أخرى ملموسة

Some nouns are used as both abstract and concrete nouns. That is, they need no article in some situations but need an article in others. (Hint: the more you read and pay attention, the more of these nouns you will notice.) Here are just a few examples.

نجد بعض الأسماء مجردة و ملموسة في نفس الوقت. أي أنها في بعض الوضعيات لا تحتاج إلى أدوات التعريف لكن تحتاجها في وضعيات أخرى. (كلما قرأت و تمعنت، كلما لاحظت هذه الأسماء)

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- Life (or death): We can ask what the most important thing in *life* is, and we can worry about *death*. However, we can also talk about *a life* or *a death*, the life or death of one person.
- Discipline: To succeed in life, you need *discipline*. When we talk about *a discipline*, we are referring to a career or field of study such as architecture or biology.
- Time: *Time* seems to move faster as we get older. Think of *a time* when you were young and a day seemed to last forever.

▪ *Common Abstract Nouns* الأسماء المجردة الشائعة

Emotions/Feelings	States/Attributes	Ideas/Concepts/Ideals	Movements/Events
• love	• bravery	• beliefs	• progress
• hate	• loyalty	• dreams	• education
• anger	• honesty	• justice	• hospitality
• peace	• integrity	• truth	• leisure
• pride	• compassion	• faith	• trouble
• sympathy	• charity	• liberty	• friendships
	• success	• knowledge	• relaxation
	• courage	• thought	
	• deceit	• information	
	• skill	• culture	
	• beauty	• trust	
	• brilliance	• dedication	
	• pain		
	• misery		

▪ Nouns with the following suffixes are often abstract: أسماء باللواحق الآتية غالبا ما تكون مجردة

-tion	-ity	-ness	-ance/-ence	-ability
-ism	-ment	-age	-ship	-acy

EXERCISE: Decide whether an article is needed or not

1. .....Education in Britain begins when children are four and a half, normally.
2. .....Formal education in Britain begins when children are four and a half, usually.
3. .....Power corrupts and .....absolute power corrupts absolutely.
4. .....honesty and .....truthfulness are always to be preferred to deceit and lying
5. .....education (that) I received at a bog-standard comprehensive school was substandard.
6. .....happiness (that) I felt when Maureen became pregnant was unqualified.
7. The soldiers are fighting for .....freedom.
8. There are children around the world suffering from .....hunger
9. One of the most important characteristics of a best friend is .....honesty
10. .....happiness that his children bring him is immeasurable.

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THE PREFIX SELF السابقة

- self- combining form الذات,النفس
(in nouns and adjectives) of, to or by yourself or itself:

self-	الذات, النفس
one's self	نفسه
self- assertion	توكيد الذات
self- assurance	الثقة بالنفس
self- centered	أناني
self- complacency	،الرضا عن النفس
self- confidence	الثقة بالنفس
self- contradictory	مناقض ذاته
self- control	ضَبْطُ النفس، تمالك النفس
self-contained	مُتحفظ
self- devotion	التضحية بالذات
self-denial	نكران الذات
self-defense	الدفاع عن النفس
self-determination	تقرير المصير
self- discipline	الانضباط الذاتيّ
self- esteem	غرور. احترام الذات
self- government	الحكم الذاتيّ
self- help	الاعتماد على النفس
self- knowledge	معرفة الذات
self- made	ذاتيّ الصّنْع . عصاميّ
self- possessed	هادئ رابط الجأش.
self- reliance	الاعتماد على النفس
self- respect	احترام الذات . احترام النفس
self- restraint	تمالك النفس ضَبْط النفس
self- sacrifice	التضحية بالذات
self- satisfaction	الرّضا الذاتيّ
self- sufficiency	الاكتفاء الذاتي
self -supporting	مُعيلٌ لنفسه
self -taught	مثقّف نفسه بنفسه
self-willed	عنيد . متشبّث برأيه
self-acceptance	قَبُولُ الذّات
self-adhering	ذاتيُّالإلْتِصَاق
self-adhesion	الْتِصاقٌ ذاتِيّ
self-analysis	تَحْليلٌ ذاتِيّ
self-checking	ذاتِيُّ التَّدْقِيق

self-curing	ذاتِيُّ التَّصَلُّب
self-differentiation	ذاتِيُّ التَّمايُز
self-digestion	انْهِضامٌ ذاتِيّ
self-esteem	احترام الذات
self-explanatory،	شارح لنفسه
self-fermentation	اخْتِمارٌ ذاتِيّ
self-fertilization	إخْصابٌ ذاتِيّ
self-help aid	مُعِيْنَةٌ ذاتِيَّة
self-hypnosis	تَنْويمٌ ذاتِيّ
self-image	صُوْرَةُ الذّات
self-induced epilepsy	صَرْعٌ ذاتِيٌّ
self-inductance	تَحْريضٌ ذاتِيّ
self-infection	عَدْوَى ذاتِيَّة
self-insurance	التَّأمينُ الذّاتِيّ
self-knowledge	معرفة الذات
self-limited	مَحْدودٌ ذاتِيًّا
self-limited disease	مَرَضٌ مَحْدود ذاتِيًّا
self-multiplication	تَضاعُفٌ ذاتِيّ
self-recognition	تَعَرُّفٌ ذاتِيّ
self-registering thermometer	مِقْياسُ الحَرارَةِ الذّاتِيُّ التَّسْجيل
self-reliance	الإعْتِمادُ على النَّفْس
self-retaining retractor	مِبْعادٌ ذاتِيُّ التَّثْبيت
self-respect	احترام النفس
self-restraint	ضبط النفس
self-tolerance	تَحَمُّلُ الذّات
self- mademan	رجل عصامي
self-eductation	تثقيف الذات
self -interest	المصلحة الشخصية
self -pity	الأسى على النفس
self -evident	بديهي، بين بذاته
self -destruction	تدمير الذات
self-sacrifice	إنكار الذات
self-employed	يعمل لحسابه، موظف حر

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REPORTED SPEECH الكلام المنقول /غير المباشر

- Sometimes someone says a sentence, for example, *"I play football"*. Later, maybe we want to tell someone else what the first person said.

أحيانا يقول شخص ما جملة، على سبيل المثال: "أنا ألعب كرة القدم". في وقت لاحق، وربما نريد أن نقول لشخص آخر ما قاله الشخص الأول.

- We use a 'reporting verb' like 'say' or 'tell'. If this verb is in the present tense, it's easy. We just put 'she says' and then the sentence:

نستخدم الفعل الناقل' مثل 'يقول' أو 'يخبر' وإذا كان هذا الفعل في المضارع، فإن الأمر يكون سهلا. نضع " نقول" وبعد ذلك الجملة:

- direct speech: "*I play football*"
- reported speech: *He says he plays football.*

- We don't need to change the tense, though probably we do need to change the 'person' from 'I' to 'she', for example. We also may need to change words like 'my' and 'your'.

لسنا بحاجة لتغيير الزمن، وإن كان من المحتمل أننا بحاجة إلى تغيير "الضمير" من "أنا" إلى "هو"، على سبيل المثال. قد نحتاج أيضا إلى تغيير كلمات مثل "لي" و "لك".

- But, if the reporting verb is in the past tense, then usually we change the tenses in the reported speech:

ولكن، إذا كان الفعل الناقل في الماضي، عندئذ يتغير عادة الزمن:

- direct speech: "*I play football*"
- reported speech: *He said he played football.*

Tense changes

DIRECT QUOTE	INDIRECT (REPORTED) SPEECH
SIMPLE PRESENT changes to SIMPLE PAST	
"I work at bank."	*He said he worked at bank.*
PRESENT PROGRESSIVE changes to PAST PROGRESSIVE	
"I'm cleaning my house today."	*He said he was cleaning his house that day.*
PRESENT PERFECT changes to PAST PERFECT	
"I've already seen that film."	*She said she had already seen that film.*
PRESENT PERFECT PROGRESSIVE changes to PAST PERFECT PROGRESSIVE	
"They have been working."	*she said they had been working.*
SIMPLE PAST changes to PAST PERFECT	
"I saw my friend."	*She said she had seen his friend.*
-MODALS- PRESENT MODALS change to PAST MODALS	
"I will wash the dishes."	*She said she would wash the dishes.*
"I can't swim."	*He said he couldn't swim.*
"There may be a problem."	*She said there might be a problem.*
HAVE TO / HAS TO and MUST change to HAD TO	
"I have to clean my room."	*He said he had to clean his room.*
"I must go to the store."	*She said she had to go to the store.*
THESE MODALS DO NOT CHANGE: would, could, might, ought to, should	

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Reporting questions الأسئلة المنقولة

'wh' questions الأسئلة التي تبدأ بكلمات الاستفهام

The tense changes as in statements, and we keep the question word. The very important thing is to transform the question to a positive statement

الأزمنة تتغير كما في الجمل التصريحية، وعلينا أن نحافظ على كلمة سؤال. الشيء المهم جدا هو تحويل هذه الصيغة الاستفهامية إلى صيغة إخبارية

- direct speech: "*where do you live*?"
- Reported speech *: She asked me where I lived.*

if you need to report a 'yes / no' question, It's easy, instead use 'if':

إذا كنت في حاجة لنقل سؤال يبدأ بـ هل ، فذلك سهل، استخدم 'إذا' بدلا عن هل

- direct speech: "*Do you like chocolate?*"
- Reported speech *: She asked me if I liked chocolate.*

Other changes تغييرات أخرى

Time expressions also change in reported speech.

today	– that day
tomorrow	– the day after / the next day
yesterday	– the day before / the previous day
now	– then
next week	– the week after
last week	– the week before / the previous week

Other expressions that change:

here – there
this – that

Reported Requests/Orders نقل الطلبات و الأوامر

'asked/told me + to + infinitive'

- direct speech: *"Close the window, please"*
- reported speech: *She asked me to close the window*

- Direct speech: *"Sit down!"*
- Reported speech: *She told me to sit down*

To report a negative request/order, use في صيغة النفي نستعمل

'not+ to + infinitive"

- Direct speech: "Please don't be late"
- Reported speech: She asked us not to be late.

- Direct speech: "Don't smoke here!"
- Reported speech: He told us not to smoke there.

EXERCISE 1: Change from direct speech into reported speech:

1. "He works in a bank"
   She said _____
2. "We went out last night"
   She told me _____

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3. "I'm coming!"
   She said _____
4. "I was waiting for the bus when he arrived"
   She told me _____
5. " I'd never been there before"
   She said _____
6. "I didn't go to the party"
   She told me _____
7. "Lucy will come later"
   She said _____
8. "He hasn't eaten breakfast"
   She told me _____
9. "I can help you tomorrow"
   She said _____
10. "You should go to bed early"
    She told me _____
11. "I don't like chocolate"
    She told me _____
12. "I won't see you tomorrow"
    She said _____
13. "She's living in Paris for a few months"
    She said _____
14. "I visited my parents at the weekend"
    She told me _____
15. "She hasn't eaten sushi before"
    She said _____
16. "I hadn't travelled by underground before I came to London"
    She said _____
17. "They would help if they could"
    She said _____
18. "I'll do the washing-up later"
    She told me _____
19. "He could read when he was three"
    She said _____
20. "I was sleeping when Julie called"
    She said _____

EXERCISE 2: Change these direct questions into reported speech:

1. "Where is he?"
   She asked me _____
2. "What are you doing?"
   She asked me _____
3. "Why did you go out last night?"
   She asked me _____
4. "Who was that beautiful woman?"
   She asked me _____
5. "How is your mother?"
   She asked me _____
6. "What are you going to do at the weekend?"
   She asked me _____
7. "Where will you live after graduation?"
   She asked me _____

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8. "What were you doing when I saw you?"
   She asked me _____
9. "How was the journey?"
   She asked me _____
10. "How often do you go to the cinema?"
    She asked me _____
11. "Do you live in London?"
    She asked me _____
12. "Did he arrive on time?"
    She asked me _____
13. "Have you been to Paris?"
    She asked me _____
14. "Can you help me?"
    She asked me _____
15. "Are you working tonight?"
    She asked me _____
16. "Will you come later?"
    She asked me _____
17. "Do you like coffee?"
    She asked me _____
18. "Is this the road to the station?"
    She asked me _____
19. "Did you do your homework?"
    She asked me _____
20. "Have you studied reported speech before?"
    She asked me _____

EXERCISE 3: Change the direct speech into reported speech:

1. "Please help me carry this" She asked me _____
2. "Please come early" She _____
3. "Please buy some milk" She _____
4. "Could you please open the window?" She _____
5. "Could you bring the book tonight?" She _____
6. "Can you help me with my homework, please?" She _____
7. "Would you bring me a cup of coffee, please?" She _____
8. "Would you mind passing the salt?" She _____
9. "Would you mind lending me a pencil?" She _____
10. "I was wondering if you could possibly tell me the time?" She _____
11. "Do your homework!" She told me _____
12. "Go to bed!" She _____
13. 13. "Don't be late!" She _____
14. "Don't smoke!" She _____
15. "Tidy your room!" She _____
16. "Wait here!" She _____
17. "Don't do that!" She _____
18. "Eat your dinner!" She _____
19. "Don't make a mess!" She _____
20. "Do the washing-up!" She _____

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IRREGULAR VERBS الأفعـــال الشـــاذة

	Base form	Past	Past participle	Arabic
A	awake	awoke	awaken	نهض
	arise *	arose	arisen	استيقظ - أيقظ
B	be/am/is/are	was/were	been	كان
	beat	beat	beaten	ضرب
	become	became	become	أصبح
	begin	began	begun	يبدأ
	bend	bent	bent	انحنى
	bid	bade	bidden	أمر - دعى
	bind	bound	bound	ربط
	bite	bit	bitten	عض - لدغ
	bleed	bled	bled	نزف
	blow	blew	blown	هب - انتفخ
	break	broke	broken	كسر - انكسر
	breed	bred	bred	ولد - لقح
	bring	brought	brought	جلب - أحضر
	build	built	built	بنى
	burn *	burnt	burnt	أحرق - احترق
	burst	burst	burst	فجر - انفجر
	buy	bought	bought	اشترى
C	cast	cast	cast	رمى
	catch	caught	caught	أمسك
	choose	chose	chosen	اختار
	come	came	come	أتى
	cost	cost	cost	كلف
	cut	cut	cut	قطع
D	deal	dealt	dealt	تعامل - عامل
	dig	dug	dug	حفر
	do	did	done	فعل - عمل
	draw	drew	drawn	رسم
	dream *	dreamt	dreamt	حلم
	drink	drank	drunk	شرب
	drive	drove	driven	قاد
E	eat	ate	eaten	أكل
F	fall	fell	fallen	سقط
	feed	fed	fed	أطعم
	feel	felt	felt	أحس - لمس
	fight	fought	fought	حارب
	find	found	found	وجد
	flee	fled	fled	فر
	fly	flew	flown	طار
	forbid	forbade	forbidden	حظر - منع

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	forget	forgot	forgotten	نسي
	forgive	forgave	forgiven	غفر - صفح
	freeze	froze	frozen	تجمد
G	get	got	$. gotten/£. got	حصل على
	give	give	given	أعطى
	go	went	gone	ذهب
	grind	ground	ground	طحن
	grow	grew	grown	نمى
H	hang	hung	hung	علق
	have	had	had	ملك
	hear	heard	heard	سمع
	hide	hid	hidden	خبأ
	hit	hit	hit	ضرب
	hold	held	held	أمسك
	hurt	hurt	hurt	جرح - ألم
K	keep	kept	kept	أبقى
	know	knew	known	عرف
L	lay	laid	laid	وضع
	lead	led	led	أدى
	lean *	leant	leant	استند - مال
	leap *	leapt	leapt	قفز
	learn *	learnt	learnt	تعلم
	leave	left	left	غادر
	lend	lent	lent	أقرض
	let	let	let	ترك
	lie	lay	lain	تمدد - كذب
	light	lit	lit	اشتعل
	lose	lost	lost	فقد . أضاع
M	make	made	made	صنع
	mean	meant	meant	عنى.قصد
	meet	met	met	قابل
P	pay	paid	paid	دفع
	put	put	put	وضع
R	read	read	read	قرأ
	rend	rent	rent	نزع بعنف
	ride	rode	ridden	ركب
	ring	rang	rung	رن
	rise	rose	risen	نهض - ارتفع
	run	ran	run	عدا
S	say	said	said	قال
	see	saw	seen	رأى
	seek	sought	sought	بحث
	sell	sold	sold	باع
	send	sent	sent	أرسل
	shake	shook	shaken	اهتز

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	shine	shone	shone	لمع
	shoot	shot	shot	أطلق النار
	show	showed	shown	بين
	shrink	shrank	shrunk	تقلص
	shut	shut	shut	غلق
	sing	sang	sung	غنى
	sink	sank	sunk	غطس - أغرق
	sit	sit	sit	جلس
	sleep	slept	slept	نام
	smell *	smelt	smelt	شم
	speak	spoke	spoken	تكلم
	spell *	spelt	spelt	تهجى
	spend	spent	spent	أنفق
	split	split	split	شق
	spoil *	spoilt	spoilt	أفسد - دلل
	spread	spread	spread	نشر - انتشر
	stand	stood	stood	وقف
	steal	stole	stolen	سرق
	stick	stuck	stuck	ألصق
	sting	stung	stung	لسع - لدغ
	stink	stank	stunk	نتن
	strike	struck	struck	ضرب
	swear	swore	sworn	أقسم
	sweep	swept	swept	كنس
	swell	swelled	swollen	انتفخ - تورم
	swim	swam	swum	سبح
	swing	swung	swung	تأرجح
T	take	took	taken	أخذ
	teach	taught	taught	درَّس، علّم
	tear	tore	torn	مزق
	tell	told	told	أخبر
	think	thought	thought	اعتقد - فكر
	thrive *	throve	thriven	ازدهر
	throw	Threw	thrown	قذف
U	undergo	underwent	undergone	تحمل - قاسى
	understand	understood	understood	فهم
	upset	upset	upset	أقلق - أفسد
W	wake *	woke	woken	أيقظ - استيقظ
	wear	wore	worn	ارتدى
	weep	wept	wept	بكى
	win	won	won	فاز
	wind	wound	wound	نفخ - لف
	write	wrote	written	كتب - ألف

* هذه الأفعال تقبل الصيغتين المنتظمة والشاذة

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TYPICAL INSTRUCTIONS الأسئلة النموذجية

STREAM: Experimental Sciences/ Mathematics /Management and Economy/ Technical Mathematics

Part 1: READING 15 pts القراءة

Read the text carefully then do the activities اقرأ النص بعناية ثم قم بالأنشطة

A) COMPREHENSION 08 pts الفهم

1. Circle the letter that corresponds to the right answer. The text is …
1. ضع دائرة حول الحرف الذي يمثل الإجابة الصحيحة النص هو

a. a newspaper article b. a radio report c. a web-article

أ- مقال صحفي ب-تقرير اذاعي ج- مقال من الانترنت

2- Circle the letter that corresponds to the right answer. The text is …
2. ضع دائرة حول الحرف الذي يمثل الإجابة الصحيحة

a- prescriptive b- argumentative c- narrative d- expository e- descriptive

النص هو

أ- توجيهي ب- نقدي ج- سردي د- تفسيري ح- وصفي

3-Are the following statements true or false? Write "T" or "F" next to the corresponding sentence letter
3. هل الجمل التالية صحيحة أو خاطئة؟ اكتب T أو F بجانب الحرف الذي يمثل الجملة

4. Are the following statements true or false? Justify the false ones.
4. هل الجمل التالية صحيحة أو خاطئة؟ برر الجمل الخاطئة

5. Circle the letter corresponding to the correct answer The text is about
5. ضع دائرة حول الحرف الذي يمثل الإجابة الصحيحة النص يدور حول

6. the passage is taken from:
6. النص مأخوذ من

a) a newspaper b) the internet c) a book

أ) جريدة ب) الانترنت ج) كتاب

7. Choose the right answer to complete the following sentences
7 اختر الإجابة الصحيحة لتكملة الجمل التالية

8 Fill in the table below with information from the text
8. املأ الجدول أدناه بمعلومات من النص

9- Copy the title you think is the most appropriate
9. انقل العنوان الذي تعتقد انه مناسب أكثر

10- Choose the genera/main idea of the text
10. اختر الفكرة العامة/الرئيسية للنص

11- Answer the following questions according to the text
11. أجب على الأسئلة التالية حسب النص

12- Match each idea with its corresponding paragraph
13. اربط كل فكرة بالفقرة الموافقة له

13- In which paragraph is it mentioned that ..... ?
14. في أية فقرة ذُكر ان .....؟

14- What or who do the underlined words in the text refer to?
15. على ماذا أو من تعود الكلمات المسطرة في النص؟

B) TEXT EXPLORATION 07 pts استكشاف النص

Lexis → المفردات

1· Find in the text words or phrases that are closest/ opposite in meaning to the following:
1 • ابحث في النص عن كلمات أو عبارات التي هي الأقرب/ معاكسة في معنى لما يلي:

2. · Match each word with its synonym/opposite/definition
2. • اربط كل كلمة بـ مرادفها/ضدها/تعريفها

3. Find in the text words or phrases whose definitions follow
3. ابحث في النص عن كلمات أو عبارات التي فيما يلي تعاريفها

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Morphology → شكل الكلمات

1· Complete the following chart as shown in the example — 1 • أكمل الجدول التالي كما هو موضح في المثال
2· Which adjectives/nouns can be derived from the following nouns/adjectives?
2 • ما هي الصفات/ الأسماء يمكن أن تستمد من الأسماء /الصفات التالية؟
3· Give the opposite of the following words keeping the same root
3 • أعطي عكس الكلمات التالية مع المحافظة على نفس الجذر
4· Divide the following words into roots and affixes — 4 • قسم الكلمات التالية إلى جذور ولاحقات

Syntax → بناء الجملة

1· Combine the following pairs of sentences using the connectors given in brackets. Make any necessary changes. — 1 • اجمع بين أزواج الجمل التالية باستخدام الروابط بين قوسين. قم بأية تغييرات ضرورية.

2· Give the correct form of the verbs in brackets — 2 • أعطي الشكل الصحيح للأفعال بين قوسين
3· Ask the questions that the underlined words answer
3 • اسأل الأسئلة التي الكلمات التي تحتها خط تمثل الإجابة
4· Complete sentence (b) so that it means the same as sentence (a)
4 • أكمل الجملة (ب) بحيث يكون لها نفس معنى الجملة (أ)

Sound System → نظام الصوت

1· match the pairs that rhyme — 1 • اربط الكلمات التي لها نفس القافية
2· Classify the following words according to the pronunciation of their final “-s”
2 • صنف الكلمات التالية وفقا لنطق "s-" في نهاية الكلمة
3· Classify the following words according to the pronunciation of their final “-ed”
3 • صنف الكلمات التالية وفقا لنطق "ed-" في نهاية الكلمة
4· Circle the silent letter — 4 • ضع دائرة حول الحرف الصامت
5· Underline the stressed syllable — 5 • سطر على المقطع المشدد
5· Classify the following words according to the number of their syllables
5 • صنف الكلمات التالية وفقا لعدد المقاطع

Discourse → الحوار

1· Fill in each gap with one word from the list below or with only 5 words from the list
1 • املأ كل فراغ بكلمة واحدة من القائمة أدناه أو بخمس كلمات فقط من القائمة
2· Reorder the following sentences into a coherent paragraph — 2 • أعد ترتيب الجمل التالية في فقرة مترابطة
3· Imagine what A (or B) says and complete the following dialogue
3 • تخيل ما يقوله A (أو B) واستكمل الحوار التالي

PART 2 : WRITTEN EXPRESSION 05 pts التعبير الكتابي

Choose one of the following topics :: اختر أحد الموضوعات التالية
Topic One Guided Composition
الموضوع الأول فقرة موجهة
**Use the following notes to write a composition of about 100 words
استخدم النقاط التالية لكتابة فقرة من حوالي 100 كلمة
Topic Two Free Composition
فقرة حرة

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TEST 1

PART 1: READING
A/ COMPREHENSION

Read the following text carefully then answer the questions

Intellectual Piracy

The theft of intellectual property has become as serious for society as the theft of physical property. Not only has the problem grown in size - now accounting for $600 billion per year in counterfeit goods worldwide - but also in the range of products and the geographic scope.

Almost every successful product - pharmaceuticals, toys, spare parts for cars and aircraft, software, entertainment products, clothes, cosmetics and fashion accessories - is being copied. All regions are now both production and consumption areas, and almost no country is unaffected by the problem.

Intellectual property theft has become a sophisticated industry using high technology, the Internet, and the networks and know-how of organized crime. Counterfeiting and piracy are more profitable than narcotics but without the risks; they are becoming the number one crime of the 21st century. Combating them has become a priority for society, and not just for intellectual property right holders.

Maria Livanos Cattaui
Published: Friday, May 13, 2005

1. Circle the letter that corresponds to the right answer

The text is a: a. newspaper article b. speech c. letter

2. Are the following statements true or false?

a. The theft of intellectual property has grown both in size and the range of products.
b. Only a few successful products are being copied.
c. Almost all countries are affected by counterfeiting.
d. Counterfeiters use high technology to steal intellectual property.
e. Fighting counterfeiting and piracy is not the responsibility of society.

3. Answer the following questions according to the text

a. List three products copied by counterfeiters.
b. What is the difference between counterfeiting and narcotics?

4. What or who do the underlined words in the text refer to?

a. ... affected by the problem (§2)
b. Combating them ... (§3)

5. In which paragraph is it mentioned that everyone is concerned by the fight against counterfeiting?

B/ TEXT EXPLORATION

1. Match the words with their synonyms

WORD	SYNONYM
theft	precedence
counterfeit	possession
property	stealing
priority	forged

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2. Complete the chart as shown in the example

VERB	NOUN	ADJECTIVE
Example: produce	product	productive
grow	.....	.....
.....	risk	.....
.....	.....	successful

3. Join the following pairs of sentences using the appropriate connector

unless provided that

1. Corruption is eradicated. Everyone cooperates.
2. Counterfeiting cannot be stopped. Everyone should help.

4. Reorder the following words to make coherent sentence

an property activity theft Intellectual is illegal

5. Classify the following words according to the pronunciation of their final 's'

goods products resources networks areas holders

/s/	/z/	/iz/

PART 2: WRITING

Write a composition of about 100 words on the following topic

What should be done to combat counterfeiting?

- People must boycott fake products
- Companies should reduce the price of their brands
- The government must pass stringent laws to fight imitation

English	French	Arabic	English	French	Arabic
theft	vol	سرقة	piracy	piratage	قرصنة
property	propriété	ممتلكات	Counterfeiting	La contrefaçon	التزوير
serious	grave	خطير	profitable	rentable	مربح
counterfeit	contrefaçon	تزوير	narcotics	stupéfiants	المخدرات
worldwide	partout dans le monde	في جميع أنحاء العالم	risks	risques	المخاطر
copied	copié	نسخ	Combating	la lutte	كفاح
production	production	إنتاج	priority	priorité	أولوية
consumption	consommation	استهلاك			
unaffected	non affecté	غير متأثر			
sophisticated	sophistiqué	راقي			
know-how	savoir-faire	الدراية			
crime	crime	جريمة			

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ETHICS IN BUSINESS TEST 2

PART 1: READING

A) COMPREHENSION

Read the passage below carefully then answer the questions

Corruption widespread in 70 countries

The global anti-corruption organization Transparency International (TI) has reported corruption is increasing around the world. A TI press release reports there is serious corruption in most of the world's countries. TI's yearly survey questions businesspeople and public officials to find out how corrupt a country is. Bangladesh and Chad finished bottom as the most corrupt countries, while Iceland finished top. Finland and New Zealand were the second and third cleanest nations. Corruption is declining in Turkey and Nigeria, but increasing in Russia and Canada.

TI chairman Peter Eigen said: "Corruption is a major cause of poverty as well as a barrier to reducing it." He also said corruption and poverty lock people in a "cycle of misery". Mr. Eigen warned corruption must be reduced to free people from poverty. David Nussbaum,

TI's chief executive, stated: "Corruption isn't a natural disaster: it is the cold...theft of opportunity from the men, women and children who are least able to protect themselves." He also said leaders needed to keep their promises to help poor people. The world has made a target to halve extreme poverty by 2015.

1. Circle the letter that corresponds to the right answer

The text is: a. narrative b. argumentative c. expository press release

2. Are the following statements true or false?
   a. According to transparency international, corruption is going up in the world.
   b. Corruption is in poor countries only.
   c. Iceland is the least corrupt country in the world.
   d. Nigeria experienced increasing corruption.
   e. The official said leaders must keep their promises to help poor people.

3. Answer the following questions according to the text
   a. What is the major consequence of corruption on the world?
   b. How is corruption defined in the text?

4. Choose the general idea of the text
   a. Corruption has decreased in developed countries
   b. Corruption is increasing in the world
   c. Fighting corruption is the duty of leaders

5. What or who the underlined words in the text refer to?
   a. to reducing <u>it</u> (§2)
   b. <u>their</u> promises (§3)

B/ TEXT EXPLORATION

1. Match the words with their synonyms

WORDS	SYNONYMS
find out	stealing
theft	unhappiness
misery	aim
target	discover

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2. Classify these words in the following table

WORD	PREFIX	ROOT	SUFFIX
corruption			
international			
increasing			
natural			

3. Rewrite sentence 'b' so that it means the same as sentence 'a'

1. a. corruption and poverty lock people in a "cycle of misery".
   b. People .....
2. a. He said leaders needed to keep their promises to help poor people.
   b. ".....,' he said

4. Fill in the gaps with only four words from the list

person seeks abuse honesty advantage poverty

Corruption means any .....1.....of a position of trust in order to gain an undue.....2..... . This involves the conduct of both sides: that of the .....3.....who abuses his position of trust as well as that of the person who .....4..... to gain an undue advantage by this abuse

5. Underline the silent letter in the following words

honesty	campaign	talk
whole	doubt	though

PART 2: WRITING

Write a composition of about 100 on the following topic, using the following notes

What are the consequences of counterfeiting?

- poor quality of imitations
- fake medicines are harmful
- piracy kills creativity
- bad reputation for the country

English	French	Arabic
Transparency International	Transparence Internationale	منظمة الشفافية الدولية
corruption	corruption	فساد
increasing	croissant	متزايد
press release	communiqué de presse	بيان صحفي
serious	grave	خطير
survey	enquête	مسح
corrupt	corrompu	فاسد
cleanest	propre	أنظف
major cause	cause majeure	السبب الرئيسي
poverty	pauvreté	فقر
barrier	barrière	حاجز
reducing	réduire	تقليص
warned	averti	حذر
reduced	réduit	خفض
lock	bloquer	قفل
opportunity	occasion	فرصة
theft	vol	سرقة
target	cible	الهدف
halve	réduire de moitié	نصف

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ETHICS IN BUSINESS TEST 3

PART 1: READING (15 pts)

A) COMPREHENSION (8 pts)

Read the text carefully then do the activities

GET REAL! That's the loud and clear message the International AntiCounterfeiting Coalition wants to send to consumers.

The problem of product counterfeiting has grown over 10,000 percent in the last two decades. While there are many reasons for its growth, including more advanced technology and the Internet among others, increased consumer demand has certainly been a factor in fuelling the explosion.

The truth about counterfeiting is black and white. It is illegal. And, while consumers can readily find fakes, cheap prices and availability are poor excuses for supporting illegal activity. It's as wrong to support thieves, as it is to steal. We ought to use our buying power to support legitimate, socially responsible companies developing products through creativity, research and manufacturing excellence.

We are calling all consumers to become educated about the consequences of purchasing counterfeit products. We want consumers to know counterfeiters are hardened criminals, exploiting consumers, businesses and children in sweatshops. Profits frequently support gangs, organized crime, terrorism and child labour.

Purchasing counterfeit products is not a harmless, victimless crime - our jobs, economy, health, safety and world position are at stake.

1. The general idea of the text is:
   a. counterfeiting is harmful and we must fight it.
   b. counterfeiting has a lot of effects on the economy
   c. Everyone is responsible for fighting counterfeiting

2. Are the following statements true or false?
   a. Advanced technology is a factor in the growth of counterfeiting.
   b. The reason why people buy counterfeits is that they are expensive.
   c. Buying counterfeits is considered as a support to counterfeiters.
   d. Profits from counterfeiting go to charities.

3. Answer the following questions according to the text
   a. What advice does the author give to consumers?
   b. Give two things that are affected by counterfeiting.

4. What or who do the underlined words in the text refer to?
   a. reasons for <u>its</u> growth (§2)
   b. <u>We</u> ought to use our buying (§3)

5. In which paragraph are the reasons of the increase of counterfeiting mentioned?

B) TEXT EXPLORATION (7 pts)

1. Match the words with their synonyms

WORD	SYNONYMS
growth	risk
products	forged
counterfeit	development
stake	goods

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2. Give the opposite of the following words keeping the same root

WORD	OPPOSITE
legitimate	
responsible	
harmless	
educated	

3. Reorder the following words to make a coherent sentence

is / international /fighting / an/ International / non-governmental /corruption /Transparency / organization

4. Join the following pairs of sentences using the connectors provided

provided that / so … that

a. Imitations are perfect. It is difficult to distinguish between genuine and fake products.
b. We curb counterfeiting. We stop purchasing counterfeit products.

5. Classify the following words according to the pronunciation of the final 's'

consumers prices excuses products

/s/	/z/	/iz/

PART 2: WRITTEN EXPRESSION (5 pts)

Using the following notes, write a composition of about 100 words on fighting counterfeiting

- People mustn't buy counterfeits
- Inform people about the dangers of counterfeiting
- Pass strict laws to punish counterfeiters
- Reduce the prices of brands

English	French	Arabic	English	French	Arabic
Anti counterfeiting Coalition	Coalition anti-contrefaçon	التحالف لمكافحة التزوير	legitimate	légitime	شرعي
consumers	consommateurs	المستهلكين	creativity	créativité	الإبداع
growth	croissance	نمو	purchasing	achat	شراء
increased	augmenté	ازداد	counterfeit products	produits contrefaits	المنتجات المقلدة
factor	facteur	عامل	hardened	trempé	تصلب
explosion	explosion	انفجار	exploiting	exploitant	استغلال
illegal	illégal	غير شرعي	Profits	Les bénéfices	الأرباح
fakes	faux	مزيفة	gangs	gangs	عصابات
cheap prices	prix bon marché	أسعار رخيصة	harmless	inoffensif	غير مؤذية
availability	disponibilité	توفر	victimless	sans victime	بلا ضحايا
illegal activity	activité illégale	نشاط غير قانوني	safety	sécurité	سلامة
support	soutien	دعم	stake	pieu	رهان
steal	voler	سرقة	thieves	voleurs	اللصوص

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ETHICS IN BUSINESS TEST 4

PART 1: READING (15 pts)
A) COMPREHENSION (8 pts)

Education is central to preventing corruption. Teaching ethics to schoolchildren or university students, showing the importance of integrity to public officials, and raising general public awareness helps fighting corruption. But when the education system itself is corrupt, how can children learn the values that underlie a transparent and accountable society? When money counts more than knowledge in the quest for a diploma, studying and learning lose their purpose.

Anti-corruption education is a vital component of any anti-corruption strategy. Informed citizens are probably more effective in preventing corrupt and unethical behaviour of public servants than the most sophisticated codes of conduct, laws and regulations. Anti-corruption laws and institutions need people who do not tolerate corruption and who actively act against it: Without reports of corruption, corrupt acts cannot be sanctioned, ombudsmen cannot follow up on complaints, and the judiciary cannot prosecute.

The goal of anti-corruption education is to build demand for accountability. Anti-corruption education promotes values, attitudes and expectations that condemn corruption, and skills to resist it. Anti-corruption education develops people's understanding of their rights and responsibilities for preserving the public good. It highlights the damage done by minor acts of corruption: The traffic officer who lets a drunk driver go in exchange for a small bribe, the nurse who denies patients treatment if they are unable to pay 'an additional fee', the customs officer who extorts payments from small traders and enterprise: These acts potentially kill, ruin small enterprises, and deprive people of their human rights to health, education and security.

1. Choose a title to the text.
   a. Education and Society b. the Role of Education c. Education and corruption

2. Say whether the following statements are true or false according to the text.
   a. Education can't help prevent corruption.
   b. Codes of conduct are more efficient than teaching ethics to schoolchildren.
   c. Anti-corruption education preserves the public good.

3. Answer the following questions according to the text.
   a. When do studying and learning lose their purpose?
   b. What kind of people do Anti-corruption laws and institutions need?
   c. What damage does corruption cause?

4. What or who do the underlined words in the text refer to?
   a) their (§1) b) who (§2) c) it (§3)

5. In which paragraph are examples of corrupt acts mentioned?

B/ TEXT EXPLORATION

1. Find in the text words or phrases closest in meaning to the following:
   a) vital (§1) b) useful (§2) c) harm (§3)

2. Complete the following chart as shown in the example.

VERB	NOUN	ADJECTIVE
Example : prevent	prevention	preventable
.....	corruption	.....
.....	.....	informed
deprive	.....	.....

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3. Complete sentence (b) so that it means the same as sentence (a)

1. a) Corruption hinders social and economic development.
   b) Social and economic development .....

2. a) "People around the world are fighting to rid their countries of corruption" he said.
   b) he said that .....

4. Give the correct form of the verbs in brackets

Corruption (be) a serious crime that (undermine) social and economic development and (weaken) the moral fabric of society. Corruption (hinder) social and economic development and (increase) poverty by diverting plans and investment funds away from where it is most needed.

5. Classify the following words according to the number their syllables

ethics corruption knowledge damage unable build

1 syllable	2 syllables	3 syllables

PART 2: WRITTEN EXPRESSION (5 pts)

Write a composition of about 100 on a situation in which you were asked to give a bribe. What did you do?

English	French	Arabic	English	French	Arabic
central	important	مهم	against	contre	ضد
preventing	prévention	منع	sanctioned	sanctionnée	معاقب
ethics	éthique	أخلاق	ombudsmen	médiateurs	أمناء المظالم
integrity	intégrité	سلامة	complaints	plaintes	الشكاوى
raising	élevage	رفع	judiciary	judiciaire	السلطة القضائية
awareness	conscience	وعي	prosecute	poursuivre	محاكمة
fighting	combat	القتال	accountability	responsabilité	المساءلة
corrupt	corrompu	فاسد	promotes	favorise	يعزز
values	valeurs	القيم	attitudes	attitudes	المواقف
underlie	sous-tendre	تكمن وراء	expectations	attentes	توقعات
knowledge	connaissance	معرفة	condemn	condamner	شجب
quest	quête	بحث	preserving	conservation	الحفاظ على
lose	perdre	فقد	highlights	Faits saillants	ويبرز
purpose	but	هدف	damage	dommage	ضرر
vital	vital	حيوي	bribe	soudoyer	رشوة
component	composant	عنصر	denies	nie	تنفي
effective	efficace	فعال	unable	incapable	غير قادر
unethical	immoral	غير أخلاقية	extorts	extorque	يبتز
behaviour	comportement	سلوك	ruin	ruine	خراب
tolerate	tolérer	نسامح	deprive	priver	حرم

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ETHICS IN BUSINESS TEST 5

PART 1: READING
A) COMPREHENSION

Read the text carefully then do the activities below.

Counterfeit medicines are a threat to health, and the risks they pose have been largely underestimated. Counterfeits containing no active ingredient will fail to cure disease; those with wrong ingredients may cause mental and physical damage–and even death. No area of the world is unaffected, is exposed by the recent deaths in the United States.

Growing evidence shows that the problem is disproportionately severe in developing and emerging-market countries, which also have the highest burden of infectious diseases. National governments have the primary responsibility–both in stopping criminal manufacturing and distribution and in protecting their citizens from counterfeit products. The Food & Drug Administration (FDA) is highly active in fulfilling this responsibility, but this is not true in many other countries in the world.

Multilateral organizations such as the World Health Organization (WHO), the World Customs Organization (WCO), and the International Criminal Police Organization (Interpol) must do more to expose the problem and help countries tighten regulatory controls.

Companies affected by counterfeiting in developing countries are expending private resources to perform roles which should be carried out by police and regulators, including assisting multilateral organizations in building capacity among local customs and regulatory officials.

1- Circle the letter that corresponds to the right answer.

The text is about … a. fake medicines b. medicines c. healthcare

2. Are the following statements true or false? Write "T" or "F" next to the corresponding sentence letter

a. The risks of counterfeit medicines are seriously taken into consideration.
b. Developing countries are suffering a lot from infectious diseases.
c. Governments should protect people from counterfeit products
d. The WHO, WCO, and Interpol efforts are insufficient.

3. Answer the following questions according to the text

a. Why can't some counterfeit medicines cure diseases?
b. What can wrong ingredients cause?
c. What must multilateral organizations do?

4. Reorder the following ideas according to the text.

a. governments should protect people from counterfeit medicines
b. Counterfeit medicines are not only inefficient but dangerous as well.
c. International organizations have to make more efforts.

5- Choose a title for the reading text.

a) International Cooperation b) Medical Business c) Counterfeit Medicines

B) TEXT EXPLORATION

1- Find in the text words, phrases or expressions that are closest in meaning to the following:

a- fake (§1) b- illnesses (§2)
c- show (§3) d- helping (§4)

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2- Complete the chart as shown in the example.

VERB	ADJECTIVE	NOUN
To manufacture	manufactured	manufacturer
To affect	.....	.....
.....	exposed	.....

3- Connect each pair of sentences using the connector in brackets. Make changes where necessary.

a) Governments have made a lot of efforts. They have been unable to stop the import of counterfeit products. (although)

b) Local authorities are encouraging citizens. They want them to be more active. (to)

4- Classify the following words according to the pronunciation of their final 's'

[medicines – ingredients – controls – diseases]

/s/	/z/	/iz/

5- Fill in each gap with one word from the list below.

counterfeiting it to people

Counterfeiting is not limited to medicines only .....1..... is also affecting other products like cloth and food. Thanks .....2..... some associations, ...3..... have become aware of the dangerous affects of .....4.....

PART 2: WRITTEN EXPRESSION (6PTS)

Write a composition of about 100 words on the following topics."Choose either"

Topic one: why do some people buy counterfeit products? The following notes may help you answer the question (cheap / easily found / no big difference / same shape ...)

Or Topic two: what can be done to fight counterfeiting? Make suggestions.

English	French	Arabic	English	French	Arabic
health	santé	الصحة	disproportionately	disproportionnée	غير متناسب
Counterfeit	contrefaçon	تزوير	burden	charge	عبء
medicines	médicaments	الأدوية	infectious	infectieux	معد
underestimated	sous-estimé	التقليل	diseases	maladies	أمراض
active ingredient	ingrédient actif	العنصر النشط	counterfeit	contrefaçon	تزوير
fail	échouer	فشل	fulfilling	remplir	الوفاء
cure	guérison	شفاء	Multilateral	multilatéral	متعددة الأطراف
disease	maladie	مرض	expose	exposer	فضح
wrong	mal	خاطئ	tighten	serrer	شد
mental	mental	عقلي	regulatory controls	contrôles réglementaires	الضوابط التنظيمية
physical	physique	جسدي	affected	affecté	تتأثر
damage	dommages	الضرر	expending	dépensant	إنفاق
death	mort	الموت	private resources	ressources privées	موارد خاصة
unaffected	non affecté	غير متأثر	carried out	effectuée	نفذت
evidence	preuve	دليل	customs	douane	جمارك

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ETHICS IN BUSINESS TEST 6

PART 1: READING
A) COMPREHENSION

Read the text carefully then do the activities :

Bribery, a form of pecuniary corruption, constitutes a crime and is defined as the offering receiving, or soliciting of any item of value to influence the actions of an official or other person in discharge of a public or legal duty. The bribe is the gift bestowed to influence the recipient's conduct. **It** may be any money, good, right in action, property, privilege, advantage, or merely a promise **or** undertaking to induce or influence the action, vote, or influence of a person in an official public capacity.

The offence may be divided into two great classes: **the one** where a person invested with power is induced by payment to use it unjustly; the other, where power is obtained by purchasing the suffrage of those who can impart it. Likewise, the briber might hold a powerful role and control the transaction; or in other cases, a bribe may be effectively extracted from the person paying it, although this is better known as extortion.

The forms that bribery takes are numerous. For example, a motorist might bribe a police officer not to issue a ticket for speeding, a citizen seeking paperwork or utility line connections might bribe a functionary for faster service. Bribery may also take the form of a secret commission, a profit made by an agent, in the course of his employment, without the knowledge of **his** principal. Bribers and recipients of bribery are likewise numerous although bribers have one common denominator and that is the financial ability to bribe.

1- Say whether the following statements are true or false according to the text.

a. Bribery is giving a valuable item to influence the recipient conduct.
b. Bribery is a lawful activity.
c. Bribery can take different forms

2- Complete the table with information from paragraph three

Who uses bribery ?	Who receives the bribe?	Why do they use bribery ?
-.....	-.....	-.....
-.....	-.....	-.....

3- What or who do the underlined words in the text refer to?

a) it (§1) b) the one (§2) c) his (§3)

4- Answer the following questions according to the text?

a. What are the effects of bribery?
b. What is meant by extortion?
c. What characterizes bribery?

5- What type is the text?

a) narrative b) expository c) prescriptive

B) TEXT EXPLORATION

1- Find in the text words or phrases closest in meaning to the following:

a) effect (§1) b) unfairly (§2) c) looking for (§3)

2- Complete the following chart as shown in the example.

VERB	NOUN	ADJECTIVE
Example: to corrupt	corruption	corrupt
.....	action	.....
to influence	.....	.....
.....	.....	financial

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3- Combine the following pairs of sentences using the given connectors. Make any necessary changes.

a. The system of law is well implemented. Companies avoid bribery actions.(so ... that)

b. Specialists consultancies will help multinational companies. Multinational companies trade more ethically. (provided that)

4- Fill in each gap with one word from the list.

contract - exchange - services - offering - business.

Employees, managers, or salespeople of a .....may offer money or gifts to a potential client in..... of favour. For instance, a food service company was recently accused of ..... gifts to an assistant warden of a local prison in exchange of a .....allowing the company to provide the food .....in the state's prisons.

5- Underline the stressed syllables in the following words.

corruption – public – capacity – extortion

PART 2: WRITTEN EXPRESSION (6pts) "Choose one of the following topics"

Either Topic 1: According to you, how can we fight bribery? Use the following notes to write a composition of about 100 words.

- Setting well implemented system of law
- Punishing any offence (bribery activities)
- Making companies sign commitment contracts
- Inspecting the work of public officials/agents

Or Topic 2: You were a victim of a corrupt agent or civil servant. Write a composition of about 100 words in which you speak about the circumstances of that situation and how you reacted.

English	French	Arabic	English	French	Arabic
Bribery	corruption	رشوة	undertaking	s engage	القيام
pecuniary	pécuniaire	مالي	induce	induire	حث
corruption	corruption	فساد	capacity	capacité	قدرة
constitutes	constitue	يشكل	offence	infraction	جريمة
crime	crime	جريمة	invested	investi	استثمر
soliciting	sollicitant	التماس	unjustly	injustement	ظلما
item	article	بند	purchasing	achat	شراء
value	valeur	قيمة	suffrage	suffrage	الاقتراع
influence	influence	تأثير	impart	communiquer	نقل
duty	devoir	واجب	transaction	transaction	صفقة
bribe	soudoyer	يرشي	extracted	extrait	استخرج
gift	cadeau	هدية	although	bien que	رغم أن
bestowed	conféré	أنعم	extortion	extorsion	ابتزاز
recipient's	destinataire	المستلم	numerous	nombreux	كثير
conduct	conduite	سلوك	utility	utilitaire	فائدة
property	propriété	ممتلكات	functionary	fonctionnaire	الموظف
privilege	privilège	امتياز	commission	commission	لجنة
advantage	avantage	ميزة	profit	bénéfice	ربح
merely	seulement	مجرد	principal	principal	ناظر
promise	promesse	وعد	denominator	dénominateur	قاسم

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ETHICS IN BUSINESS TEST 7

PART 1 : READING (15 points)
A/ COMPREHENSION (07 points)

Read the text carefully then do the activities.

Ethics is the set of moral rules that the professionals in any field are expected to respect when they deal either with each other or with the public. In business, ethics represents the attitudes that individuals and firms should comply with in the actions they perform and the decisions they take at every of **their** realizations.

In societies where both political and cultural conditions exist for making every one obey this practice, the main principles engaged in the economic branches should involve a good number of the qualities that have always served as the basis of civilisation. Among **them** we find the obligation to be honest and lawful in one's activities. It is also essential to act in conformity with the spirit of fair competition.

Next to these aspects, ethics requires from the various members and groups of economic sectors the payment of one's taxes and the necessity to treat one's employees with fairness.

To sum up, the moral values in use in modern societies necessitate from businessman and companies alike a strict observance of the different precepts on which the efficiency and the prosperity of the whole community depends. As economy has become a system of interdependent structures, any mistake or wrongdoing involved in **it** disturbs its balance and penalizes its functioning. That's why misbehaviours get punished severely

1. Say whether the following statements are true or false according to the text.

a) Ethical standards are important in all professions.
b) Fair competition is a major quality in modern economy.
c) The payment of taxes is not an aspect of ethics.

2. Answer the following question according to the text.

a) Mention three (3) aspects of ethics from the text.
b) Why is ethics important in economy?
c) How are unethical behaviours treated?

3. What or who do the underlined words in the text refer to?

a) their (§1) b) them (§2) c) it (§4)

4. Choose a title to the text

a) Ethics in Business b) Ethics and Politics c) Modern Economy

B/ TEXT EXPLORATION (08 points)

1. Find in the text words or phrases closest in meaning to the following:

a) behaviours (§1) b) demands (§3) c) complete (§4)

2. Complete the following chart as shown in the example.

VERB	NOUN	ADJECTIVE
Example :to differ	difference	difference
To respect	.....	.....
.....	decision	.....
.....	.....	various

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3. Rewrite sentence (b) so that it means the same as sentence (a)

1. a) Services are provided to the community.
   b) They .....
2. a) " You must be fair with the workers," the manager told me.
   b) The manager told me .....

4. Ask the questions that the underlined words answer.

a) Businessmen must always respect new comers.
b) Honesty and loyalty are the basic features of ethics.

5. Classify the following words according to the pronunciation of their final "s"

aspects - societies - actions - taxes

/s/	/z/	/iz/

PART 2: WRITTEN EXPRESSION (05 points) "Choose one of the following topics."

Either topic 1: what do you think of the social responsibility of businessmen?
Write a composition of about 100 words using the following notes:

- conformity to laws
- interest in profits but also in social actions
- responsibility towards all stakeholders (government, employees, social associations, etc)

Or topic 2: Do you think that people who do illegal business help their country? Why or why not? Justify your opinion.

English	French	Arabic	English	French	Arabic
Ethics	éthique	أخلاق	treat	traiter	عالج
moral rules	règles morales	القواعد الأخلاقية	fairness	justice	عدل
field	domaine	مجال	necessitate	nécessiter	يستلزم
deal	affaire	صفقة	alike	même	سواء
attitudes	attitudes	المواقف	strict	strict	صارم
firms	entreprises	شركات	observance	observance	ملاحظة
comply with	conformer à	الامتثال	precepts	préceptes	تعاليم
obey	obéir	أطاع	efficiency	efficacité	كفاءة
practice	pratique	ممارسة	prosperity	prospérité	ازدهار
main principles	grands principes	المبادئ الرئيسية	interdependent	interdépendant	مترابط
involve	impliquer	يتضمن	wrongdoing	méfait	إثم
qualities	qualités	الصفات	involved	impliqué	متورط
basis	base	أساس	disturbs	dérange	يزعج
honest	honnête	صادق	balance	équilibre	توازن
lawful	licite	قانوني	penalizes	pénalise	يجرم
conformity	conformité	مطابقة	functioning	fonctionnement	سير
spirit	esprit	روح	misbehaviours	inconduites	بسوء السلوك
fair competition	une concurrence loyale	المنافسة العادلة	punished	puni	يعاقب
requires	exige	يتطلب	severely	sévèrement	بقسوة
taxes	taxes	الضرائب			

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ETHICS IN BUSINESS TEST 8

PART 1: READING AI COMPREHENSION

Read the text carefully then do the following activities.

The term "counterfeit drug" may be used to describe a drug that is made by someone other than the genuine manufacturer, by copying or imitating the original product, without authority or right, in order to cheat and sell it as the original one.

Anyone, anywhere in the world, can come across counterfeit medicine which looks right but which contains harmful toxic substances or inactive ingredients. In all cases, contents of counterfeits are unreliable since their source is unknown and always illegal.

Lack of borders' control, weak regulations governing the medicine system and the globalization of markets, all these three elements together have contributed to a rise of both counterfeit medicines and the existence of poor quality products.

Fake medicines can be life threatening - and are reported to have caused even death in Africa and Asia – because chemically inactive antibiotics do not cure a disease and a counterfeit vaccine does not protect from illness.

On the economic side, legitimate manufacturers of pharmaceutical products suffer from patent and copyright infringement because counterfeiting in reality takes their products illegally. The governments are also affected by this through the loss of taxation revenue. In conclusion, a lot of people are earning huge sums of money, others are losing them, and between these and those, millions of victims are completely lost inside the dilemma of quality and price.

Adapted from PLOS MEDICINE? a journal published by the library of science.

1. Write the letter which corresponds to the right answer.

The text is taken from …

a. a magazine b. a website c. a book

2. Are the following statements are True or False?

a. counterfeit medicine contains active ingredients.
b. counterfeit medicines can cause death.
c. A fake vaccine protects from illnesses
d. Governments lose a lot of money because of counterfeit medicine.

3. In which paragraph are the following ideas mentioned?

a. The causes of the spread of counterfeiting medicines
b. Fake medicines threaten people's life.

4. Answer the following questions according to the text.

a. Why are counterfeit medicines dangerous?
b. What has encouraged the rise of counterfeit medicine?
c. What ate the effects of fake medicines on economy?

5. What or who do the underlined words in the text refer to?

a. It (§1) b. their (§5)

B) TEXT EXPLORATION

1. Find in the text words closest in meaning to the following.

a. real (§1) b. legal (§5)

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2. Complete The following chart as shown in the example.

	NOUN	VERB	ADJECTIVE
Example	counterfeiting	counterfeit	counterfeit
	.....	to produce	.....
	.....	.....	economic

3. Rewrite sentence (b) so that it means the same as sentence (a).

1. a. Many companies are producing counterfeit products.
1. b. Counterfeit products .....
2. a. I am afraid some governments can't stop corruption.
2. b. I wish .....

4. Classify the following words according to the pronunciation of their final 'ed'.

governed contributed forged looked

/t/	/d/	/id/

5. Fill in each gap with one word from the following list (ethical - site - internet- illegal)

Many people don't find it .....1..... to infringe some copyright through the .....2..... the put the copyright theft in a pirate .....3..... In order to share it with other internet users. So, it it something dishonest and .....4.....

PART 2: WRITTEN EXPRESSION *"Choose ONE of the following topics "*

Topic one: Using the following notes, write a composition of about 120 to 150 words on how to fight counterfeiting.

- Help consumers recognize genuine products
- Sensitize consumers on the harmful effect of fake products
- Governments pass strict and severe laws to fight imitation
- Companies should reduce the price of genuine products

Topic two: write a composition of about 120 to 150 words on the following topic

Are girls more successful than boys at school? Why or why not?

English	French	Arabic	English	French	Arabic
drug	médicament	دواء	fake	faux	مزيف
genuine	authentique	حقيقي	threatening	menaçant	مهدد
manufacturer	fabricant	المُصنِع	death	mort	الموت
copying	copier	تقليد	antibiotics	antibiotiques	مضادات حيوية
cheat	tricher	خداع	cure	guérissent	يشفي
sell	vendre	بيع	disease	maladie	مرض
harmful	nocif	مضر	illness	maladie	مرض
substances	substances	مواد	legitimate	légitime	شرعي
inactive ingredients	ingrédients inactifs	مكونات خاملة	patent	brevet	براءة الإختِرَاع
unreliable	douteux	غير موثوق	copyright	droit d'auteur	حقوق النشر
unknown	inconnu	غير معروف	infringement	infraction	انتهاك
illegal	illégal	غير شرعي	affected	affecté	تتأثر
Lack	manque	نقص	loss	perte	خسارة
weak regulations	la faiblesse des réglementations	قوانين ضعيفة	taxation revenue	recettes fiscales	إيرادات الضرائب
globalization	la mondialisation	العولمة	earning	gagnent	يكسب
contributed	contribué	ساهم	losing	perdent	يفقد
rise	augmenter	ارتفع	dilemma	dilemme	معضلة
poor quality	mauvaise qualité	نوعية رديئة			

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ETHICS IN BUSINESS TEST 9

PART 1: READING

A) COMPREHENSION (14 pts)

Read the text carefully then do the activities below.

There is a new phrase appearing in business language. It is the concept of Triple Bottom Line, a concept that recognises that there are three legs to the measurement of a company's performance—these being financial, social, and environmental. Put in a more friendly way, it is about "People, Planet and Profits. This concept recognises that a company cannot be judged by financial performance alone.

Furthermore, it also recognises that the three legs are linked. It is not sufficient, however, just to talk about Triple Bottom Line as a "fashionable" concept. For those of us who see this concept as the way of the future it is also necessary to "walk the talk." and translate this concept into the reality of running a business such as ours.

In business, we have traditionally been taught to only present the Company in the best possible light, particularly to that important group of stakeholders— the customer. It's hard to be honest and self critical in a public way. It's easy to highlight your successes but hard to highlight your failures and your areas for improvement. In the case of a private company, it is also hard to publicly reveal its financial information.

Hubbard Foods Ltd. (New Zealand)

1. Circle the letter that corresponds to the right answer.

The text is a ...a. newspaper article b. speech c. letter

2. Are these statements true or false? Write "T" or "F" next to the letter corresponding to the statement.

a) The Triple Bottom Line is a new concept in today's business.
b) Financial profit is the only way to measure a company's performance.
c) The three legs of the Triple Bottom Line are inter-related.
d) It is not easy for a private company to present publicly its financial situation.

3. Answer the following questions according to the text

a) Which aspects does the Triple Bottom Line concept refer to?
b) Does the speaker intend to apply the new concept in the management of his company?
c) Why is it easier to highlight successes than failures?

4. In which paragraph is it mentioned that...

a) The Triple Bottom Line concept should be applied in business management?
b) Managers generally show only the positive sides of their company?

5. What or who do the underlined words in the text refer to?

a. it (2) b. its (3)

B) TEXT EXPLORATION

1. Find in the text words that are closest in meaning to the following:

a. idea (§1) b. enough (§2) c. client (§3)

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2. Complete the chart as shown in the example.

VERB	NOUN	ADJECTIVE
Example: to perform	performance	performed
.....	.....	financial
.....	measurement	.....
to translate	.....	.....

3. Join each pair of sentences with one of the connectors from the list. Make any necessary changes.

In order to – therefore – provided that - because

a. some companies are unethical.
it is hard for them to reveal their financial situation

b. a company will act responsibly
it will gain the confidence of its stakeholders.

4. Classify the following words according to the pronunciation of their final 's'

legs profits recognises failures groups judges

/s/	/z/	/iz/

5. Reorder the following sentences to make a coherent paragraph.

a) It also contributes to the economic progress of its community.
b) to improve its business performance,
c) Responsible business conduct allows an enterprise
d) make profits, and meet its stakeholders expectations.

PART 2: WRITTEN EXPRESSION

Using the following notes, write a composition of about 120 to 150 words on the following:

Topic one: Social responsibility has become an important factor to judge a company's performance.

Being socially responsible involves:

- be ethical/comply with business regulations
- meet the expectations of the stakeholders (customers, employers, etc.)
- contribute to the general welfare of the community
- preserve the environment

Topic two: write a composition of about 120-150 words on the following

Food safety is a major issue in our life.

As a well-informed citizen, what daily precautions should you take to stay healthy and avoid the risk of contamination from the various products you consume?

English	French	Arabic	English	French	Arabic
concept	concept	مفهوم	fashionable	à la mode	عصري
recognises	reconnaît	يعترف	translate	traduire	ترجم
legs	jambes	الساقين	stakeholders	parties prenantes	أصحاب المصلحة
measurement	mesures	قياس	customer	client	زبون
performance	performance	أداء	critical	critique	منتقد
financial	financier	مالي	highlight	surligner	تسليط الضوء
social	social	اجتماعي	successes	succès	النجاحات
environmental	écologique	بيئي	failures	échecs	الفشل
Profits	Les bénéfices	الأرباح	improvement	amélioration	تحسن
judged	jugé	يحكم على	private	privé	خاص
linked	lié	مرتبط	reveal	révéler	كشف
sufficient	suffisant	كاف			

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ETHICS IN BUSINESS TEST 10

PART 1 : READING (15 points)

A\ COMPREHENSION (08 points)

Read the text carefully then do the activities.

"Child labour" is, generally speaking, work for children **that** harms them or exploits them in some way (physically, mentally, morally, or by blocking access to education).

Not all work is bad for children. Some social scientists point out that some kinds of work may be completely harmless, except for one thing about the work that makes it exploitative. For instance, a child who delivers newspapers before school might actually benefit from learning how to work, gaining responsibility, and earn a bit of money. But what if the child is not paid? Then he or **she** is being exploited.

In Africa, one child in three is at work, and in Latin America, one child in five works. In 2000, the International Labour Organisation estimated that 246 million child workers aged between 5 and 17 were involved in child labour. Moreover, some 8.4 million children were engaged in the so-called `unconditional` worst forms of child labour, which include forced labour, the use of children in armed conflict, trafficking in children and in their organs.

One may say that poverty is widely considered the top reason why children work at inappropriate jobs for their ages. However there are other reasons as lack of good schools and day care, lack of other services such as health care, and family problems.

1. Choose the main idea of the text.

Children and exploitative work
The child and labour organisations
Children's educational problems

2. Say whether the following statements are true or false according to the text.

a) Children's work is always harmful.
b) The number of African children involved in work is higher than one in Latin America
c) Poverty is considered the only cause of child labour

3. In which paragraph is it mentioned that children are involved in exploitative works?

4. What or who do the underlined words in the text refer to?

a) that (§1) b) she (§2)

5. Answer the following questions according to the text.

a) What does child labour mean?
b) What are the causes behind child labour?

B) TEXT EXPLORATION (07 points)

1. Find in the text words or phrases closest in meaning to the following:

a) safe (§2) b) in addition (§3)

2. Complete the following chart as shown in the example.

VERB	NOUN	ADJECTIVE
Example: to harm	harm	harmful/harmless
to benefit	.....	.....
.....	access	.....
.....	.....	exploitative

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3. Ask the questions that the underlined words answer.

a) Some social scientists point out that some kinds of work may be completely harmless.

b) In Africa, one child in three is at work.

4. Give the correct form of the verbs in brackets.

Some governments had helped poor families before they (try) to find solutions to the problem of child labour. But these families still (to be confront) with many difficulties.

5. Match pairs that rhyme.

A	B
1. three	a) honey
2. health	b) favour
3. money	c) free
4. labour	d) wealth

6. Reorder the following statements to make a coherent paragraph.

a) Children also experience violence at home, within their family and from other children,

b) That is why international organizations defend their rights.

c) which sometimes leads them to bad injury or death.

d) violence is found in schools, institutions, on the streets and in the workplace.

PART 2: WRITTEN EXPRESSION " Choose one of the following topics."

Either topic1: write a composition of about 80 words on the following:

Some children work to help their poor families. What sort of advantages may they get from their work?

Use the following ideas.

* learning organization
* gaining moral satisfaction
* gaining responsibility
* learning how to work
* earning a bit of money

Or topic 2: "millions of children are engaged in hazardous situations or conditions, such as working in mines, working with chemicals and pesticides or working with dangerous machinery" Write a composition of about 80 words stating your opinion and the measures that should be taken to reduce or stop this kind of abuse.

English	French	Arabic	English	French	Arabic
Child labour	Le travail des enfants	عمالة الأطفال	estimated	estimée	مقدر
harms	fait du mal	يضر	involved	impliqué	متورط
exploits	exploite	يستغل	unconditional	inconditionnel	دون شروط
mentally	mentalement	عقليا	worst	pire	أسوأ
access	accès	وصول	include	inclure	تضمن
morally	moralement	أخلاقيا	armed conflict	conflit armé	النزاع المسلح
point out	signaler	أشار	trafficking	trafic	الاتجار
harmless	inoffensif	غير مؤذي	organs	organes	اعضاء الجسم
exploitative	exploiteur	استغلالي	poverty	pauvreté	فقر
benefit	avantage	مصلحة	inappropriate	inapproprié	غير مناسب
earn	gagner	كسب	lack	manque	نقص
paid	payé	مدفوع			

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TEST 1

PART 1: READING
A/ COMPREHENSION

Read the passage carefully then do the activities

Advertisers have brought the art of propaganda very near to perfection. The advertiser has something to sell; he wishes to present his goods in the most favourable manner possible. Frequently, he has to create on us a strong want for his goods. He will seek to arouse our emotions, appealing to our desire to be healthier or more beautiful or better dressed than we are. At the same time, the skilful advertiser will support his appeal with proofs that his goods are able to satisfy these desires.

Advertisers use many methods to get us to buy their articles. One of their most successful methods is to make us feel dissatisfied with ourselves and our imperfect lives. Adverts not only inform consumers about new products available on the local market but also show us who we aren't and what we don't have. Our teeth aren't white enough. Our clothes aren't fashionable enough. Advertisements make us afraid that people won't like us if we don't use the advertised products. Although we might not like to admit it, advertisements on television and newspapers probably influence us much more than we think. Each of us has a mental picture of the kind of person we would like to be. For example, a modern young woman would like to think that she looks like a movie star. A middle-aged man might want to see himself as a strong attractive athlete. Advertisers know this.

Advertisers get psychologists study the way consumers think and their reasons for choosing one product instead of another. These experts tell advertisers about the motives of fear and self-image.

1. Choose a title for the above passage
   a. advantages of advertising b. ways of advertising
   c. advertising History

2. Are these statements true or false ?
   a. In order to sell his goods, the advertiser presents them in the best way.
   b. Only one method is used by advertisers to get us buy their products.
   c. Advertisers make us feel that we aren't satisfied with ourselves.

3. Answer these questions according to the text.
   What is the main method used by advertisers to make us buy their products?
   Why are psychologists so helpful to advertisers?

4. In which paragraph is it mentioned that advertisers use specialists to make consumers buy their products?

5. What or who the underlined words refer to in the text
   a. his (§1) b. himself (§2) c. These experts (§3)

B/ TEXT EXPLORATION

1. Match each word with its corresponding definition

WORD	DEFINITION
1.consumers	a. to make somebody pleased by doing or giving them what they want
2. imperfect	b. people who buy goods for their own use
3. satisfy	c. containing faults or mistakes; not complete

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2. Complete the following chart as shown in the example

	NOUN	ADJECTIVE	VERB
example	satisfaction	satisfied	satisfy
	.....	successful	.....
	.....	.....	inform
	attraction	.....	.....

3. Complete sentence 'b' so that it means the same as sentence 'a'

1- (a) Advertisers use many methods to get us to buy their articles.
(b) Many methods .....

2- (a) "the children want every thing they see," he told me.
(b) he told me .....

4. Reorder the following sentences to make a coherent paragraph

a. People also say that the influence of advertising is too great,
b. partly because it adds to the cost of the product.
c. Many people are against advertising,
d. and that the children want every product they see advertised

5. Classify these words according to the pronunciation of their final 'ed'

dissatisfied - produced - decided - advertised - wanted - learned

/d/	/t/	/id/

PART 2: WRITNG

Advertising is said to have both negative and positive effects
Using the following notes write a composition of about 100 words.

Positive effects

- Tells us what is available on the markets
- Introduces new products
- Makes us choose what is best for us
- A source of revenue to newspapers, television …

Negative effects

- Burden on the poor
- Advertised products are very expensive
- Encourage people to take up some bad habits such as smoking, fast food…
- Makes us buy thing that aren't necessary to our life

English	French	Arabic	English	French	Arabic
influence	influence	تأثير	arouse	susciter	أثار
attractive	attrayant	جذاب	favourable	favorable	مؤاتية
psychologists	psychologues	علماء النفس	seek	chercher	بحث
instead	plutôt	بدلا من	goods	marchandises	بضائع
Advertisements	publicités	الإعلانات	proofs	preuves	البراهين
consumers	consommateurs	المستهلكين	skilful	habile	ماهر
afraid	peur	خائف	appealing	attirant	جذاب
dissatisfied	mécontent	غير راض	sell	vendre	يبيع
available	disponible	متوفر	desire	désir	رغبة
buy	acheter	يشتري	advertisers	annonceurs	المعلنين
imperfect	imparfait	ناقص	propaganda	propagande	دعاية
satisfy	satisfaire	يرضي	perfection	perfection	كمال

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SAFETY FIRST TEST 2

PART 1: READING
A/ COMPREHENSION

Read the following text carefully then answer the questions:

Death by Advertising

Young people spend a lot of t ime in pubs, bars, discotheques and clubs. Because of this, they are natural targets for advertisers working for liquor companies. Advertising campaigns often include offers of cheaper drinks, free T-shirts, caps and posters. The aim is to introduce young people to new tastes and brands of liquor and to create a future generation of drinkers. One vodka company actually held a competition at a university. The prize was free vodka for a whole term.

Health experts strongly criticise this advertising. They argue that young people are unaware of the dangers of alcohol, particularly the serious risk involved in drinking large amounts of liquor and then trying to drive home. Young people, they say, do not realise how drinking affects their judgment and reactions.

In many European countries, drinking is becoming increasingly popular with teenagers, and drunk teenage drivers are often involved in accidents leading to injury or death. In one case, a young girl collapsed in her home after drinking 17 tequilas at a liquor promotion. Later, while she was leaning out of the window to get some fresh air, she fell to her death.

Experts on alcoholism believe that the only way to prevent this trend is to make teenagers more aware of the effects of alcohol and of the risks they take when they drink and drive. Perhaps they should also show teenagers how they are manipulated by advertisers who are only concerned with their profits and are not worried about the consequences.

1. Are the following statements true (T) or false (F)?

a. Liquor companies try to encourage teenagers to try new drinks.
b. Teenagers are aware of the effects of alcohol on the body.
c. Liquor companies only care about making a profit.

2. Choose a, b, or c, in each question below. Only one choice is correct.

A. It's not unusual for liquor companies to advertise by…
a) giving away free samples of vodka.
b) inviting university students to pubs.
c) selling alcoholic drinks at lower prices.

B. In the example in the text, the young girl died…
a) because being drunk made her careless.
b) from drinking too much alcohol.
c) in a drunk driving car accident.

C. Many young people…
a) are aware of the danger of drinking and driving.
b) need some fresh air after they drink.
c) are victims of liquor advertisers' greed.

3. Answer the following questions using your own words but taking into account the information in the text.

a. Why is advertising drinks to teenagers an investment for liquor companies?
b. What solution is suggested by experts on alcoholism to help teenagers?

4. What or who do the underlined words refer to in the text?

a. They (§2)
b. their (§4)

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5. In which paragraph is it mentioned that some people are against this kind of advertising?

B/ TEXT EXPLORATION

1. Match each word with its corresponding definition

WORD	DEFINITION
• criticize	costing nothing
• free	not knowing or realizing that something is happening
• prevent	disapprove of somebody or something;
• unaware	stop something from happening:

2. Ask the questions which the underlined words answer

a. Health experts strongly criticise this advertising.
b. A young girl collapsed in her home.
c. Experts should show teenagers how they are manipulated by advertisers

3. Join the pairs of sentences using the connectors in brackets.

a. Manufacturers advertise. They want to persuade people to buy their products. (To)
b. Advertising is a form of communication. Advertising attempts customers to buy a particular product. (that)

4. Fill in the gaps with only four words from the list

products	image	advertising	with	effects	seek

Commercial advertisers often .....1..... to generate increased consumption of their .....2..... or services through "branding," which involves the repetition of an .....3..... or product name in an effort to associate certain qualities .....4..... the brand in the minds of consumers.

5. Match pairs that rhyme

word	site
eye	hate
might	third
wait	fly

PART 2: WRITING

Part B. write a composition on the following (100 words approximately).

Are you for or against advertising? State your reasons.

English	French	Arabic	English	French	Arabic
spend	passer	أنفق	criticise	critiquer	نقد
pubs	pubs	الحانات	unaware	ignorant	غير مدرك
bars	barres	الحانات	large amounts	grand montants	كميات كبيرة
discotheques	discothèques	المراقص	affects	affecte	يؤثر
targets	cibles	أهداف	teenagers	adolescents	المراهقين
advertisers	annonceurs	المعلنون	injury	blessure	جرح
liquor companies	compagnies d'alcool	شركات الخمور	death	mort	الموت
Advertising campaigns	les campagnes de publicité	الحملات الإعلانية	collapsed	effondré	انهار
offers	offres	عروض	aware	conscient	مدرك
cheaper	moins cher	أرخص	manipulated	manipulé	التلاعب
aim	objectif	هدف	profits	bénéfices	أرباح
brands	marques	العلامات التجارية	worried	inquiet	قلق
held a competition	organisé un concours	نظمت مسابقة			
prize	prix	جائزة			

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SAFETY FIRST TEST 3

PART 1 : READING
A/ COMPREHENSION

Read the text carefully then do the activities.

The childhood obesity epidemic is a serious public health problem that increases morbidity, mortality, and has substantial long term economic and social costs. The rates of obesity in America's children and youth have almost tripled in the last quarter century. Approximately 20% of our youth are now overweight with obesity rates in preschool age children increasing at alarming speed. Obesity in childhood places children and youth at risk for becoming obese as adults and associated poor health such as diabetes, cardiovascular disease, and some forms of cancer. Prevention efforts must focus on reducing excess weight gain as children grow up.

Today's children, ages 8 to 18, consume multiple types of media (often simultaneously) and spend more time (44.5 hours per week) in front of computer, television, and game screens than any other activity in their lives except sleeping. Research has found strong associations between increases in advertising for non-nutritious foods and rates of childhood obesity. Most children under age 6 cannot distinguish between programming and advertising and children under age 8 do not understand the persuasive intent of advertising. Advertising directed at children this young is by its very nature exploitative. Children have a remarkable ability to recall content from the ads to which they have been exposed. Product preference has been shown to occur with as little as a single commercial exposure and to strengthen with repeated exposures. Product preferences affect children's product purchase requests and these requests influence parents' purchasing decisions.

1. Choose the title that you think is the most appropriate
- *a.* The impact of food advertising on childhood obesity
- *b.* The impact of advertising on economy
- *c.* Advertising and public health

2. Are the following statements true or false?
- *a.* Obesity is seriously threatening children's health.
- *b.* The childhood obesity epidemic has no social effects.
- *c.* The rates of obesity in America's children are increasing.
- *d.* Childhood obesity is due to increases in advertising for non-nutritious foods.

3. Answer the following questions according to the text
- *a.* What is the most practiced activity by children?
- *b.* Why are children easily influenced by advertising?

4. Read the text and put the following sentences in the order they appear in the text
1. Obesity in childhood exposes children to poor health.
2. Most children under age 6 cannot distinguish between programming and advertising
3. The rate of obesity among children and youth is speeding.
4. Today's children spend most of their time in front of television

5. Who or what do the underlined words in the text refer to?
a. their (§2) b. which (§2)

B/ TEXT EXPLORATION (8 pts)

1. Find in the text words, phrases that are closest in meaning to
a. connected(§1) b. fatness (§1) c. abusive (§2)

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2. Which ADJECTIVES can be derived from the following WORDS?

NOUNS	ADJECTIVES
health	
prevention	
influence	
obesity	

3. Rewrite sentence (b) so that it means the same as sentence (a)

1/ a. Obesity in childhood places children and youth at risk
b. Children and youth .....

2/ a. "The industry uses cartoon characters to capture the attention of the young," he said.
b. He said .....

3/ a. He eats lots of fatty foods. As a consequence, he gained weight.
b. ..... since .....

4. Give the correct form of the verbs in brackets

America (have) a big problem. Many people (be) *overweight*. That (mean) that they (weigh) more than (be) healthy. Being overweight (can) cause a person to become sick.

5. Classify the following words according to the number of their syllables

health increases children consume directed shown

1 syllable	*2 syllables*	*3 syllables*

PART 2: WRITTEN EXPRESSION(5 pts)

Choose ONE of the following topics:

Either topic1: What do you think one should do to avoid obesity? You may use the following notes

a. eat healthy food
b. keep away from fatty and sugary foods
c. not eat too much
d. get enough physical exercise

Or topic 2: Is advertising always harmful? Why or why not?

English	French	Arabic	English	French	Arabic
childhood obesity	l'obésité infantile	بدانة الأطفال	Prevention	prévention	منع
epidemic	épidémie	وباء	focus	concentrer	تركيز
serious	grave	خطير	reducing	réduire	تقليص
increases	augmente	يرفع	excess weight	excès de poids	الوزن الزائد
morbidity	morbidité	مرضية	consume	consommer	يستهلك
mortality	mortalité	معدل الوفيات	non-nutritious	non nutritifs	غير المغذية
substantial	considérable	كبير	distinguish	distinguer	يميز
rates	taux	نسب	persuasive	persuasif	مقنع
tripled	triplé	ثلاثة أضعاف	intent	intention	نية
overweight	embonpoint	وزن زائد	exploitative	exploiteur	مستغل
obese	obèse	بدين	ads	annonces	الإعلانات
diabetes	diabète	مرض السكري	strengthen	renforcer	تعزيز
cardiovascular disease	les maladies cardiovasculaires	أمراض القلب والأوعية الدموية	purchase	achat	شراء

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SAFETY FIRST TEST 4

PART 1: READING

A/ COMPREHENSION

Read the text carefully then do the activities.

To a certain extent advertising has both positive and negative effects on society. Advertisements both promote prosperity and also are propaganda. Advertising can affect people by making them donate blood, smoke cigarettes, and "reinforce racial and cultural stereotypes. Advertisements try to get consumers to follow what they are advertising or buy a product, sometimes through the use of subliminal messages, celebrity endorsements, or obvious signs. People in society are influenced by most advertisements they see and either buy what they see or talk about what they saw to other people.

Advertising has a positive effect on society in some ways as it promotes prosperity. In the American Red Cross poster the band aids are a symbol of how easy it is to donate blood and how painless it is. Donating blood saves lives, and at the cost of a wound that will heal in a day, anyone could do this to help save a life. Advertising also "tells us about important issues such as the benefits of seatbelt use" Wearing seat belts has saved the lives of many people. Advertising helps to promote awareness of health and safety issues.

Advertising has negative effects on society as it is propaganda. Smoking advertisements have "promoted the continued social acceptability and encouraged the incorrect belief that the majority of people smoke". People who smoke may have seen a smoking ad that made it appear as everyone smokes, so they feel they need to fit in and start to smoke. Advertising also has made people become more "worried about dandruff... embarrassed by teeth that weren't blinding white, toilets that didn't smell fresh" Ads have made people become paranoid about their looks and how their material objects appear to others.

Advertising can help to save lives, but can also create false images in consumers' minds, making them buy material things that aren't necessities to their life. Society is influenced by every ad that is shown and it helps and ruins society at the same time. When society is influenced by an ad they can promote something for good, such as the Red Cross or they can help to promote corporations that just want to make money.

1. Choose a title to the text
   a) The effects of advertising
   b) The advantages of advertising
   c) Types of advertising

2. Say whether the following statements are true or false according to the text.
   a) Advertising has only negative effects on society.
   b) Advertising makes people donate blood.
   c) Advertisers use various means to influence people.
   d) People have stopped smoking thanks to advertising.

3. Answer the following question according to the text.
   a) In what way has advertising affected people positively?
   b) Give two negative effects of advertising on society.

4. In which paragraph is it mentioned that advertising makes people waste their money?
5. What or who do the underlined words refer to in the text?
   a) they (§1) b) it (§2) c) their (§4)

B/ TEXT EXPLORATION

1. Find in the text words or phrases opposite in meaning to the following:
   a) poverty (§1) b) minority (§3) c) sell (§4)

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2. Complete the following chart as shown in the example.

VERB	NOUN	ADJECTIVE
Example : promote	promotion	promotional
.....	product	.....
help	.....	.....
.....	.....	worried

3. Join the following pairs of sentences using the words in brackets. Make any necessary changes.

a) Advertising is a form of communication. It attempts to persuade consumers to purchase a product. (that)

b) Most kids do not distinguish between a commercial and a TV program. They accept ads as truthful and at face value. (As a result)

4. Reorder the following sentences to make a coherent paragraph

- This develops a craving for fatty, sugary and fast foods in kids,
- are heavily promoted during children's TV viewing time.
- thereby affecting their health adversely.
- Junk foods, such as pizzas, burgers and soft drinks,

5. Classify the following words according to the pronunciation of their final 's'

advertises effects consumers aids saves images

/s/	/z/	/iz/

PART 2: WRITTEN EXPRESSION (5 pts)

Choose ONE of the following topics and write a composition of about 100 words

Either topic one: write a composition on the impact of advertising on children. Use the following notes.

- pressure on parents to buy
- child and teen obesity
- poor nutrition
- cigarette and alcohol use
- insecure about how they look

Or topic two: in your opinion, what can be done to limit the effect of advertising on children?

English	French	Arabic
promote	promouvoir	تعزيز
prosperity	prospérité	ازدهار
propaganda	propagande	دعاية
donate blood	don de sang	التبرع بالدم
reinforce	renforcer	تعزز
stereotypes	stéréotypes	الصور النمطية
subliminal	subliminal	دون وعي
endorsements	avenants	تأييد
painless	indolore	غير مؤلم
awareness	conscience	وعي
paranoid	paranoïaque	مريض بجنون العظمة
ruins	ruine	خراب

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SAFETY FIRST TEST 5

PART 1: READING

A/ COMPREHENSION

Read the text carefully then do the activities.

Food industry targeted over obesity epidemic

Today the pressure group 'Parents Against Obesity' sent a detailed report of their concerns to the government along with more than 50,000 signatures asking for tighter controls against the food industry's advertising directly into the children's market.

Beginning with a statement outlining what it sees as the main causes of obesity in children, the report covers various areas in which it proposes tougher control and action against what it calls, 'an overwhelming campaign to persuade children to eat precisely what they need the least.'

Principally, the report believes that advertising fast food and high-sugar snacks during children's television programmes encourages children to desire and consume foods which offer very little of what the body needs to develop healthily. The industry uses cartoon characters, children's areas in restaurants, and film tie-ins to capture the attention of the young making it very difficult for parents to guide their kids towards healthy choices. Children live in an adult world and naturally respond warmly to anything they feel is purposefully made for them; even advertising.

One of the reports more interesting suggestions was that food advertisements carry a health warning, such as those on cigarettes, stating clearly the actual fat and sugar content of each food and the danger for the long-term health and wellbeing of badly-nourished children.

1. What type is the above passage? Is it
   - *d.* a letter
   - *e.* a speech
   - *f.* a newspaper article

2. Are the following statements true or false?
   - *a.* Parents are not worried about food advertising targeting their children.
   - *b.* The report says that there a direct link between food advertising and obesity in children.
   - *c.* The food advertised during children's television programmes is unhealthy.
   - *d.* The food industry uses advertising methods that children can not resist.

3. Answer the following questions according to the text
   - *c.* What do the parents suggest to protect their children?
   - *d.* How does the food industry attract the attention of the young?

4. What or who do the underlined words refer to in the text?
   a. they (§2) b. those (§4)

5. In which paragraph is it mentioned that food advertisements should give information about the ingredients of the advertised food?

B) TEXT EXPLOITATION

1. Find in the text words, phrases or expressions whose definitions follow
   - a. The business of trying to persuade people buy products or services (§1)
   - b. to eat or drink something. (§3)
   - c. the possibility of harm or death to someone (§4)

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2. Which nouns can be derived from the following verbs

VERBS	NOUNS
protect	.....
develop	.....
compete	.....
pay	.....

3. Rewrite sentence (b) so that it means the same as sentence (a)

1/ a. Obesity and cigarettes are dangerous.
b. Obesity is .....

2/ a. The industry uses cartoon characters to capture the attention of the young
b. Cartoon characters .....

3/ a. He eats lots of fatty foods. As a consequence, he gained weight.
b. ..... since .....

4. Fill in the gaps with only 5 words from the following list

should enough buy than sell overweight happy

America has a big problem. Many people are_____ (1) _____. That means that they weigh more _____ (2) _____is healthy. Being overweight can cause a person to become sick.

One reason for the problem is that people don't get _____ (3) _____physical activity. They don't exercise or move their body as much as they_____ (4) _____. Another reason for the problem is that some people eat out too much. Many fast-food restaurants _____ (5) _____. food that is not healthy.

5. Put stress marks on the following words

government attention sensitize irritability cultivate

PART 2: WRITTEN EXPRESSION(5 pts)

Choose one of the following topics:

1. What do you think one should do to avoid obesity? You may use the following notes

e. eat healthy food
f. keep away from fatty and sugary foods
g. not eat too much
h. get enough physical exercise

2. Is advertising always harmful? Why or why not?

English	French	Arabic
concerns	préoccupations	مخاوف
tighter	serré	أكثر تشددا
tougher control	contrôle plus strict	مراقبة أكثر صرامة
overwhelming	accablant	ساحق
campaign	campagne	حملة
persuade	persuader	يقنع
purposefully	délibérément	هادف
warning	avertissement	تحذير
fat	graisse	دهن
wellbeing	bien-être	رفاهية

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SAFETY FIRST TEST 6

PART 1: READING (15 points)

A) COMPREHENSION (8 points)

Read the text carefully then do the activities.

Consumerism is a movement that promotes the interests of buyers of goods and services. It works to protect consumers from unsafe products; fraudulent advertising, labelling, or packaging, and business practices that limit competition. Consumerism, also known as consumer protection or the consumer movement, is active in many countries.

Consumerism includes activities by consumers themselves as well as government action on the federal, state, and local level. The movement seeks to provide adequate information about products so that consumers can make wise decisions in purchasing goods and services. Consumerism also tries to inform consumers of effective means of obtaining compensation for damage or injury caused by defective products.

The rise of the consumer movement has had major effects on business and industry. Many companies have become more responsive to the needs, wants, and safety of consumers. Other firms have not been responsive to these concerns.

1. The text is about:
   a) Consumers' rights and duties.
   b) Consumer movement and its roles.

2. Say whether the following statements are true or false according to the text.
   a) Consumer movement is present in many countries.
   b) The movement helps consumers take decisions about what products to buy.
   c) The movement gives money to consumers.
   d) All firms have responded to the movement's concerns.

3. In which paragraph is it mentioned that
   a) Consumerism deals with buyers' interests?
   b) Consumerism informs consumers about good ways of getting payment for damage and losses?

4. What do the underlined words in the text refer to?
   a) it (§1)- b) themselves (§2)

5. Answer the following questions according to the text.
   a) What does consumerism protect consumers from?
   b) What information does consumerism provide consumers with?
   c) What positive effects has consumerism had on business and industry?

B) TEXT EXPLORATION (7 points)

1. Find in the text words closest in meaning to the following:
   a) products (§1) - b) faulty (§2)

2. Complete the following chart as shown in the example.

Verbs	*Nouns*	*Adjectives*
Example: consume	Consumerism	Consumable
.....	Loss	.....
Economize	.....	.....
.....	Safety	.....

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3. Ask the questions that the underlined words answer.

a) Consumerism promotes the interests of consumers.

b) The movement is active in many countries.

4. Give the correct forms of the verbs in brackets.

1. Governments should (take) serious measures to fight counterfeiting.
2. After I (buy) the DVD, I found out that it was of a bad quality.

5. Match pairs that rhyme.

A	B
a) services	1) responsive
b) rise	2) package
c) effective	3) practices
d) damage	4) wise

6. Reorder the following statements to make a coherent paragraph.

a) For example, they are entitled to products.

b) Consumers have several basic rights.

c) They are also entitled to the protection against unsafe foods.

d) Whose quality is consistent with their prices.

PART 2: WRITTEN EXPRESSION (5 points)

Choose one of the following topics and write a composition of about 80 words.

Either Topic 1:

After being influenced by an advertisement on TV, you bought a product. When you got it, you realized that you had been manipulated by the ad. Write a letter of complaint, in which you give information about the product and the place where you bought it, to the manufacturer telling him about the defects of the product, the consumers' rights to adequate advertising, compensation, etc.

You can use ideas from the text.

Or Topic 2:

In your city, you feel that consumers are not protected against the defects of the goods they buy. So you decide, with a group of friends to create an association of consumers.

Write a composition in which you expose the reasons and objectives of this association.

You may use the following ideas:

Reasons: counterfeit /cheap products, lower quality/harmful, not lasting

Objectives: to sensitise the consumers, to protect them, to buy safe products

English	French	Arabic	English	French	Arabic
Consumerism	consumérisme	الاستهلاكية	wise decisions	décisions sages	قرارات حكيمة
interests	intérêts	المصالح	effective	efficace	فعال
unsafe	dangereux	غير مأمون	compensation	compensation	تعويض
fraudulent	frauduleux	محتال	damage	dommage	ضرر
labelling	étiquetage	وضع العلامات	injury	blessure	جرح
packaging	conditionnement	التعبئة والتغليف	defective	défectueux	معيب
competition	compétition	منافسة	responsive	répondant	استجابة
seeks	cherche	تسعى	needs	besoins	الاحتياجات
provide	fournir	تزود	safety	sécurité	سلامة
adequate	adéquat	كاف	firms	entreprises	شركات

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SAFETY FIRST TEST 7

PART 1: READING
A) COMPREHENSION

Read the text carefully then do the activities.

Advertising is a message designed to promote a product, a service or an idea. In everyday life, people come into contact with many kinds of advertising. Printed advertisements make up a large part of newspapers and magazines. Poster ads appear in many buses, subways and trains. Neon signs along downtown streets flash advertisements. Billboards dot the roadsides. Commercials interrupt TV and radio programs...

The purpose of most advertising is to sell the products or services. Manufacturers advertise to try to persuade people to buy their products. Large business firms also use advertising to create a favourable 'image' of their company. Local businesses use it to gain new customers and increase sales. Advertising, thus, plays a key role in the competition among businesses for the consumer's dollar.

Advertising is also used by individuals, political parties and candidates, social organisations, special interest groups, and the government. Many people advertise in newspaper to sell used cars, homes, or other property. Political parties and candidates use advertising to try to win votes. Social organisations and special interest groups often advertise to promote a cause or to influence the way people think or act.

1. Say whether these statements are true or false.
a) Advertising is a part of people's daily life.
b) The main purpose of advertising is to sell products and services.
c) Advertising has no influence on competition between large firms.
d) Advertisements make political parties lose votes.

2. Fill in the table with information from the text as shown in the example.

Kinds of advertising	*Where advertised*
Example: a) printed	Newspapers and magazines
b)	buses, subways, trains
c) neon signs	.....
d)	roadsides
e) commercials	.....

3. Answer the following questions according to the text.
a) Who uses advertising?
b) Why do social organisations and special interest groups use advertising?

4. In which paragraph are:
a) The different kinds of advertising mentioned?
b) The users of advertising in elections mentioned?

5. Choose the general idea of the text.
a) Reasons for advertising
b) The negative effects of advertising
c) Consumer goods

B) TEXT EXPLORATION

1. Find in the text words or phrases which are closest in meaning to the following:
a) convince (§2) b) very important (§2)

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2. Complete the following chart as shown in the example.

Verbs	Nouns	Adjectives
Example: to advertise	advertisement	advertised
.....	product	.....
to sell	.....	.....
.....	.....	useful

3. Classify the following words according to the pronunciation of the final's' (/s/- /z/- /iz/).

buses - roadsides - sites - services - sales - groups

/s/	/z/	/iz/

4. Ask questions that the underlined words answer.

a) Everyday, people come into contact with many kinds of advertising.

b) Many people advertise in newspapers to sell used cars, homes or other property.

5. Complete the following dialogue.

A .....

B. It is a message meant to promote a product or an idea.

A .....

B. We can find advertising everywhere.

A .....

B. Manufacturers, businessmen, politicians, almost everyone uses it.

A .....

B. Yes, of course. Advertising is a big business.

PART 2: WRITTEN EXPRESSION

Write a composition of 80 words on one of the following topics.

Choose Either Topic 1: A factory has just produced a new product. Using the following notes write a composition to show how to promote this product.

* Description of the product
* Its use
* Its advantages
* Its price

Or *Topic 2:*

Are you for or against advertising? Justify your choice.

English	French	Arabic
promote	promouvoir	ترويج
Printed	imprimé	المطبوعة
interrupt	interrompre	قطع
purpose	but	هدف
Manufacturers	fabricants	المصنعون
persuade	persuader	حث
favourable	favorable	مناسب
gain	gagner	ربح
customers	clientèle	الزبائن
increase	augmenter	زيادة
sales	ventes	مبيعات
competition	compétition	مسابقة
win	gagner	فاز
influence	influence	تأثير

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SAFETY FIRST TEST 8

PART 1: READING

A) COMPREHENSION (8 points)

Read the text carefully then do the activities.

Chinese consumers are losing confidence in their country's dairy industry after the latest contaminated milk products scandal. Almost 6,500 babies and children have become ill and four have died. Several hundred infants now have kidney problems. Many children need operations to remove stones from their kidneys. The reason for this tragedy is the poisonous compound added to the milk to increase the level of protein in it. The country's biggest dairy company admitted finding the deadly melamine chemical in its baby powder. The same chemical has also been found in liquid milk. Supermarkets are clearing their shelves of domestic milk products.

The Chinese government has ordered emergency checks on all dairy products. I0 % of the items it tested contained melamine. Officials have promised to punish those responsible for the scandal. The crisis has spread beyond China's borders, with Malaysia, Singapore and Japan banning Chinese milk imports. A famous coffee company in China has reacted quickly. Hundreds of its coffee shops have stopped serving drinks with milk. This measure is affecting its business.

1. Say whether the following statements are true or false according to the text. Write T for true and F for false next to the sentence letter.

a) The contaminated milk affected essentially babies and children.
b) The contamination of milk was a natural phenomenon.
c) The Chinese officials have taken measures to check all milk products.
d) The milk scandal has affected other countries.

2. In which paragraph is it mentioned that...

a) the Chinese officials have taken measures to punish the criminals?
b) melamine is the cause of the contamination?

3. What/Who do the underlined words in the text refer to?

a. their (§1) b. its (§2)

4. Answer the following questions according to the text.

a) What happened to many babies and children who had drunk the contaminated milk?
b) Why did some dishonest milk producers add melamine to milk?

B/ TEXT EXPLORATION (07 points)

1. Match the words with their meanings

WORDS	MEANINGS
1.contaminated (§I)	a. well-known
2. tragedy (§I)	b. infected
3. banning (§2)	c. catastrophe .
4. famous (§2)	d. prohibiting

2. Combine the following pairs of sentences using the correct connector in brackets.

a) Many parents are furious at their country's dairy products industry. Their children have been contaminated by poisoned milk. (so that /because)

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b) The authorities have warned people not to consume the contaminated milk. Some people still buy that milk. (though *1*since)

3. Complete sentence b. so that it means the same as sentence a.

1 a. He warned his children not to buy expired milk
b. " .....expired milk," he said

2 a. Many people regret having bought that contaminated milk.
b. Many people wish..... .

4. Classify the following words according to the pronunciation of their final 'ed'.

ordered - promised -admitted -contained

/t/	/d/	/id/

5. Imagine what A says and complete the following dialogue.

A: .....
B: Almost 6,500 children fell ill.
A: .....
B: Because of the poisonous substance found in milk.
A:.....
B: A company producing milk.
A:.....
B: The police arrested the company manager and removed the products from the market.

PART 2: WRITTEN EXPRESSION (05 points)

Write a composition of about 80 words on ONE of the following topics:

Choose Either Topic 1: you have been asked to write an article for your school magazine about fraud and the consequences of fake goods and uncontrolled import.
You may use the following notes:
-unethical/immoral/illegal business. -affects people's health *1*economy of the country. -loss of money /taxes not paid...

Or Topic 2: The story you have read (reading text) is one of fraud and tragedy that took place in China. What is your opinion about the scandal of the contaminated milk? Make suggestions on what should be done so that this will never happen again.

English	French	Arabic
consumers	consommateurs	المستهلكين
confidence	confiance	الثقة
dairy industry	industrie laitière	صناعة الألبان
contaminated milk	lait contaminé	الحليب الملوث
scandal	scandale	فضيحة
kidney	rein	كلى
tragedy	tragédie	مأساة
poisonous	toxique	سام
deadly	mortel	قاتل
emergency checks	vérifications d'urgence	تدقيقات عاجلة
crisis	crise	أزمة
spread	propager	انتشر
measure	mesure	اجراء

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SAFETY FIRST TEST 9

PART 1: READING (15 points)

A) COMPREHENSION (8 points)

Read the text carefully then do the activities.

Greedy companies have found a new way of selling their products to children: Internet games. The world's junk food makers are trying to sell their burgers, chocolate and soft drinks to children who play online. A report says more than 80% of the world's food companies are using this tricky new method. This report highlights the tactics of companies in targeting kids. It also says online ads are more effective than TV ads at hooking children.

The report sadly brings a new word into the English vocabulary the "advergame". This is a technique to get children hooked while they are having fun online. In addition, many other marketing tactics are used to get children to spend long periods of time online. The food companies fill the games with logos and advertisements. Children can increase their chances of winning games by buying the products. Many people are 'worried about the role that food advertising plays in childhood obesity.

1. Write the correct answer.

The text is about. .. a) Advergaming b) Junk food c) TV ads

2. Are these statements true or false? Write T for true and F for false next to the sentence letter.

a) When playing Internet games, children are encouraged to buy junk food.
b) Few companies use the new method of advertising their products online.
e) Online ads attract more children than TV ads do.
d) Child obesity is mainly caused by food advertising.

3. In which paragraph is it mentioned that...

a) most of food companies are using online games to sell their food products to children'!
b) advertisers encourage children to spend a long time online'!

4. Answer the following questions according to the text.

a) What are the two types of ads mentioned in the tex'?
b) What is the consequence of online food advertising on children's health'?

5. What/Who do the underlined words in the text refer to?

a. it (§1) b. their (§2)

B)TEXT EXPLORATION (07 points)

1. Match the words with their meanings.

WORDS	MEANING
1. greedy (§1)	a. 'a period of somebody's life when she/he is a child
2. tricky (§1)	b. notice in a newspaper, on TV ... inviting people to buy a product
3.advertisement(§2)	c. having strong desire for too much money
4. childhood (§2)	d. dishonest

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2. Divide the following words into roots and affixes.

a. advertisement -b. discouraging -c. unproductive

Prefix	Root	Suffix
////////	a.	.....
b.	.....	.....
c.	.....	.....

3. Combine the following pairs of sentences using the connectors in brackets. Make any necessary changes.

a) Advertisers fill online games with advertisements. They want kids to buy their products. (so that)

b) To win games children are encouraged to type in special codes. These special codes are found in packaging. (which)

4. Classify the following words according to the pronunciation of their final 's'.

burgers - drinks - advertises

/s/	/z/	/iz/

5. Fill in each gap with one word from the list below.

games clubs found their

Food companies encourage children to 'e-mail...1...friends about products and brands. They also recommend children to join special...2 ...related to the games. Children may win these ...3...by buying the products and typing in special codes .. .4... inside the packaging.

PART 2: WRITTEN EXPRESSION (05 points)

Write a composition of about 80 words on ONE of the following topics:

Topic 1: Many companies do not think of the consequences of their advertisements. (moral or immoral; ethical or unethical). Their main concern is to make as much money as possible.

Write a letter to the manager of a food company in which you complain about the consequences of their advertisements on children's health

(sign the letter Foulane Benfoulane).

You may use the following notes: spend a lot of time watching advertisements of food products /eat too much /become obese /illl blood pressure /diabetes...

Topic 2: According to the reading text, many people are worried about the role that food advertising plays in childhood obesity. What other consequences can advertisements on TV and the Internet have on children?

English	French	Arabic
Greedy	gourmand	جشع
junk food	malbouffe	الوجبات السريعة
tricky	délicat	خادعة
highlight	surligner	تسليط الضوء
targeting	ciblage	استهداف
kids	enfants	أطفال
effective	efficace	فعال
hooking	accrochage	خطف
logos	logos	الشعارات
worried	inquiet	"قلق
obesity	obésité	بدانة
childhood	enfance	طفولة

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SAFETY FIRST TEST 10

PART 1: READING (15 points)
A/ COMPREHENSION (08 points)

Read the text carefully then do the activities.

Advertising is a form of communication that typically attempts to persuade potential customers to purchase more of a particular brand of product or service.

On a recent visit to Glasgow, I saw a billboard advert on a main road in the city. The advert, sponsored by the Scottish executive, aimed at encouraging Scots to drink responsibly and also be responsible for the way they encourage others to drink.

The campaign comes amidst concerns about the problems that alcohol can cause-particularly the misuse of alcohol. A Scottish health survey found that nearly 30% of males over 21 abused the weekly recommended limits of alcohol and 70% of women over 21 drank more than the recommended units. The survey also found that while the number of males abusing the recommended limits had fallen since 1998, the number of women doing so had risen.

Problems with alcohol misuse are most evident in areas of social deprivation. For the population as a whole, alcohol leads to problems of liver and heart disease, not to mention the social costs of a culture of excessive drinking that has been widely reported to be a problem facing the police and authorities throughout the UK, not just in Scotland.

The advert also aimed at promoting a brand of whisky-a product that the Scots are very proud of. Thus , it was rather contradictory. It begs the question, therefore, about how successful adverts are in communicating a message to the public. Do adverts work? Is it the best way to change views and behaviour?

1. Choose the general idea of the text.
   a) Advertising benefits in Scotland
   b) The positive aspects of advertising
   c) Advertising and alcohol

2. Say whether the following statements are true or false according to the text.
   a) The number of women abusing the recommended limits of alcohol had increased since 1998
   b) Alcohol abuse leads to health problems
   c) The advertisement is not intended to promote whisky.

3. In which paragraph are:
   a) The study about alcohol abuse mentioned?
   b) The negative effects of alcohol mentioned?

4. What or who do the underlined words refer to in the text?
   a) they (§2) b) it (§5)

5. Answer the following question according to the text.
   a) Why do companies use advertising?
   b) Which advert did the writer see?

B/ TEXT EXPLORATION (07 points)

1. Find in the text words or phrases closest in meaning to the following:
   a) tries (§1) b) wrong use (§3) c) largely (§4)

2. Complete the following chart as shown in the example.

VERB	NOUN	ADJECTIVE
Example: to consume	consumption	consuming
.....	.....	sponsored
to abuse	.....	.....
.....	communication	.....

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3. Complete sentence (b) so that it means the same as sentence (a)

1. a) " I saw a billboard advert in the main road of the city", he said .
   b) He said that .....
2. a) The advert is sponsored by the Scottish executive.
   b) The Scottish executive .....

4. Classify the following words according to the pronunciation of their final "s"

messages - others - attempts - faces - Scots - changes

/s/	/z/	/iz/

5. Reorder the following words to make a coherent sentence.

strict / advertising / governments / negative /should / on/ introduce / regulations

PART 2: Written Expression (05 points)

Choose one of the following topics.

Either topic 1: write a letter of complaint to a travel agency about its bad services during your holiday. Use the following notes:

Advertisement:

- beautiful hotel
- double room with balcony in front of the sea
- relaxing activities: sports, music, visits,…
- varied and fresh meals

what you have found:

- dirty hotel
- single room in front of the market
- absence of activities
- poor quality of food

Or topic 2:

Write a composition of about 80 words on the following:

Advertising plays an important role in our daily life, but it is not always positive . In your opinion, what are its negative aspects on individuals and society? Justify your opinion.

English	French	Arabic	English	French	Arabic
attempts	tentatives	محاولات	abused	abusé	أفرط
persuade	persuader	حث	limits	limites	حدود
customers	clientèle	الزبائن	recommended	recommandé	موصى به
purchase	acheter	يشتري	risen	augmenté	ارتفع
brand	marque	علامة تجارية	evident	évident	واضح
billboard	panneau d'affichage	لوحة	deprivation	privation	حرمان
sponsored	sponsorisé	ممول	leads	conduit	يؤدي
aimed	visant	تهدف	liver	foie	كبد
Scottish	écossais	الاسكتلندي	heart disease	maladie cardiovasculaire	مرض القلب
Scots	Écossais	الاسكتلنديين	costs	frais	التكاليف
campaign	campagne	حملة	excessive	excessif	مفرط
amidst	au milieu de	وسط	contradictory	contradictoire	متناقض
concerns	préoccupations	المخاوف	views	opinions	وجهات النظر
alcohol	alcool	كحول	behaviour	comportement	سلوك
misuse	abus	سوء استخدام			

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SAFETY FIRST TEST 11

PART 1: READING

A) COMPREHENSION (8pts)

Read the text carefully then do the activities.

According to Webster's dictionary, advertising is the activity of calling something to the attention of the public, especially by paid announcements. In the U.S., people who have products or services to sell usually advertise them through television, radio, newspapers, World Wide Web, magazines, books or through words and pictures on various objects found in the world around us. Advertisers master the power of argument. They do this by convincing the public that the product they are advertising will improve their lives.

Persuasion, which is the objective of advertising, is defined as the ability to convince others of your own opinion. Therefore, in a way, good persuaders have mastered the power of argument. Each year, U.S. businesses spend 135 billion dollars on TV, radio, and print ads. About one fourth of every television hour consists of advertising, and over 50% of most magazines and billboards consist of advertising. Advertising helps us attain feelings of youth, social acceptance, intimacy and power. It uses images and words to get these themes across.

1. Are the following statements are True or False?

a. In the USA, people selling products never advertise through the media.
b. The power of argument is mastered by advertisers to convince the public.
c. Persuasion is the capacity of convincing others.
d. Less than 50% of magazines and billboards consist of advertising.

2. Answer the following questions according to the text.

a. What is advertising?
b. How can advisers convince the public that the product they are selling will improve their lives?
c. What does advertising use to reach the feelings of youth?

3. In which paragraph is it mentioned that persuasion is convincing?

4. What or who do the underlined words in the text refer to?

a. them (§1) b. which (§2) c. It (§2)

B) TEXT EXPLORATION

1. Find in the text words closest in meaning to the following.

a. persuading (§1) b. item (§1) c. aim (§2) d. reach (§2)

2. Complete The following chart as shown in the example.

	VERB	NOUN	ADJECTIVE
Example	To produce	Production/product	productive
	.....	persuasion	.....
	To consume	.....	.....
	.....	.....	various

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3. Rewrite sentence (b) so that it means the same as sentence (a).

1. a) "Advertisers master the power of argument," he says.
1. b) He says that .....
2. a) persuasion is defined as the ability to convince others of your own opinion.
2. b) We .....

4. Classify the following words according to the pronunciation of their final 'ed'.

described - persuaded - helped - defined - produced - consisted

/t/	/d/	/id/

5. Imagine what A says and complete the dialogue

A: .....
B: people who have products or services to sell.
A: .....
B: By paid announcements through TV, radio and newspapers.
A: .....
B: to convince the public that the product will improve their lives.

PART 2: WRITTEN EXPRESSION

Choose ONE of the following topics

Topic 1: Using the following notes, write a composition of about 120 to 150 words on the following topic

What should be done to make the Algerian products more competitive?

- Quality of products
- Reasonable prices
- Giving importance to packaging
- Good marketing
- Efficient advertising

Topic 2: you bought the last genuine expensive mobile. Later you discovered it was a counterfeit product. You are disappointed and you decide to complain. Write a letter of complaint. Send it to Mr Amrouche, Head of the department store. {sign it Mohamed Benokba}

English	French	Arabic
paid announcements	annonces payées	إعلانات مدفوعة
master	maîtriser	بتحكم
argument	argument	حجة
convincing	convaincant	مقنع
improve	améliorer	حسن
Persuasion	persuasion	إقناع
objective	objectif	هدف
convince	convaincre	يقنع
attain	atteindre	يبلغ
intimacy	intimité	خصوصية

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TEST 1

PART 1: READING
A/COMPREHENSION

Read the passage carefully the n answer the questions

Our solar system consists of an average star we call the sun, the planets mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. It includes: the satellites of the planets; numerous comets, asteroids and meteoroids; and the interplanetary medium. The Sun is the richest source of electromagnetic energy (mostly in the form of heat and light) in the solar system. The whole solar system, together with the local stars visible on a clear night, orbits the center of our home galaxy, a spiral disk of 200 billion stars we call the Milky Way. The Milky Way has two small galaxies orbiting it nearby, which are visible from the southern hemisphere. They are called the Large Magellanic Cloud and the Small Magellanic Cloud. The nearest large galaxy is the Andromeda Galaxy It is a spiral galaxy like the Milky Way but is 4 times as massive and is 2 million light years away. Our galaxy, one of billions of galaxies known, is traveling through intergalactic space.

The planets, most of the satellites of the planets and the asteroids revolve around the Sun in the same direction, in nearly circular orbits. When looking down from above the Sun's north pole, the planets orbit in a counter-clockwise direction. The planets orbit the Sun in or near the same plane, called the ecliptic. Pluto is a special case in that its orbit is the most highly inclined (18 degrees) and the most highly elliptical of all the planets. Because of this, for part of its orbit, Pluto is closer to the Sun than is Neptune. The axis of rotation for most of the planets is nearly perpendicular to the ecliptic. The exceptions are Uranus and Pluto, which are tipped on their sides.

1. Circle the letter that corresponds to the right answer.

The text is … a- prescriptive b- argumentative c- narrative d- expository

2. Are the following statements True or False?

a. The solar system consists of ten planets
b. Our planet earth doesn't belong to the solar system
c. The sun is a star which gives light and heat
d. The planets orbit the sun in different directions

3. Answer the following questions according to the text.

a. In what way are the planets similar to the satellites of the planets?
b. Why is Pluto closer to the Sun than Neptune?

4. What or who do the words in bold type refer to in the text?

a. it (§1) b. their (§2)

5. Choose a title to the text.

a. The solar system b. The sun c. The planets

B/TEXT EXPLORATION

1. Match the words with their synonyms

WORDS	SYNONYMS
consists	many
numerous	almost
revolve	is composed
nearly	orbit

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2. Fill in the table with the missing word category

VERB	NOUN	ADJECTIVE
.....	energy	.....
.....	.....	circular
reflect	.....	.....

3. Rewrite sentence (b) so that it means the same as sentence (a)

1/ a. Pluto is closer to the Sun than is Neptune
b. Neptune .....

2/ a. The solar wind can be measured by spacecraft
b. Spacecraft .....

3/ a. "Scientists believe that the Solar System evolved from a giant cloud of dust and gas," he said.
b. He said that .....

4. Fill in the gaps with only six words from the following list

take length to how orbit around way for

All the planets ____ different amounts of time to get all the way _____ theSun. Our Earth takes a year ____ make one complete orbit. In fact, that's _____ we decided how long a year should be - it's the _____ of time it takes us to get all the _____around the Sun!

5. Classify the following words according to the pronunciation of their final s

gases billions galaxies takes stars includes consists

/s/	/z/	/iz/

PART 2: WRITING

Write a composition of about 100 words on the following topic

Some people say that space research is a waste of money and time. Do you agree or disagree.

English	French	Arabic
consists	consiste	يتألف
star	étoile	نجم
sun	soleil	شمس
comets	comètes	المذنبات
asteroids	astéroïdes	الكويكبات
meteoroids	météorites	النيازك
orbits	orbites	مدارات
galaxy	galaxie	المجرة
spiral	spirale	حلزوني
closer	plus près	أقرب
axis	axe	محور
rotation	rotation	تناوب
perpendicular	perpendiculaire	عمودي
massive	massif	هائل
light years	années-lumière	سنة ضوئية
Milky Way	Voie Lactée	درب التبانة
hemisphere	hémisphère	نصف كرة
inclined	incliné	ميال إلى
elliptical	elliptique	بيضاوي الشكل
ecliptic	écliptique	مسير الشمس

English	French	Arabic
exceptions	exceptions	استثناءات
tipped	tipped	الرؤوس
ecliptic	écliptique	مسير الشمس
solar system	système solaire	النظام الشمسي
satellites	satellites	الأقمار الصناعية
interplanetary medium	milieu interplanétaire	متوسطة بين الكواكب
electromagnetic	électromagnétique	مغنطيسي كهربائي
Large Magellanic Cloud	Grand Nuage de Magellan	سحابة ماجلان الكبرى
Andromeda Galaxy	Andromeda Galaxy	مجرة المرأة المسلسلة
intergalactic	intergalactique	بيمجري قائم بين المجرات
revolve	tourner	يدور حول
circular	circulaire	دائري
counter-clockwise direction	sens inverse des aiguilles d'une montre	اتجاه عكس عقارب الساعة

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SOLAR SYSTEM TEST 2

PART 1: READING

A/ COMPREHENSION

Read the passage below carefully then answer the questions

From far out in space, Earth looks like a blue ball. Since water covers three-fourths of the Earth's surface, blue is the color we see most. The continents look brown, like small islands floating in the huge, blue sea. White clouds wrap around the Earth like a light blanket. The Earth is shaped like a sphere, or a ball. It is 25,000 miles around! It would take more than a year to walk around the whole planet. A spaceship can fly around the widest part of the sphere in only 90 minutes.

Even though spaceships have traveled to the Moon, people cannot visit the Moon without special suits. The Moon has no air or water. Plants and animals can't live there either. Astronauts first landed on the Moon in 1969. After that, there were six more trips to the Moon. They brought back Moon rocks, which scientists are still studying. There are holes, or craters, all over the Moon's surface. Scientists believe that meteorites smashed into the Moon millions of years ago and formed the craters.

The Sun is the closest star to Earth. A star is a hot ball of burning gas. The Sun looks very big because it is so close. But the Sun is just a medium-sized star. Billions of far-away stars are much bigger than our Sun. The burning gases from the Sun are so hot that they warm the Earth from 93 million miles away! Even though the Sun is always glowing, the night here on Earth is dark. That's because the Earth rotates, or turns around, every 24 hours. During the day, the Earth faces the Sun. Then we see light. During the night, the Earth turns away from the Sun. Then it faces the darkness of space.

1. What is the main idea of the article?

a) Plants and animals can't live on the Moon.
b) Without the Sun we would have no heat or light.
c) We know a lot about the Earth, Moon, and Sun, but there is still more to learn.
d) From outer space, the Earth looks tiny, even though it is thousands of miles around.

2. Choose the best answer to the following questions according to the text

A- Why is blue the color we see most when looking at Earth from outer space?

a) Because most of the Earth is covered in land.
b) Because the Sun's rays make the Earth look blue.
c) Because most of the Earth is covered in water.
d) Because clouds wrap around the Earth.

B- What causes daylight on Earth?

a) The full Moon causes daylight.
b) Daylight is caused by the Earth facing away from the Sun.
c) The heat of the Sun's rays causes daylight.
d) Daylight is caused by the Earth facing toward the Sun.

C- Which of the following sentences BEST describes the Sun?

a) The Sun looks small because it is so far from Earth.
b) The Sun is a ball of burning gases that gives the Earth heat and light.
c) The Sun is a small star.
d) The Sun is not as hot as it looks.

D- Why did the astronauts bring rocks back from the Moon?

a) Because they didn't know if they would return to the Moon ever again.
b) Because they wanted to prove that they went to the Moon.
c) Because they wanted to remember how the Moon looked.
d) Because they wanted to study them and learn more about the Moon.

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3. What or who do the underlined words in the text refer to?
a. can't live there either (§2) b) Then it faces (§3)

4. Choose a title that you think is most appropriate
a. The Earth, the Moon and the Sun b. The Solar System c. Life on the Moon

B/ TEXT EXPLORATION

1. Find in the text words, phrase or expressions that are closest in meaning to the following
a. cover (§1) b. hit (§2) c. distant (§3)

2. Which nouns can be derived from the following words

WORD	NOUN
live	
hot	
believe	
rotate	

3. Rewrite sentence (a) so that it means the same as sentence (b)
a. People cannot visit the Moon without special suits.
b. The Moon .....
a. "Astronauts brought back Moon rocks, which scientists are still studying," he said.
b. He said that .....

4. Fill in the gaps with only six words from the following list
travels earth shape center the more orbit like
The solar system is our Sun and everything that_____ around it. Our solar system is elliptical in _____. That means it is shaped _____an egg. The Sun is in the _____ of the solar system. The Sun is ____ biggest object in our solar system. It contains _____ than 99% of the solar system's mass.

5. Classify the following words according to the number of their syllables
continents / earth / surface / landed / astronauts / smashed

1 syllable	2 syllables	3 syllables

PART 2: WRITING

Write a conversation between a person who is for space research and another one who is against.

English	French	Arabic	English	French	Arabic
far	loin	بعيد	trips	voyages	رحلات
continents	continents	القارات	holes	trous	ثقوب
islands	îles	الجزر	craters	cratères	الحفر
floating	flottant	عائم	surface	surface	سطح
huge	énorme	ضخم	meteorites	météorites	النيازك
wrap	enrouler	لف	smashed	fracassé	حطم
shaped	forme	على شكل	closest	plus proche	الأقرب
sphere	sphère	مجال	burning gas	la combustion de gaz	غاز محترق
spaceship	vaisseau spatial	مركبة فضائية	medium-sized	de taille moyenne	متوسط الحجم
Moon	Lune	قمر	glowing	rougeoyant	متوهج
suits	costumes	بدلات	dark	sombre	ظلام
Astronauts	Les astronautes	رواد الفضاء	rotates	tourne	يدور
landed	a atterri	هبطت	faces	fait face	يواجه

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SOLAR SYSTEM TEST 3

PART 1: READING (15 pts)
A/COMPREHENSION

Read the passage below carefully then answer the questions

AMAZING BLACK HOLES

How many things can you see in the night sky? A lot! On a clear night you might see the Moon, some planets, and thousands of sparkling stars.

You can see even more with a telescope. You might see stars where before you only saw dark space. You might see that many stars look larger than others. You might see that some stars that look white are really red or blue. With bigger and bigger telescopes you can see more and more objects in the sky. And you can see those objects in more and more detail.

But scientists believe there are some things in the sky that we will never see. We won't see them with the biggest telescope in the world, on the clearest night of the year. That's because they're invisible. They're the mysterious dead stars called black holes.

You might find it hard to imagine that stars die. After all, our Sun is a star. Year after year we see it up in the sky, burning brightly, giving us heat and light. The Sun certainly doesn't seem to be getting old or weak. But stars do burn out and die after billions of years. As a star's gases burn, they give off light and heat. But when the gas runs out, the star stops burning and begins to die.

As the star cools, the outer layers of the star pull in toward the center. The star squashes into a smaller and smaller ball. If the star was very small, the star ends up as a cold, dark ball called a black dwarf. If the star was very big, it keeps squashing inward until it's packed together tighter than anything in the universe.

Imagine if the Earth were crushed until it was the size of a tiny marble. That's how tightly this dead star, a black hole, is packed. What pulls the star in toward its center with such power? It's the same force that pulls you down when you jump — the force called gravity. A black hole is so tightly packed that its gravity sucks in everything — even light. The light from a black hole can never come back to your eyes. That's why you see nothing but blackness.

So the next time you stare up at the night sky, remember: there's more in the sky than meets the eye! Scattered in the silent darkness are black holes — the great mystery of space.

1. Say whether the following statements are true or false according to the text.

a. In the night sky you can see the Moon, some planets and sparkling stars.
b. With a telescope you can see less than what you can see with your eyes.
c. with the biggest telescope, we can see everything in the sky.
d. stars burn out and die after billions of years.

2. Answer the following questions according to the text

A. According to the article, what causes a star to die?

a) As its gases run out, it cools down.
b) It collides with other stars.
c) It can only live for about a million years.
d) As it gets hotter and hotter, it explodes.

B. In what ways is our Sun the same as other stars? How is it different from a dead star?

C. Which of the following statements is NOT a fact?

a) Black holes are dead stars.
b) Black holes have gravity.
c) Black holes are invisible.
d) There is nothing as mysterious as a black hole.

D. What happens AFTER a star dies?

a) It becomes invisible.
b) It falls to Earth.
c) It burns up all of its gases.
d) It becomes brighter and easier to see.

E. What might happen to our Sun billions of years from now?

F. Why can't you see light when you look at a black hole?

a) because most black holes are so far away
b) because the gravity of a black hole is so strong that it sucks the light inward
c) because as the star's gases burn, it stops giving off heat and light
d) because as a star cools, its outer layers pull in toward its center

3. In which paragraph is the reason why a star dies mentioned?

4. What or who do the underlined words refer to in the text?

a) them (§3) b) it (§5) c) its (§8)

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B/ TEXT EXPLORATION

1. Match the words with their synonyms

WORDS	SYNONYMS
mysterious	return
give off	unseen
come back	strange
invisible	emit

2. Complete the table as shown in the example

NOUN	VERB	ADJECTIVE
Example: imagination	imagine	imaginable
.....	believe	.....
.....	.....	dead
darkness	.....	.....

3. Join the following pairs of sentences using the words given: "because / although"
The sun is a rather ordinary star. It is very important to us.
The number of artificial satellites is increasing. They are very useful.

4. Ask the questions that the underlined words answer.
a. Scientists believe <u>there are things in the sky we will never see</u>.
b. Stars do burn out and die <u>after billions of years</u>.

5. Classify the following words according to the number of their syllables
telescope space packed squashes mystery brightly

1 syllable	2 syllables	3 syllables

PART 2: WRITTEN EXPRESSION

Use the notes below to write a composition of about 1oo words on the importance of space research

- technology such as the news on television is made available by satellites.
- What would life be like without the Internet or cell phones?
- human curiosity.
- Space exploration can save many lives from disasters. Earthquakes, tsunamis, hurricanes, and floods

English	French	Arabic
night sky	ciel de la nuit	السماء ليلا
clear night	nuit claire	ليل صاف
sparkling stars	étoiles scintillantes	النجوم البراقة
dark space	espace sombre	الفضاء المظلم
objects	objets	اجسام
invisible	invisible	خفي
mysterious	mystérieux	غامض
dead stars	étoiles mortes	النجوم الميتة
black holes	trous noirs	الثقوب السوداء
burn out	griller	انطفا
runs out	se épuise	نفذ
cools	refroidit	يبرد
outer layers	couches extérieures	الطبقات الخارجية
pull in	tirer dans	يسحب داخل
squashes	courges	يسحق
black dwarf	naine noire	قزم اسود
inward	vers l'intérieur	نحو الداخل
tighter	serré	اكثر احكاما
crushed	écrasé	مسحوق
tiny	minuscule	صغير
marble	marbre	رخام
gravity	la gravité	جاذبية
sucks	suce	تمتص
blackness	noirceur	سواد
stare up	regarder	تحدق
Scattered	dispersé	مبعثر

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SOLAR SYSTEM TEST 4

PART 1: READING A/COMPREHENSION

Read the passage below carefully then answer the questions

There is no gravity in space. That means that very simple jobs are complicated. Shuttle astronaut Mike Mullane says that a simple job like changing the batteries in a Walkman can take five times longer in space! The astronaut floats, the old and new batteries and the machine float, all in different directions!

Inside the Space Shuttle, there are controls on all the surfaces, and astronauts use Velcro to attach themselves or other objects. There are special cupboards for sleeping, or astronauts can use sleeping bags they attach to the wall, ceiling or floor!

Astronauts have individual menus of dehydrated foods and normal foods like biscuits or chocolate. Eating is quite easy, but astronauts can only drink with straws. Drinks are in bags. People always ask astronauts how they go to the toilet. The answer is "with difficulty"! There is one toilet for the seven or eight astronauts and it resembles a vacuum cleaner.

1. This text is about

a) everyday life in space
b) Mike Mullane's life
c) the technical aspects of a space shuttle

2. Say whether the following statements are true or false according to the text.

a) Because there is no gravity, life is very difficult in space.
b) In the Space Shuttle astronauts sleep in beds.
c) Astronauts can eat and drink in a space shuttle.

3. Answer the following questions according to the text

a) Why do astronauts use Velcro?
b) How many toilets are there in a space shuttle?

4. What or who do the underlined words refer to in the text?

a) they (§2)
b) it (§3)

B/ TEXT EXPLORATION

1. Find in the text words or phrases opposite in meaning to

a) sink (§1) b) detach (§2) c) ease (§3)

2. Complete the following chart as shown in the example.

VERB	NOUN	ADJECTIVE
Example :to simplify	simplicity	simple
.....	eating	.....
.....	.....	complicated
to attach	.....	.....

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3. Complete sentence (b) so that it means the same as sentence (a)

1. a. Astronauts use Velcro to attach themselves
   b. Velcro .....
2. a. The rockets brought astronauts to the moon. The shuttles are orbiters that have been designed for repeated use on missions into space.
   b. Unlike .....

4. Classify the following words according to the pronunciation of their final "ed"

jobs astronauts surfaces controls

/s/	/z/	/iz/

5. Reorder the following words to make a coherent sentence

system /and /The/ orbits/ it /consists /sun /that /solar /around /of/ the /everything

PART 2: WRITTEN EXPRESSION

Some people think that space research is a waste of time and money. Do you agree or disagree? Why?

English	French	Arabic
gravity	la gravité	جاذبية
space	espace	الفضاء
complicated	compliqué	معقد
Shuttle astronaut	astronaute de la navette	مكوك فضاء
floats	flotte	العوامات
surfaces	surfaces	السطوح
attach	joindre	تعلق
objects	objets	الأجسام
cupboards	placards	الخزائن
ceiling	plafond	سقف
dehydrated	déshydraté	مجففة
straws	pailles	القش
vacuum cleaner	aspirateur	مكنسة كهربائية

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SOLAR SYSTEM TEST 5

PART 1: READING A/COMPREHENSION

Read the text carefully then do the activities

Red planet Renaissance

Just five years ago, astronomers viewed Mars as an essentially dead world. Recent discoveries made by the Mars Global Surveyor spacecraft and gleaned from Martian meteorites have changed that opinion.

The new picture of a `youthful Mars' not only confirms that geological activity occurred abundantly in the first two thirds of Mars's history, but also that it has continued until comparatively recently, and probably persists up to the present day. These findings will have a dramatic effect on the human exploration of Mars, and the quest to learn whether life ever existed there.

In the next few decades the subsurface layers of Mars will be examined in a search for Martian microbes, either past or present. The test of whether life evolved on Mars is a major scientific problem because an answer either way would have profound consequences. If life did evolve on Mars, what was it like and what was its basis at the molecular level? If life never appeared on Mars, why didn't it, and does this mean that humanity is alone in the universe?

1. Answer the following questions using your own words.

a) What was the most recent and surprising finding about Mars?

b) What would scientists have to answer if it was proved that life had never appeared on Mars?

2. Are the following statements true (T) or false (F)?

a) Five years ago astronomers believed that life existed on the planet Mars.

b) The new findings will not help scientists know whether life ever existed on Mars.

3. Choose a, b or c, in each question below. Only one choice is correct.

1. The new evidence has been obtained ...
   a) while looking for Martian meteorites.
   b) by a space station where there were meteorites.
   c) by a space vehicle and after studying Martian meteorites.

2. The discovery of geological activity on Mars means that ...
   a) there was life on Mars a long time ago.
   b) there could be microbial life on Mars.
   c) there is microbial life on Mars today.

3. The writer suggests that ...
   a) these discoveries will be of great importance in the search for life on Mars.
   b) liquid water does exist today on the surface of Mars
   c) these discoveries do not confirm geological activity

4. Microbes will be searched for ...
   a) by taking photographs.
   b) by studying meteorites.
   c) by examining parts of the ground.

4. What do the underlined words in the text refer to

a) it has continued (§2) b) what was it like (§3)

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B) TEXT EXPLOITATION

1. Find a word or a phrase in the text which, in context, is similar in meaning to:
   a) considered, regarded b) developed gradually

2. Give the plural of the following nouns

activity	
life	
basis	
way	

3. Spot the mistake in each sentence and correct it
   a. I am not understanding you.
   b. How long are you? I am 1 m 78 cm in height.

4. Put the verbs in brackets in their correct form

Much more recently, in 1908, an asteroid or a chunk of a comet less than 60 m across (1. rocket) into the atmosphere and (2. explode) about 8km above the unpopulated Tunguska region of Siberia. The blast, estimated at tens of megatons, (3. devastate) an area of hundreds of square km, knocking down trees, starting fires and killing reindeer. If it (4. occur) over a large city, hundreds of thousands (5. die).

5 . Classify the following verbs according to the pronunciation of their final s

astronomers exists evolves findings makes searches

/s/	/z/	/iz/

PART 2: WRITTEN EXPRESSION

Composition (100-120 words approximately). Choose one of the following topics.

1. If any kind of life was discovered on Mars, what would be the consequences?
2. Using the following notes, make a short public speech in defense of the usefulness of astronomy

1. Huge advances in weather monitoring and weather prediction
2. Monitoring of global climate by Earth observation satellites
3. Satellite TV
4. Satellite telephones
5. Disaster monitoring and warnings

English	French	Arabic	English	French	Arabic
astronomers	astronomes	علماء الفلك	persists	persiste	لا يزال قائما
dead	mort	ميت	findings	résultats	النتائج
Mars	Mars	المريخ	exploration	exploration	استكشاف
spacecraft	vaisseau spatial	المركبة الفضائية	quest	quête	بحث
gleaned	glanées	مستقاة	decades	décennies	عقود
Martian	Martien	منتمي الى المريخ	subsurface	subsurface	تحت السطح
meteorites	météorites	النيازك	layers	couches	طبقات
confirms	confirme	يؤكد	examined	examiné	فحص
geological activity	activité géologique	النشاط الجيولوجي	microbes	microbes	الميكروبات
occurred	produit	حدث	profound	profond	عميق
abundantly	abondance	بكثرة	molecular level	niveau moléculaire	المستوى الجزيئي
recently	récemment	مؤخرا	appeared	apparu	ظهر
			universe	univers	الكون

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SOLAR SYSTEM TEST 6

PART 1: READING (15points)

A) COMPREHENSION

Read the passage below carefully then answer the questions

Wow! Technology has improved so well in the last several years that we keep finding more and more objects in our solar system! Because of this, scientists have had to come up with new categories for objects in space. This included reclassifying Pluto as a dwarf planet, in 2006.

The eight planets in our solar system are classified as inner planets (Mercury, Venus, Earth, and Mars) and outer planets (Jupiter, Saturn, Neptune, and Uranus).

The International Astronomical Union (IAU) gives the new definition of planet as an object in space that:

- is in orbit around the sun
- is nearly round in shape
- has cleared the neighborhood around its orbit
- is not a satellite

Each planet travels around the sun in a specific path, called an orbit. "Clearing the neighborhood around its orbit" means there are no objects similar to the planet at roughly the same distance from the Sun. In other words, a planet is not located in an asteroid belt or surrounded by clusters of other space objects.

A satellite is an object that revolves around a larger planet. They can occur naturally, like the moon of a planet, or they can be man-made, like the Hubble Space Telescope.

There are currently five dwarf planets listed. They are: Ceres, Pluto, Eris (pronounced ee'-ris), MakeMake (pronounced mahkee- mah-kee), and Haumea (pronounced hah-oomay- ah).

Eris was a very important discovery in 2005. Since it was larger than Pluto, some astronomers thought it should be considered a planet. However, since Pluto and Eris are located in an asteroid belt, other astronomers began to think maybe Pluto and Eris were both very large asteroids. In 2006, Astronomers decided it was time to update the current definition of a planet and create the new category of dwarf planets.

Dwarf planets are similar to planets except they don't clear their orbit like planets do. The IAU defines a dwarf planet as an object in space that:

- is in orbit around the Sun
- is nearly round in shape
- has not cleared the neighborhood around its orbit
- is not a satellite

This is a very exciting time. New objects in space are still being discovered! Scientists say there will likely be more dwarf planets announced in the next few years. What will be the name of the next dwarf planet? What name would you choose?

by Shauna Hutton- *Super Teacher Worksheets*

1. Write true or false for each statement.
   a. In 2006, Pluto was reclassified as a dwarf planet.
   b. Satellites can be natural or man-made.
   c. There are a total of nine planets in our solar system.
   d. A planet's path around the sun is called an orbit.
2. Answer the following questions according to the text
   a. What have scientists discovered thanks to technology?
   b. According to the article, which object would not be considered a satellite?
   a. Earth's moon b. Hubble Space Telescope c. Pluto d. Titan, Saturn's largest moon
   c. What is an orbit?
3. In which paragraph is the difference between planets and dwarf planets mentioned?
4. Choose a title for the reading text.
   a. Planets and Dwarf Planets b. The Planet Pluto c. Satellites
5. What do the underlined words in the text refer to?
   a. They (§5) b. it (§7) c. their(§8)

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B) TEXT EXPLORATION (07 points)

1. Match the words with their opposites

WORDS	OPPOSITES
same	insignificant
important	giant
dwarf	few
some	different

2. Fill in the table with the missing word category.

VERB	NOUN	ADJECTIVE
///	technology	.....
.....	.....	exciting
revolve	.....	///

3. Ask the questions that the underlined words answer.

a. A satellite is <u>an object that revolves around a larger planet.</u>

b. There are <u>five</u> dwarf planets.

4. Reorder the following words to make a coherent sentence

scientists /over/System/Many /4.6 billion /Solar /our/ that / old./ is /years /believe

5. Classify the following words according to the pronunciation of their final "ed"

considered located improved included classified announced

/d/	/t/	/id/

PART 2: WRITTEN EXPRESSION (05 points) "Choose one of the following topics."

Either topic 1: write a coposition of about 100 words on the following topic:
what benefits can we get from space research? Use the following notes:

- new technologies are invented
- colonisation of the Moon and Mars are now possible
- precious minerals will be won
- promotes understanding the universe
- understanding comets and meteors and how to destroy them if dangerous

Or topic 2: write a coposition of about 100 words on the following topic: Are you for or against space reasearch? Why?

English	French	Arabic
reclassifying	reclasser	تصنيف
Pluto	Pluton	بلوتو
dwarf planet	planète naine	كوكب قزم
inner planets	planètes intérieures	الكواكب الداخلية
orbit	orbite	مدار
round in shape	de forme ronde	دائري الشكل
specific path	chemin spécifique	مسار معين
similar	similaire	مماثل
asteroid belt	ceinture d'astéroïdes	حزام الكويكبات
clusters	groupes	مجموعات
revolves	tourne	تدور
discovery	découverte	اكتشاف
located	situé	تقع
update	mettre à jour	تحديث

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SOLAR SYSTEM TEST 7

PART 1: READING

A) COMPREHENSION

Read the text carefully then do the activities

Scientists announced tonight they have "buckets" of water on the Moon following the analysis of data from a spacecraft that was deliberately crashed into a lunar crater last month.

The researchers said the evidence for the existence of significant bodies of water ice hidden in polar craters on the Moon is "definitive" and that the total quantities could be big enough to support a permanently-manned lunar base.

It is the first time that the US National Aeronautics and Space Administration (NASA) have been so categorical about the discovery of water on the Moon. Previous studies had only suggested that the presence of water might be possible and then only in trace amounts.

One of the unsolved questions is how the water could have got to the Moon. One theory is that it arrived on a comet and never evaporated in the shaded polar craters where temperature is minus 220C.

NASA estimates that there are 12,500 square kilometres of permanently-shadowed terrain on the moon and if the top one meter of this area to hold just 1% by mass of water, this would still produce thousands of liters of water

1. Are the following statements are True or False?

a. Scientists announced the existence of water on the moon.
b. Previous studies suggested that water might exist in abundance.
c. One of the mysteries is how water could exist on the moon
d. Due to the warm climate the water never evaporated.

2. Answer the following questions according to the text.

a. How could scientists know about the existence of water on the moon?
b. How could water have got to the moon?

3. In which paragraph is it mentioned that scientists have already studied the problem of water on the moon?

4. What or who do the underlined words in the text refer to?

a. They (§1) b. it (§2) c. where (§2)

5. Choose the most appropriate title:

a. Water on the moon b. The exploration of the moon c. Life on the moon

B) TEXT EXPLORATION

1. Find in the text words opposite in meaning to the following.

a. shown (§2) b. recent (§3) c. plus (§4) d. temporarily (§5)

2. Divide the following words into roots and affixes.

deliberately unsolved categorical shadowed

PREFIX	ROOT	SUFFIX

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3. Rewrite sentence (b) so that it means the same as sentence (a).

1. a) "Can we live on the Moon?" she asks.
   b) She asks .....

2. a) Scientists discovered water on the Moon.
   b)Water.....

4. Classify the following words according to the number of their syllables

moon discover crater space evidence previous

1syllable	2 syllables	3 syllables

5. Fill in the gaps with words from the list

workers job build spacecraft

Space walking seems like a really exciting .....1....., but astronauts called space walkers the construction .....2..... of outer space. When an astronaut goes outside of his .....3....., it is usually to repair or to .....4..... something on the outside of the spaceship.

PART 2: WRITTEN EXPRESSION

Choose ONE of the following topics

Topic one: Using the following notes, write a composition of about 120 to 150 words on the following

Can Man one day live on the moon? Say why?

- Not enough water
- Not enough oxygen
- No interesting places to visit
- No amenities
- No entertainment, etc

Topic two: in what sense is water vital to Man, planets and animals?

English	French	Arabic
buckets	seaux	دلاء
data	données	معطيات
spacecraft	vaisseau spatial	مركبة فضائية
deliberately	délibérément	بتعمد
crashed	écrasé	تحطمت
lunar crater	cratère lunaire	فوهة على سطح القمر
evidence	preuve	دليل
hidden	caché	مخفي
polar craters	cratères polaires	الحفر القطبية
definitive	définitif	نهائي
lunar base	base lunaire	قاعدة على سطح القمر
categorical	catégorique	قاطع
trace amounts	des traces	كميات ضئيلة
unsolved	non résolu	دون حل
comet	comète	المذنب
evaporated	évaporé	تبخرت
shaded	ombragée	مظللة
estimates	estimations	التقديرات

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SOLAR SYSTEM TEST 2

PART 1: READING (15 points)
A/ COMPREHENSION (08 points)

Read the text carefully then do the activities.

Quasars are extremely distant objects in our known universe. They are the furthest objects away from our galaxy that can be seen. Quasars are extremely bright masses of energy and light, but because they are so far away, they appear as faint red stars to us here on earth. The name quasar is actually short for quasi-stellar object.

A quasar is believed to be a super massive black hole surrounded by an accretion disk, which is a flat, disk-like structure of gas that rapidly spirals around a larger object, like a black hole. A quasar gradually attracts this gas and sometimes other stars or even small galaxies with their super strong gravity.. when these objects get sucked into the black hole, the result is a massive collision that causes a gigantic explosive output of radiation energy and light. This results in a flare, which is a distinct characteristic of quasars.

Once the light and radiation from these galaxies and stars are absorbed into a black hole, they travel billions of light years through space. When we look at quasars which are 10-15 billion light years away, we are looking 10-15 billion years into the past.

Astronomy for kids.com

1. Circle the letter that corresponds to the right answer.

The text is … a- narrative b-descriptive c-argumentative

2. Write the letter which corresponds to the right answer

A- Quasars are

a. the nearest objects to our galaxy b. not very far from our galaxy

c. the most distant objects from our galaxy

B- a quasar ..... a disk-like structure of gas.

a. attracts b. releases c. emits

C- A- Quasars are

a. 10-15 billion miles away b. 10-15 million light years away

c. 10-15 billion light years away

3. Answer the following questions according to the text.

a. why do quasars appear to us as faint red stars?

b. what effect does the massive collusion of matter have?

c. how is the distance in the outer space measured?

4. Choose the general idea of the text.

a. The formation of quasars

b. The location of quasars

c. General description of quasars

5. What/Who do the underlined words in the text refer to?

they(1) these objects (2) we (3)

B/ Text exploration (07 points)

1. Find in the text words that are opposite in meaning to the following:

close (1) weak (2) tiny (2) released (3)

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2. Divide the following words into roots and affixes

disappearance – extremely – radiation – unidentified

PREFIX	ROOT	SUFFIX

3. Rewrite sentence (b) so that it means the same as sentence (a).

a. A quasar is believed to be a super massive black hole.

b. We .....

a. Quasars are the furthest objects away from our galaxy

b. No other object is .....

4. Classify the following words according to the number of their syllables

structure - sucked - gravity - billion

1syllable	2 syllables	3 syllables

5. Imagine what A says and complete the dialogue

A: .....

B: No, quasars are the farthest stars from our galaxy.

A: .....

B: they are 10-15 billion light years away.

A: .....

B: they are visible to us as faint red stars.

PART 2: WRITTEN EXPRESSION

Choose ONE of the following topics

Topic one: Using the following notes, write a composition of about 120 to 150 words to describe Mercury

- Mercury : the roman version of the god Hermes
- Very small planet/ the closest to the sun/ the hottest planet
- Diameter 4876 km / orbits the sun: 87, 969 days
- Looks like the moon/ has craters and basins
- No air/ no water/ presence of hydrogen and helium gases

Topic 2: young people who are addicted to fast foods are the most likely to become obese. write a composition of about 120 to 150 words on the main causes of obesity, its dangers and how to control it.

English	French	Arabic	English	French	Arabic
Quasars	quasars	النجوم الزائفة	spirals	spirales	اللوالب
distant	lointain	بعيد	gravity	gravité	جاذبية
furthest	le plus éloigné	الأبعد	sucked	aspiré	امتص
bright masses	masses lumineuses	كتل مضيئة	collision	collision	تصادم
far	loin	بعيد	gigantic	gigantesque	ضخم
appear	apparaître	ظهر	explosive	explosif	مادة متفجرة
faint	faible	خافت	radiation	radiation	إشعاع
quasi-stellar	quasi-stellaires	شبه نجمي	flare	flamme	توهج
massive	massif	هائل	distinct	distinct	متميز
accretion	accumulation	تراكم	absorbed	absorbé	يمتص
disk	disque	القرص	away	loin	بعيدا
flat	plat				

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SOLAR SYSTEM TEST 9

PART 1: READING (15 points)
A) COMPREHENSION (08 points)

Read the text carefully then do the activities.

The Hubble space telescope is a deep space imager used by NASA to explore space. It collect light, magnifies images and gives astronomers the most detailed images unknown to man. Hubble has been at work since April 25. 1990, and celebrated its 20th anniversary in orbit on April 24th, 2010.

Twenty years in service, and still being the leading source for space news, says a lot about Hubble's overall longevity and productiveness. About 6000 scientific articles have been published based on Hubble data with some of its discoveries being so significant that NASA would have needed multiple satellite missions to accomplish the same results. Its importance to me is based on my lifelong interest in astronomy, and the galaxy where we live in.

Its importance to others, such as NASA and astronomers around the world, is due to the fact that Hubble is currently the leading source for new information and ground-breaking discoveries when it comes to deep space. But, after a stalled launch in 1985, five repair missions since its beginning, and billions of dollars in funding, I asked myself:" is Hubble worth it?"

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1. Circle the letter that corresponds to the right answer.
The text is … a. a newspaper article b an extract from a book. c. a web site article.

2. Are these statements true or false? Write "T" or "F" next to the letter corresponding to the statement
a. Hubble space telescope retransmits pictures to astronomers.
b. NASA celebrated the twentieth anniversary of Hubble here on earth.
c. Hubble is useful to provide NASA with data.
d. The 1985 space mission was unsuccessful.

3. Answer the following questions according to the text.
a. When did Hubble telescope start work?
b. Is the writer interested in astrology? Justify from the text.
c. Why is Hubble telescope important?

4. In which paragraph is the cost for the reparation of Hubble telescope mentioned ?

5. Who or what do the underlined words refer to in the text?
it (§1) where (§2) others (§3)

B) TEXT EXPLORATION (7 points)

1. Find in the text the words whose definitions follow
a. to travel in order to learn about something (§1)
b. facts or information (§2)
c. the specific study of the sun, moon, stars, planet, etc. (§2)
d. at the present time (§3)

2. Divide the following words into root and affixes

productive - imposible - exploration

prefix	root	suffix

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3. Ask questions which the underlined words answer.
   a. we use the telelscope <u>to magnify distant stars</u>.
   b. the telelscope was invented <u>in the 16th century</u>.
   c. <u>thousands of satellites</u> revolve around planet earth.

4. Classify the following verbs according to the pronunciation of their final "s"

missions - planets - telescopes - images

/s/	/z/	/iz/

5. Reorder the following sentences to make a coherent paragraph.
   a. as they are quite similar in size and gravity.
   b. Astronomers have known Venus for thousands of years.
   c. It is sometimes called the sister planet of Earth
   d. Anyway the two planets are very different.

PART 2: WRITTEN EXPRESSION (6 points)

Topic one: Using the notes below, write a composition of 120 to 150 words on the following: Imagine that, with a group of tourists you went on planets Mars. How life would be like there compared to the one on earth.

- Mars /planet of the solar system
- More space/ no inhabitants
- No traffic jams/ no pollution

but - no form of life / no water

- No leisure/ boring life
- No nice places to visit …

Topic two: write a composition of 120 to 150 words on the following:
You have recently been victim of an intoxication after eating a fast food. Tell how you felt and what measures you decided to take.

English	French	Arabic
deep	profond	عميق
imager	imageur	جهاز تصوير
explore	explorer	بحث
magnifies	magnifie	يقوم بتكبير
unknown	inconnu	غير معروف
source	source	مصدر
longevity	longévité	طول العمر
productiveness	productivité	الانتاجية
discoveries	découvertes	الاكتشافات
significant	significatif	هام
accomplish	accomplir	ينجز
astronomy	astronomie	علم الفلك
currently	actuellement	حاليا
stalled	au point mort	المتوقفة
funding	financement	التمويل
worth	valeur	قيمة

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TEST1

PART 1: READING
A/ COMPREHENSION

Read the text below then answer the questions

Thomas and his grandfather sat on the front porch swing. They talked about Aunt Linzy. Thomas was upset. Aunt Linzy had come to live with them. She had made changes in their lives. Thomas was not happy with the changes. Grandfather understood Thomas's feelings, but he thought that there was another way to look at the changes. Not all of them were bad.

Grandfather told Thomas that Aunt Linzy was always cheerful. She never complained about her life. Thomas thought it was strange, though. How could Aunt Linzy be cheerful? She lived with people who did not want her to stay.

Grandfather asked Thomas to try to understand Aunt Linzy's point of view. Thomas was too angry to see things her way, though. Aunt Linzy had taken his room. He had to share a room with his grandfather. Thomas's cat, Ringo, seemed to like Aunt Linzy better than him. Thomas told Grandfather that Aunt Linzy had stolen Ringo.

Grandfather reminded Thomas that other people had far worse problems. Many were homeless and hungry. Compared to those people, he and Thomas had a good life. Grandfather put his arm around his grandson. He explained that change is a part of life. People cannot keep things from changing. Grandfather knew that Thomas was listening. Thomas did not want to disappoint his grandfather. He said that he would try to be better. He had learned to see things in a different way.

From Houghton Mifflin

1. Are the following statements true, false?

a) Thomas was upset because his aunt Linzy had left him.
b) Thomas didn't like the changes that aunt Linzy had made in his life.
c) Grandfather shared Thomas's point of view.
d) Thomas promised his grandfather to change his attitude.

2. Answer the following questions by choosing the correct answer

A. Why is Thomas upset?
a. He lost his cat, Ringo.
b. He was homeless and hungry.
c. He didn't like the changes in his life since Aunt Linzy moved in.

B. Who helped Thomas solve his problem?
a. his grandfather b. Aunt Linzy c. Ringo

C. How does Thomas plan to solve his problem?
a. He plans to get a new cat.
b. He plans to try to be better and see things in a different way.
c. He plans to ask his Aunt Linzy to move.

3. Choose a suitable title for the text

a. Understanding Things Differently
b. Sharing Other People's Feelings
c. changes in People's Life

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4. What do the words in bold type refer to in the text
a. them(§1) b. he (§3)

B/ TEXT EXPLORATION

1. Find in the text words, phrases or expressions that are closest in meaning to the following:
a. unhappy b. opinion

2. Find in the text words, phrases or expressions that are opposite in meaning to the following:
a. better b. similar

3. Complete the following table as shown in the example

	NOUN	VERB	ADJECTIVE
Example:	change	change	changeable
	thought	……	……
			worse
	……	disappoint	……

4. The sentences below are in jumbled order. Reorder them to have a coherent paragraph.
a. Men and women who are in love give each other gifts.
b. It goes back to the times of Ancient Rome.
c. Valentine's Day is a very old holiday.
d. Today people celebrate Valentine's Day on February 14.

5. Underline or circle the silent letters in the following words
talk thought knew could whole thumb

PART 2: WRITING

Write a composition of a bout 100 words on the following topic
Write a story about a happy or sad event in which you experienced strong emotions.

English	French	Arabic
happy	heureux	سعيد
feelings	sentiments	مشاعر
thought	pensé	فكر
cheerful	gai	مرح
complained	plaints	اشتكى
angry	en colère	غاضب
point of view	point de vue	وجهة نظر
understand	comprendre	فهم
share	partage	تقاسم
worse	pire	أسوأ
homeless	sans abri	مشرد
hungry	faim	جائع
keep from	empêcher de	ابتعد عن
disappoint	décevoir	يخيب
better	mieux	أحسن
different	sentiments	مشاعر

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BAC PREPARATION

FEELINGS, EMOTIONS AND HUMOUR TEST 2

PART 1: READING

A) COMPREHENSION

Read the following text carefully then answer the questions

We use both words and gestures to express our feelings, but the problem is that these words and gestures can be understood in different ways.

It is true that a smile means the same thing in any language. So does laughter or crying. There are also a number of striking similarities in the way different animals show the same feelings. Dogs, tigers and humans, for example, often show their teeth when they are angry. This is probably because they are born with those behaviour patterns.

Fear is another emotion that is shown in much the same way all over the world. In Chinese and in English literature, a phrase like "he went pale and begin to tremble" suggests that the man is either very afraid or he has just got a very big shock. However, "he opened his eyes wide" is used to suggest anger in Chinese whereas in English it means surprise. In Chinese surprise can be described in a phrase like "they stretched out their tongues"! Sticking out your tongue in English is an insulting gesture or expresses strong dislike.

Even in the same culture, people differ in ability to understand and express feelings. Experiments in America have shown that women are usually better than men at recognizing fear, anger, love and happiness on people's faces. Other studies show that older people usually find it easier to recognize or understand body language than younger people do.

1. Is the text a. narrative, b. expository or c. argumentative?

2. Are the following statements true or false?

a. We can't always understand people's words and gestures when they express their feelings.

b. Unlike a smile, crying is not the same in different languages.

c. People and animals express anger by showing their teeth.

d. Anger is expressed almost similarly all over the word.

3. Answer the following questions according to the text

a. How do the Chinese express surprise?

b. what do the English consider stretching out one's tongue?

4. In which paragraph is it mentioned that understanding feeling can differ in one culture?

5. The best title for this passage may be.

A. Words and Feelings

B. Words, Gestures and Feelings

C. Gestures and Feelings

D. Culture and Understanding

B/ TEXT EXPLORATION

1. Match the words with their synonyms

WORD	SYNONYM
afraid	feeling
tremble	while
whereas	frightened
emotion	shake

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2. Which adjectives can be derived from the following nouns?

NOUNS	ADJECTIVES
fear	
anger	
happiness	
emotion	

3. Rewrite sentence 'b' so that it means the same as sentence 'a'

1. a. We use both words and gestures to express our feelings.
   b. Both words .....
2. a. "It is true that a smile means the same thing in any language," he says.
   b. He says that .....

4. Fill in the gaps with only FOUR words from the list

possess – define – but - talk - problem

Psychological anthropologists who try to..... emotion in cross-cultural terms run into a familiar.....: they discover not just that different cultures .....about emotion in different languages but also that not all languages even..... a term that might be translated as emotion.

5. Classify the following words according to the number of their syllables

emotion gesture angry true happiness strong

1 syllable	2 syllables	3 syllables

PART 2: WRITING

Write a composition of about 100 words on the following topic:

How do people in your country express different feelings?

English	French	Arabic	English	French	Arabic
gestures	gestes	اشارات	whereas	alors que	في حين
express	exprimer	التعبير	surprise	surprise	مفاجأة
feelings	sentiments	مشاعر	stretched	étiré	منمدد
smile	sourire	ابتسامة	tongues	langues	لسان
laughter	rire	ضحك	Sticking out	Tirer	تخرج
crying	pleurs	بكاء	insulting gesture	geste insultant	إهانة
angry	en colère	غاضب	dislike	aversion	كراهية
behaviour	comportement	سلوك	culture	culture	ثقافة
Fear	peur	خوف	differ	différer	اختلف
pale	pâle	شاحب	ability	capacité	القدرة
tremble	trembler	يرتجف	anger	colère	غضب
afraid	peur	خائف	love	amour	حب
shock	choc	صدمة	happiness	bonheur	سعادة

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BAC PREPARATION

FEELINGS, EMOTIONS AND HUMOUR TEST 3

PART 1: READING (15 pts)

A) COMPREHENSION & INTERPRETING (7 pts)

Read the following text carefully and do the activities

Some people say that friendship is the only channel that human beings can ever experience true security. A good friend is hard to come by, but when they do come you can usually expect to share some common interests - they may like the same sport, go to the same school or be on the same wave length with you. Because of these qualities some people develop many acquaintances, but only a few good friends in their life time.

It is said that companionship ends and true friendship begins when someone knows what you are really like, but still likes you anyway. A true friend shows dedication and loyalty from the very beginning of the relationship. A friend will go through challenges to help you without expecting anything in return. A "friend" today may unknowingly become a "true friend" tomorrow when they get involved in unexpected circumstances together with you - such as when you are going through a difficult experience and your friend was there to help you out.

Other people seem to go through life having a multitude of friends. They may be funny or they may have a bright and pleasant personality. For these people, wherever they go, people seem to like them and welcome their company. However others seem to go through life with no friends at all. They like to be alone, to travel by themselves or to do their own thing. Others though, thought they had good friends, but when they go through challenging life experiences, their friends were not there to help them.

I guess the point is that in some cases friendship can be real while in other cases it's merely lip service.

1. Are these statements true or false?
   a. It is difficult to find a good friend.
   b. A good friend is the one who likes you whatever your personality is.
   c. A true friend is not always beside you when you are in need of help.
   d. All people have friends with whom they share everything.

2. Answer the following questions according to the text
   a. What qualities must people have to become friends?
   b. What does a true friend expect from you when you help him?
   c. Why do some people have a lot of friends?

3. Put the following sentences in the order they appear in the text
   a. Friends often have the same interests.
   b. Hard times show true friends
   c. A true friend is loyal and dedicated to you.
   d. Some people have many friends while others have none.

4. Copy the title that you think is the most appropriate.
   a. The importance of Friendship b. Types of Friendships c. Making Friends

5. In which paragraph is it mentioned that not all friends are true friends.

B/ TEXT EXPLORATION (8 pts)

1. Match the words with their definitions

WORD	DEFINITION
1. Acquaintance	a) Being with someone.
2. Companionship	b)a person that you know but who is not a close friend
3. Dedication	c) A difficult but stimulating situation. One that calls for us to use all our effort and resources.
4. Challenging	d)A commitment to something wholeheartedly.

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2. Which adjectives can be derived from the following nouns?

loyalty	.....
friendship	.....
help	.....
dedication	.....

3. Rewrite sentences B so that it means the same as sentence A

A. Some people develop many acquaintances. =
B. Many acquaintances .....
A. He will tell me the truth. So, I will forgive him.
B. If he .....

4. Classify the following words according to the number of their syllables

friend funny people expected challenges share

one syllable	two syllables	three syllables

5. Complete the following dialogue

A: You have friends, don't you?
B: .....
A: Why?
B: .....
A: Don't you think that being alone makes your life uninteresting?
B: .....?
A: I mean a friend can make your life more eventful

PART 2: WRITTEN EXPRESSION (5 pts)X "Choose ONE of the following topics"

TOPIC ONE: you certainly have a close friend.

- How did you know each other?
- What are your friend's qualities?
- Do you like everything in your friend?
- What do you often do when you disagree?

TOPIC TWO: Do you believe in friendship? Why? Why not?

English	French	Arabic	English	French	Arabic
friendship	amitié	صداقة	challenges	défis	التحديات
experience	expérience	تجربة	in return	en retour	في المقابل
security	sécurité	أمن	unknowingly	sans le savoir	بدون معرفة
hard	dur	شاق	involved	impliqué	متورط
share	partage	يشارك	unexpected	inattendu	غير متوقع
common	commun	مشترك	circumstances	conditions	ظروف
interests	intérêts	اهتمامات	multitude	multitude	كثرة
wave length	longueur d'onde	طول الموجة	funny	drôle	مضحك
qualities	qualités	الصفات	bright	clair	مشرق
develop	développer	طور	pleasant	agréable	لطيف
acquaintances	connaissances	معارف	personality	personnalité	شخصية
companionship	camaraderie	رفقة	alone	seul	وحده
ends	extrémités	ينتهي	lip service	du bout des lèvres	مداهنة
dedication	dédicace	إخلاص	merely	seulement	مجرد
loyalty	fidélité	ولاء			

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FEELINGS, EMOTIONS AND HUMOUR TEST 4

PART 1: READING
A/ COMPREHENSION

Read the text carefully then do the activities.

Understanding how other people are feeling is crucial for a successful social interaction. It is pertinent in the development and maintenance of our relationships. If we don't know how someone is feeling, we can't respond appropriately to them. Most people are drawn to others who they feel really "understand" them. We want to be with and surround ourselves with people who can read us and anticipate our needs. If we don't know if someone is happy, we can't celebrate with that person. If we don't know if someone is sad, we can't comfort that person. If we don't know someone is angry, we can't help fix the problem. If we don't know someone is fearful, we can't help calm his or her concerns.

Facial expression is the primary way we express our emotions nonverbally, therefore it is the most important indicator. When looking at facial expressions, we look at individual features (eyes and mouth) as well as the entire face. The eyes (including eyebrows) and mouth features are probably the most obvious and important indicators of emotion.

We also express our emotions through the sound of our voice. We pick up emotions from the tone and the pitch of the way somebody says something. The content of the sentence can be completely neutral, but we could tell how someone is feeling by the way they say it. Sometimes the content of the sentence is the opposite of the actual emotion that is being felt. This is the basis for sarcasm: "Thanks for helping out today" could be meant sincerely, or sarcastically. The tone in which it is said is important for recognizing the true meaning behind the sentence.

We can also refer to the context of the situation to infer how someone is feeling. This includes knowing the actual event **or** situation at hand and being able to infer how someone would feel based on what is going on. In order to do this, we must know what the person wants, believes and expects from the situation. We must also tune into the persons' **behaviours** and what we think that reflects. Are they crying? Slamming things? Together this information could be used to make accurate inferences about how someone is feeling.

If we combine all of this information from facial and vocal expressions with the social context, it is likely that we will be somewhat successful in knowing what someone is feeling.

1. Choose the general idea of the text
   a) How to understand other people's feelings
   b) Responding to other's feelings appropriately
   c) Different ways to express emotions

2. Say whether the following statements are true or false according to the text.
   a) For a good relationship, it is important to know how the others are feeling.
   b) Without knowing how someone is feeling, we can't respond appropriately to them.
   c) The voice is the crucial way we express our emotions.
   d) Referring to the context of the situation doesn't help much.

3. In which paragraph is it mentioned that knowing what someone is feeling depends on several factors

4. Answer the following question according to the text.
   a) What kind of people do we feel close to?
   b) Which is the most important indicator to express our emotions?

5. What or who do the underlined words in the text refer to?
   a. them (§1) b. it(§2)

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B/ TEXT EXPLORATION

1. Find in the text words or phrases closest in meaning to:
   a) vital (§1) b) maybe (§2) c) deduce (§4)

2. Complete the following chart as shown in the example.

VERB	NOUN	ADJECTIVE
Example :to succeed	success	successful
To respond	.....	.....
.....	understanding	.....
.....	.....	fearful

3. Rewrite sentence (b) so that it means the same as sentence (a)
   1. a) We express our emotions through the sound of our voice.
      b) Our emotions .....
   2. a)I knew his story then I helped him.
      b) After I .....

4. Reorder the following words to make a meaningful sentence
   many /There/ indirect /express /are /and /ways /feelings. /direct /to

5. Classify the following words according to the pronunciation of their final "s"
   needs - **expects** - inferences - **believes** - thanks - eyes

/s/	/z/	/iz/

PART 2: WRITTEN EXPRESSION

Write a composition of about 100 words on how you express your feelings in different situations (fear, sadness, happiness, anger)

English	French	Arabic	English	French	Arabic
crucial	crucial	حاسم	Facial expression	L'expression du visage	تعبيرات الوجه
successful	réussi	ناجح	primary	primaire	ابتدائي
interaction	interaction	تفاعل	express	exprimer	يعبر
pertinent	pertinent	متصل بالموضوع	emotions	passions	العواطف
development	développement	تنمية	nonverbally	non verbale	غير شفهي
maintenance	entretien	صيانة	indicator	indicateur	مؤشر
feeling	sentiment	شعور	features	caractéristiques	الميزات
relationships	relations	العلاقات	obvious	évident	واضح
respond	répondre	رد	emotion	émotion	عاطفة
appropriately	appropriée	على نحو ملائم	sound	son	صوت
are drawn	sont tirés	ينجذبون	voice	voix	صوت
feel	sentir	يحس	pick up	ramasser	امسك
surround	encadrement	يحيط	tone	ton	نبرة
anticipate	anticiper	توقع	pitch	ton	نغمة
needs	besoins	الاحتياجات	contenu	content	مضمون
celebrate	célébrer	احتفل	neutral	neutre	محايد
sad	triste	حزين	opposite	opposé	معاكس
comfort	confort	راحة	sarcasm	sarcasme	سخرية
angry	en colère	غاضب	sincerely	sincèrement	بإخلاص
fix	fixer	حل	recognizing	reconnaissant	الاعتراف
fearful	craintif	خائف	context	contexte	السياق
calm	calme	هدوء/هادىء	infer	inférer	استنتج
concerns	préoccupations	المخاوف	includes	comprend	يشمل

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FEELINGS, EMOTIONS AND HUMOUR TEST 5

PART 1: READING
A) COMPREHENSION

Read the text carefully then do the activities

Anger Management
How to "chill out" instead of "boiling over"

Even the most serene and relaxed person has been guilty of losing control of his/her emotions at one time or another. Anger is a normal human emotion that is usually healthy, but can be destructive if it is not successfully monitored Anger (often referred to as hostility or rage) can cause problems in both your professional and personal relationships. It is difficult to say whether or not outbursts of anger are more prevalent today than they were in the past. There is no doubt that our hectic modern life, in which we are constantly bombarded by strains of commuting, financial burdens and accelerating technology, provides the perfect breeding ground for anger to erupt.

Anger induces physiological and biological changes. With anger comes an increase in heart rate, blood pressure and adrenaline levels. Anger can be sparked by both external(being stuck in rush hour traffic) and internal (feeling depressed) events. Although too much anger can be detrimental, it is important to recognize that anger is an adaptive response that humans initiate when facing threats. Our aggressive behaviour and feelings allow us to defend ourselves when we are attacked. Consequently, a certain degree of anger is crucial for our survival.

People use various conscious and unconscious strategies to manage their anger. The three primary approaches are expressing, suppressing and calming. It's this first approach, expressing, which causes the most problems. It is important that an individual release built up pressure and hostility, but it must be accomplished in a non-aggressive and constructive manner. To do this, you should be cognizant of others' feelings and how your actions and words affect those around you. You should express how you feel rather than act on how you feel. The second approach involves suppressing your anger. In this strategy, the aim is to redirect your hostility and convert it into more positive behaviour. Instead of being a pessimist and looking at the glass as being half empty, be an optimist and look at the glass as being half full. Look on failure or frustration as a learning experience rather than an obstacle. The final coping strategy involves calming down internally and consciously monitoring your physiological responses to anger. Take a deep breath and allow your heart rate to decrease, count to ten and then re-evaluate the situation that initiated your feelings of anger.

1. Circle the letter that corresponds to the right answer
   The text is … a. prescriptive b. argumentative c. narrative d. expository

2. Say whether the following statements are true or false.
   a. everyone can be exposed to anger
   b. anger is always a harmful human emotion
   c. expressing one's anger may affect other people's feelings.
   d. being an optimist is a good way to manage your anger.

3. Answer the following questions according to the text
   a. what causes anger in our modern life?
   b. when can anger be a beneficial emotion?

4. In which paragraph are the different ways of managing anger mentioned?

5. What or who do the underlined words refer to in the text?
   a. it (§1) b. their(§3)

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B) TEXT EXPLOITATION

1. Match the word in the column on the left with the correct definition on the right.

a. hectic	1. travelling a relatively long distance between home and one's place of work
b. suppressing	2. feeling discouraged and unsatisfied
c. pessimist	3. a tendency to believe that the worst will happen
d. commuting	4. busy and full of confusion
e. frustration	5. keeping something contained, not expressing emotions/feelings

2. Ask the questions that the underlined words answer.

a. Anger induces physiological and biological changes.

b. People use various conscious and unconscious strategies to manage their anger.

3. Complete the following table as shown in the example

VERB	NOUN	ADJECTIVE
Example: behave	behaviour	behavioural
.....	.....	destructive
.....	anger	.....
recognize	.....	.....

4. Classify the following words according to the pronunciation of their final ed

expressed - initiated - defended - accomplished - evaluated - involved

/d/	/t/	/id/

5. Complete the following conversation using the following words

don't have concerned will not

Joanne: Hey, you look _____. What's on your mind?
Harry: The final exam. I'm _____fully prepared yet.
Joanne: Well, _____worry too much. You still have three days
Harry: Yeah, but three days _____fly past in a wink.
Joanne: Well, you still _____time to cram things into your brain anyway.

PART 2: WRITTEN EXPRESSION

5. Composition (100 words approximately). Choose one of the following topics.

Topic1.

Once you got angry. Write about the incident telling

- When it happened
- What happened
- How you reacted

Topic 2.

Describe the different reactions by people in your country when they got angry.

English	French	Arabic
accomplished	accompli	منجز
adaptive	adaptatif	تكيف
adrenaline levels	niveaux d'adrénaline	مستويات الأدرينالين
aggressive behaviour	comportement agressif	السلوك العدواني
aim	objectif	هدف

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Anger	colère	غضب
approaches	approches	منهج
blood pressure	tension artérielle	ضغط الدم
burdens	charges	أعباء
cognizant	au courant	مدرك
commuting	navettage	التنقل
conscious	conscient	واع
constructive	constructif	استدلالي
convert	convertir	تحول
crucial	crucial	حاسم
decrease	diminuer	انخفاض
deep breath	respiration	التنفس العميق
destructive	destructif	مدمر
detrimental	préjudiciable	ضار
doubt	doute	شك
emotions	passions	العواطف
erupt	éclater	أطلق
failure	échec	فشل
frustration	frustration	إحباط
guilty	coupable	مذنب
healthy	sain	صحي
heart rate	fréquence cardiaque	معدل ضربات القلب
hectic	trépidant	محموم
hostility	hostilité	عداء
increase	augmenter	زيادة
induces	induit	حث
initiate	initier	بدء
losing control	perdre le contrôle	فقدان السيطرة
manage	gérer	يدير
monitored	surveillé	مراقب
obstacle	obstacle	عقبة
optimist	optimiste	المتفائل
outbursts	explosions	يفجر
pessimist	pessimiste	متشائم
prevalent	répandu	سائد
professional	professionnel	محترف
rage	rage	غضب
redirect	réorienter	إعادة توجيه
relaxed	détendu	مسترخي
release	libération	إطلاق
serene	serein	هادئ
sparked	déclenché	أثار
strains	souches	سلالات
successfully	avec succès	بنجاح
suppressing	supprimer	قمع
threats	menaces	تهديدات
unconscious	inconscient	فاقد الوعي

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FEELINGS, EMOTIONS AND HUMOUR TEST 6

PART 1: READING
A/ COMPREHENSION

Read the text carefully then do the activities:

Men and emotions

We all have feelings. Men and women typically handle emotions in quite different ways. When upset, women are likely to express their feelings directly, and to seek the support of friends and family, whereas men might typically hide their emotions or withdraw. What explains these differences?

Men in Western cultures (and many other cultures too) are socialised to hide their emotions, be self-reliant, and 'act' rather than feel. These notions are embodied in the cultural stereotypes of the heroic male, so often represented in film and television. Fearless, resourceful, stoic and usually facing adversity alone, these characters tell us a lot about what our culture considers ideal male behaviour.

More powerful than film characters are the roles we see our parents playing. Many men have experienced fathers who were emotionally distant, who rarely if ever cried or expressed affection outwardly. The way we see our parents behave becomes the unconscious template on which our own behaviour as adults is built.

It is helpful to think in terms of four basic human emotions: sadness, anger, happiness and fear. These are sometimes referred to as 'sad, mad, glad and bad.' Of these four emotions, only anger, and to a lesser extent, happiness, are considered truly 'manly' in the conventional model of masculinity. Yet fear and sadness are universal to the human species, not just women! These emotions serve a valuable purpose and are normal responses to threat and loss.

Because of the taboo against these supposedly 'weak' emotions, men often 'bottle up' their sadness and anxiety, and channel it into the emotion most available to them: anger. This can cause some men who are suffering emotionally to become powder kegs of potentially violent rage.

Because they have been taught to suppress their feelings, many men simply do not have the words to describe their own feeling states. This can lead to great frustration in relationship when they cannot express their needs, fears and grieves. Men often feel overwhelmed by their female partners when it comes to discussing emotional issues, because they cannot articulate their feelings or stand up for them. This can leave them feeling confused, angry and powerless.

1. Circle the letter that corresponds to the right answer.

The text is …

a- prescriptive b- argumentative c- narrative d- expository

2. Are the following statements true or false?

a. Men do not express their emotions in the same way as women.
b. Women usually hide their emotions.
c. Fathers have an influential role on how our behaviour is built.
d. Men do not show their anger and happiness.

3. Answer the following questions according to the text.

a. What do men do instead of feeling?
b. Why are fear and sadness considered as universal to the human species?
c. Which emotion do men easily express?

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4. In which paragraph are the consequences of bottling up one's feelings mentioned?

B) TEXT EXPLORATION

1. Find in the text words closest in meaning to the following:

a. while (§1) b. stronger (§3) c. suppress (§5)

2. Complete the chart as shown in the example.

VERB	ADJECTIVE	NOUN
differ/differentiate	different	difference
.....	weak	.....
.....	.....	frustration
express	.....	.....

3. Connect each pair of sentences using the connector in brackets. Make changes where necessary.

a. Men and women are from the same planet. The emotional wiring of the sexes is fundamentally different. (although)

b. Men tend to express their hostility through physical violence. Women tend to be more *verbally expressive.* (while)

4. Fill in each gap with one of the following works:

different	less	treat	with

It is a commonly held belief that men and women ..... their emotions in ..... ways. Men are thought of as ..... emotional than women and more inclined to use logic and reason when dealing ..... daily stresses.

5. Classify the following words according to the pronunciation of the final's' (/s/ /z/ /iz/).

Differences states emotions stereotypes cultures issues

/s/	/z/	/iz/

PART 2: WRITTEN EXPRESSION

Write a composition of 80 words on <u>one</u> of the following topics.

Choose one of the following topics.

Topic 1:

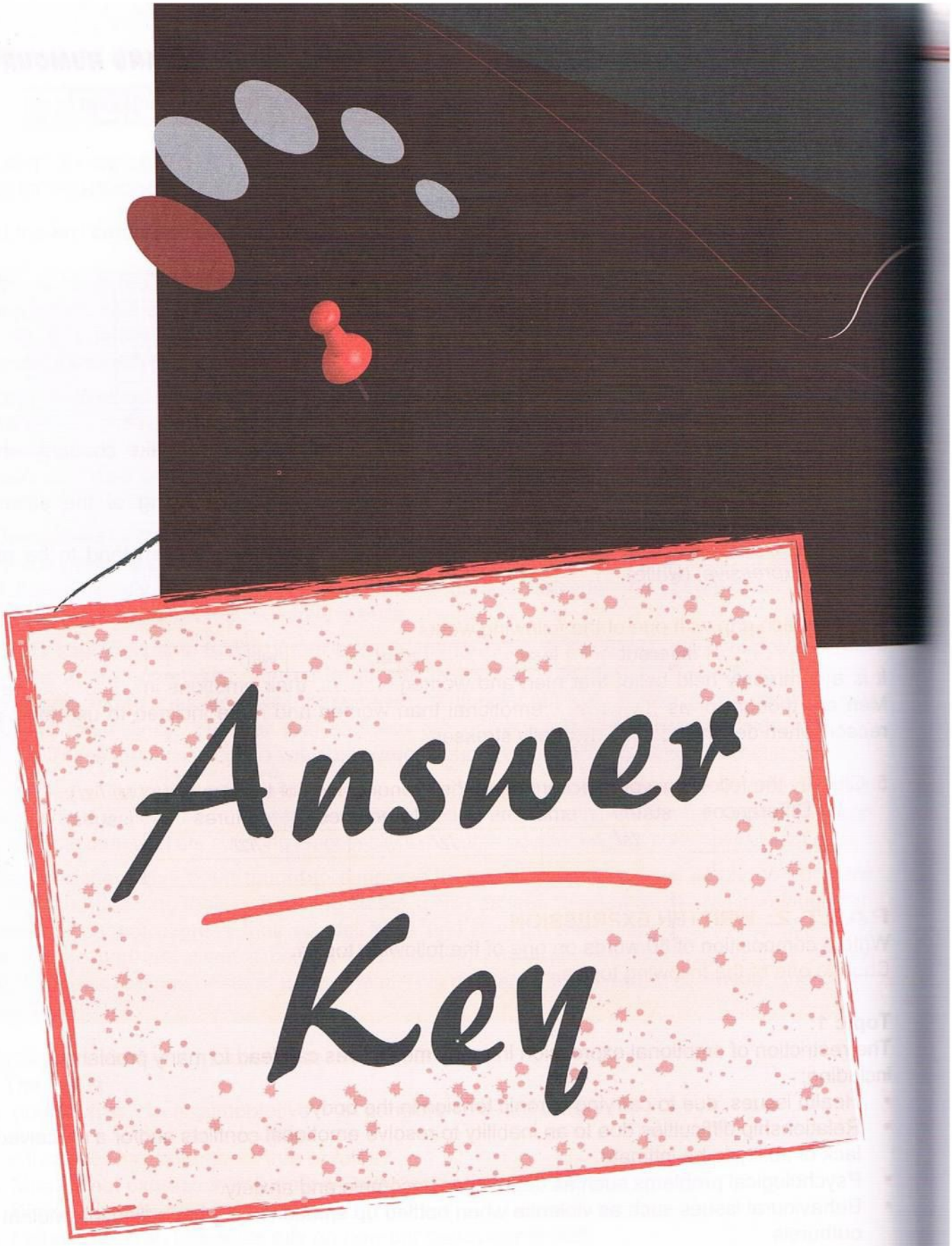
The restriction of emotional expression in many men's lives can lead to many problems including:

- Health issues, due to carrying chronic tension in the body.
- Relationship difficulties due to an inability to resolve emotional conflicts and/or a perceived lack of ability to be intimate.
- Psychological problems such as depression, insomnia and anxiety.
- Behavioural issues such as violence when bottled up emotions are channelled into violent outbursts.

Topic 2:

Do you feel embarrassed when you express your feelings in front of the others? Why?/why not?

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THE PASSIVE VOICE

EXERCISE 1:

1. Penicillin was discovered Alexander Fleming
2. The computer will be delivered tomorrow.
3. Two men were arrested by the police last night.
4. The Mona Lisa was painted by Leonardo da Vinci
5. Turkish is spoken in Turkey.
6. The swimming pool has been cleaned.
7. She was being interviewed for the job.
8. The house has been destroyed by the fire.
9. The letter is being written by Tom.
10. The car will be washed by them.

EXERCISE 2:

1. English is spoken all over the world. (Present tense)
2. My pencil case has been stolen. (Present perfect)
3. This shirt was made in France. (Past tense)
4. The dogs are kept in house. (Present tense)
5. Her new book will be published next month. (Future tense)
6. Milk is used to make butter and cheese. (Present tense)
7. They were taken to school. (Past tense)
8. Some ink has been spilled on the carpet. (Present perfect)
9. The thieves were arrested by the police. (Past tense)
10. The homework will be corrected by the teacher. (Future tense)
11. Her ring was found under the bed. (Past tense)
12. I had been offered an interesting job. (Past perfect)

EXERCISE 3:

a. a new car will be bought by my father next year.
b. the teacher gave the students 15 minutes for the test.
c. English people own this restaurant.
d. Their parents offered the children some toys.
e. he is going to be bought a car by his father.
f. a lot of money is paid by tourists.
g. this house was built in 1900.
h. children are always love their parents.
i. Spielberg produced the film.
j. the hummingbirds relished the sugar water.
k. many people do jogging for exercise.
l. the professor handed the syllabus out.

ADVISING

1. should 2. had better not 3. should –should 4. *shouldn´t* had better 5. should shouldn't 6. Should 7. should *shouldn´t* 8. shouldn't –should –should –shouldn't

OBLIGATION AND NECESSITY

1. You must see a doctor at once!
2. I have to be at school tomorrow at 8 a.m. I've got an exam!
3. I've got to be at school tomorrow at .....
4. You mustn't touch that plate, it's too hot.
5. I had to see a doctor, because I felt very sick.
6. I had to break the window! I lost my key!
7. The manager isn't here, he had to go to Paris on urgent business.
8. Tomorrow the President will have to open Parliament.
9. Children under 8 years old have to be accompanied by their parents.
10. As this is the last chance to qualify, they must play well and score two goals.

THE CAUSE & THE CONSEQUENCE

1. I'm studying hard because I want to pass my exam.
2. The plane was delayed. As a result, *I had to wait for five hours.*
3. They had to leave early since their train left at 8.30.
4. Because the soup was very hot, I burned my tongue.
5. Due to the fact that the weather was bad, we postponed our trip.
6. The car was so expensive that we couldn't afford to buy it.
7. He was exhausted. Consequently, he immediately fell asleep.
8. Because of the snowstorm, only five students came to class.
9. The weather was bad. Therefore, we postponed our trip.
10. She was ill, so she missed class.
11. We're having such beautiful weather that I don't feel like going to work.
12. Because of a heavy traffic, Mary was late to work.
13. I didn't have my umbrella. Consequently, I got wet.

SO OR SUCH

1. such	2. such	3. such
4. so	5. such	6. so few
7. such a	8. so	9. such
10. such	11. such a good	12. such a
13. so much	14. so	15. such a
16. so	17. such a	18. so well
19. such a	20. so	

THE CONDITIONAL

EXERCISE 1: First conditional

1. go 2. will be 3. will buy 4. come 5. does not rain 6. see 7. passes 8. will she come 9. works 10. is

EXERCISE 2: Second conditional

1. were 2. would not have to 3. knew 4. would look 5. would you go 6. would get 7. had 8. did not drive 9. found 10. would not be

EXERCISE 3: The first or the second conditional

1. calls 2. would stay 3. does not apologise 4. Fixes 5. would speak 6. lost 7. will meet 8. Tries 9. were not 10. show

EXERCISE 4: Third Conditional

1. had not driven – would not have had 2. had not answered-would not have had 3. had phoned -would have been 4. had not rained – would not have gone 5. had not sold –would have lent 6. had had would have bought

EXERCISE 5: Put the verbs in brackets in their correct form

1. hadn't been 2. worked 3. wouldn't have been 4. would spend 5. had lasted 6. will be 7. were 8. had asked her.

EXPRESSING CONDITION

1. We'll sell you the ranch on condition you pay in cash.
2. As/so long as you stay in US, you improve your English speaking skill.
3. We'll go fishing this afternoon provided it doesn't rain.
4. You can borrow my car providing you return it today.
5. You can stay here as long as you work hard.

UNLESS

1. I will take the job unless the pay is too low.
2. I will be back tomorrow unless there is a plane strike.
3. Let's go for a walk – unless you are too tired.
4. I am going to work in the garden this afternoon, unless it rains.
5. I will be surprised if he doesn't have an accident soon.
6. I think she would look prettier if she didn't wear so much make-up.
7. If you don't stop smoking, you will fall seriously ill.
8. Unless you start now, you will not reach there in time.
9. If I were rich, I would spend all my time travelling.
10. If I have enough time tomorrow, I will come and see you.

WISHES AND REGRETS

1. I wish I knew the answer. (= I don't know)
2. I wish I was /were better at sports. (= I'm not)
3. I wish I could give you an answer. (= I can't)
4. I wish you would be quiet. (= Your talking irritates me.)
5. I wish I had known you then. (= but I didn't)
6. If only I had more money! (= but I haven't)
7. If only I was going on holiday with you!
8. If only you were here. (= but you re not)
9. If only the sun would come out! (it is cloudy)
10. If only I'd listened to you! (=but I didn't)

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NEGATIVE PREFIXES

EXERCISE 1:

dissatisfied	unsociable	insufficient
immature	immoral	immortal
impatient	imperfect	impersonal
inacceptable	inaccurate	inadequate
unprepared	indecisive	undesirable
inhospitable	illegal	illegible
irregular	irresolute	irresponsible
unbearable	incompatible	incomplete
unfaithful	inflexible	infrequent
invariable	invisible	unwilling
disobedient	disorganised	impassive
impolite	improbable	unreadable
disagreeable	inapproachable	inappropriate
indiscreet	inexcusable	inexperienced
illegitimate	illiterate	illogical
disrespectful	insane	dissatisfactory
unconscious	discontented	inconvenient
ungrateful	unhealthy	unhelpful

EXERCISE 2:

1. inadequate 2. illiterate. 3. Inedible 4. irreversible 5. Unreliable
6. illegitimate 7. dishonest 8. Unsolicited 9. immeasurable
10. Imperfect 11. unrequited 12. disloyal

EXERCISE 3:

1. unable. 2. unpack. 3. dehydrate. 4. insane 5. disregard
6.improbable 7. irreparable 8. distrust. 9. incapable 10. disarm
11. Ungrateful 12. unlikely 13. disapproved 14. inaccurate

THE GERÜND

1. taking	9. visit	17. to close	25. meeting
2. to keep	10. worrying	18. to play	26. pretending
3. speaking	11. going	19. to fly	27. to lock/to shut
4. blaming	12. to buy	20. looking	28. to take
5. starting	13. insult	21. writing	29. to drink
6. fetch	14. biting	22. to be	30. being
7. getting	15. making	23. to call	31. to admire
8. to forget	16. eating	24. to buy	32. eating

SIMPLE PRESENT

1) Mary plays volleyball on Mondays.
2) My teacher carries a brown bag.
3) Chris and Pat go to school at 7:30 AM.
4) The students do the homework in the afternoon.
5) Camilla does the homework at home.
6) Does John listen to music?
7) I don't read the newspaper on Sundays,
8) My sister watches T.V. in the evening.
9) Lucy and I get up at 9 o'clock everyday.
10) Danielle goes home at 6:30.
11) Do you practice sport?
12) We are not students.

QUANTIFIERS

EXERCISE 1:

1. little 2. few 3. few 4. little 5. few
6. few 7. little 8. few 9. few 10. little

EXERCISE 2:

1. many/ few 2. much 3. much/ few
4. much /few 5. much/ 6. many /a
7. much 8. much/few 9. much/little
10. few

EXERCISE 3:

1. many 2. many 3. much 4. many 5. much
6. many 7. many 8. many 9. many 10. much

EXERCISE 4:

1. much 2. much 3. many 4. as much as
5. little 6. a little 7. a few 8. few
9. less 10. fewer 11. some 12. any

EXPRESSING OPPOSITION

1. Although 2. despite 3. In spite of 4. Despite 5. Although
6. In spite 7. Although 8. Although 9. Despite 10. although

VERBS + PREPOSITIONS

1. accused of 2. belong to 3. blame for 4. borrowed from
5. care for 6. apologize for 7. complaining about 8. consists of
9. believe in 10. agree with 11. provided with 12. spent money on
13. wait for 14. look for 15. prefer to

ADJECTIVE-FORMING SUFFIXES

enjoy	enjoyable	magnet	magnetic
response	responsive	fortune	fortunate
help	helpful	self	selfish
penny	penniless	gold	golden
glory	glorious	surprise	surprised/ing
grade	gradual	wood	wooden
artist	artistic	fog	foggy
passion	passionate	attract	attractive
fool	foolish	resist	resistant
excite	excited/ing	persist	persistent
sense	sensible	manage	manageable
beauty	beautiful	rust	rusty
home	homeless	progress	progressive
danger	dangerous	import	important
act	actual	depend	Dependent

WORD STRESS

LESson	OFfice	CITy	conFIRM
deNY	exPLAIN	forGET	COMpensate
consideRAtion	ilLUsion	aPOLogize	meTAllic
geOlogy	FOOLish	STUDent	CARpetFUNny
LOCal	USEful	comBINE	supPLY
MODernize	COMpensate	DECorate	ecoNOMics
inforMAtion	constiTUtion	'coloni'ZAtion	acaDEMic
investiGAtion	acCUmu'late	aPOLogize	iDENtify

HOW?

1. How many boys are in this class?
2. How old am I?
3. How much did you pay for this coat?
4. How far is it from my town to the capital?
5. How long is this rope?
6. How high is this fence?
7. How tall is Samir?

ACTION AND STATE VERBS

EXERCISE 1:

	action verbs	state verbs	both
enjoy	x		
weigh			x
mind		x	
smell			x
play	x		
matter		x	
contain		x	
look			x
read	x		
feel			x
prefer		x	
hear		x	
burn	x		
measure			x
agree		x	
worry	x		

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EXERCISE 2:

1 a) Why are you smelling the soup?√
b) Why do you smell the soup?

2 a) She was feeling his arm on her shoulder.
b) She felt his arm on her shoulder. √

3 a) Are you having an English dictionary?
b) Do you have an English dictionary? √

4 a) What are you thinking about? √
b) What do you think about?

5 a) I am feeling much better today. √
b) I feel much better today.

6 a) What are you looking at? √
b) What do you look at?

7 a) I am not hearing you.
b) I can't hear you. √

8 a) What are you thinking of me?
b) What do you think of me? √

9 a) I am feeling we should go home now.
b) I feel we should go home now. √

10 a) This bread is tasting funny.
b) This bread tastes funny. √

PLURAL NOUNS

stories	dresses	mice
boxes	toothbrushes	oranges
monkeys	men	sandwiches
leaves	feet	cameras
classes	geese	exercises
inches	children	flies
women	teeth	toys

DEGREES OF COMPARISON

EXERCISE 1:

1. Apples are healthier than chips.
2. Elephants are bigger than bears.
3. Gold is more expensive than silver.
4. Bikes are slower than cars.
5. I am better at English than my brother .
6. My friend is taller than me.
7. Sandy is thinner than Tamara.
8. My father is stronger than Tom's father.
9. The tiger is heavier than a fox.
10. The weather is hotter than yesterday .
11. Berta is more beautiful than Debby.
12. I am worse at maths than my best friend

EXERCISE 2:

1. Although Saida has passed her test, she never drives
2. Electronic gadgets make life easier. On the other hand, they encourage people to be physically inactive.
3. he is quiet and' shy, while/whereas his sister is lively and talkative'
4. He is rich. Still, he leads a miserable life.
5. Although He was innocent, he was sent to prison'
6. I like to live in the city, while / whereas my wife prefers the country.
7. In spite of the bad weather, we went out for a walk'
8. James is very ambitious whereas his brother is quite the reverse.
9. Although she has plenty of money, she is very mean'
10. Even though she never takes any kind of exercise, but she is quite fit and healthy'
11. She said. she didn't want to change her job. However, she may change her mind'
12. 'Some married couples argue all time, whereas others never do
13. There was little chance of success; nevertheless they decided to perform the surgery.
14. Though/Although it was extremely cold 'Debbie wasn't wearing a coat '
15. Unlike most people in the office, I don't come to work by car.

NOUN-FORMING SUFFIXES

secret	secrecy	invent	invention
safe	safety	grow	growth
criticize	criticism	bright	brightness
destroy	destruction	wise	wisdom
stubborn	stubbornness	good	goodness
die	death	arrive	arrival
decide	decision	wed	wedding
enter	entrance	heal	health
scarce	scarcity	bake	bakery
speak	speech	refer	reference
simple	simplicity	try	trial
clean	cleanness	communicate	communication
insist	insistence	polite	politeness
occupy	occupation		

PRONUNCIATION OF ED

word	/d/	/t/	/id/	word	/d/	/t/	/id/
added			x	pressed		x	
asked		x		skied	x		
banged	x			smelled	x		
breathed	x			coughed		x	
bugged	x			stayed	x		
called	x			sued	x		
decided			x	honored	x		
exited			x	reached		x	
freed	x			lied	x		
grabbed	x			massaged	x		
graded			x	needed			x
hoped		x		wished		x	
played	x			tasted			x
pleased	x			tried	x		
placed		x		walked		x	
rested			x	wanted			x
resumed	x			peeled	x		
saved	x			objected			X

PRONUNCIATION OF FINAL S

	s	z	iz		s	z	iz
Alison's		x		menus		x	
animals		x		jokes	x		
birds		x		spiders		x	
buckets	x			stops	x		
bushes			x	teaches			x
cages			x	villages			x
cliffs	x			digs		x	
clothes		x		things		x	
coughs	x			Tom's		x	
drugs		x		baths	x		
eats	x			begins		x	
paths		x		misses			x
plays		x		months	x		
proofs	x			ribs		x	
Thomas's			x	Robert's	x		
badges			x	sizes			x
remembers		x		thinks	x		
trees		x		enjoys		x	
balls		x		pleases			x
fixes			x	weeks	x		
freezes			x	steals		x	
hopes	x			places			x
introduces			x	flies		x	
judges			x	friends		x	
knows		x		windows		x	
leaves		x		economics	x		
legs		x		rises			X

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EXPRESSING LIKES, DISLIKES & PREFERENCES

1. Do you like writing a diary?
2. Would you like to receive a card every Valentine's Day?
3. Would you prefer to watch a western film or a romantic comedy?
4. Do you prefer having a romantic dinner or watching TV?
5. I'd like to live in a different country.
6. I hate reading English books.
7. I don't mind lending you the money you need.
8. Would you prefer to travel by plane or by ship?

VERB-FORMING SUFFIXES

modern	modernise	different	differentiate
commercial	commercialise	active	activate
general	generalise	short	shorten
industrial	industrialise	awake	awaken
bright	brighten	pure	purify
symbol	symbolise	soft	soften
clear	clarify	stable	stabilise
specific	specify	note	Notify

ARTICLES WITH ABSTRACT NOUNS

1. X Education 2. X Formal education 3. X Power corrupts and X absolute power.
4. X Honesty and X truthfulness 5. The education. 6. The happiness 7. X freedom.
8. X hunger 9. X honesty. 10. The happiness.

REPORTED SPEECH

EXERCISE 1: Reported statements: Answers

1. She said (that) he worked in a bank.
2. She told me (that) they went (had gone) out last night (the night before).
3. She said (that) she was coming.
4. She told me (that) she was waiting for the bus when he arrived.
5. She said (that) she had never been there before.
6. She told me (that) she didn't go (hadn't gone) to the party.
7. She said (that) Lucy would come later.
8. She told me (that) he hadn't eaten breakfast.
9. She said (that) she could help me tomorrow.
10. She told me (that) I should go to bed early.
11. She told me (that) she didn't like chocolate.
12. She said (that) she wouldn't see me the day after.
13. She said (that) she was living in Paris for a few months.
14. She told me (that) she visited (had visited) her parents at the weekend.
15. She said (that) she hadn't eaten sushi before.
16. She said (that) she hadn't travelled by underground before she came to London.
17. She said (that) they would help if they could.
18. She told me (that) she would do the washing-up later.
19. She said (that) he could read when he was three.
20. She said (that) she had been sleeping when Julie called.

EXERCISE 2: Reported Questions – Answers:

21. She asked me where he was.
22. She asked me what I was doing.
23. She asked me why I went (had gone) out last night.
24. She asked me who that beautiful woman was.
25. She asked me how my mother was.
26. She asked me what I was going to do at the weekend.
27. She asked me where I would live after graduation.
28. She asked me what I had been doing when she saw (had seen) me.
29. She asked me how the journey was (had been).
30. She asked me how often I went to the cinema.
31. She asked me if I lived in London.
32. She asked me if he arrived (had arrived) on time.
33. She asked me if I had been to Paris.
34. She asked me if I could help her.
35. She asked me if I was working tonight (that night).
36. She asked me if I would come later.
37. She asked me if I liked coffee.
38. She asked me if this was the road to the station.
39. She asked me if I did (had done) my homework.
40. She asked me if I had studied reported speech before.

EXERCISE 3: Reported Orders and Requests – Answers:

1. She asked me to help her carry this.
2. She asked me to come early.
3. She asked me to buy some milk.
4. She asked me to open the window.
5. She asked me to bring the book tonight (that night).
6. She asked me to help her with her homework.
7. She asked me to bring her a cup of coffee.
8. She asked me to pass the salt.
9. She asked me to lend her a pencil.
10. She asked me to tell her the time.
11. She told me to do my homework.
12. She told me to go to bed.
13. She told me not to be late.
14. She told me not to smoke.
15. She told me to tidy my room.
16. She told me to wait here (there).
17. She told me not to do that.
18. She told me to eat my dinner.
19. She told me not to make a mess.
20. She told me to do the washing-up.

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(Ethics in Business key to)

(Ethics in Business key to test 1)

A/COMPREHENSION

1. The text is a(n): newspaper article

2. TRUE or FALSE?
   a. T
   b. F: Almost every successful product is being copied.
   c. T
   d. T
   e. F: Combating them has become a priority for society

3. Answers
   a. Pharmaceuticals, toys, spare parts for cars and aircraft.
   b. Unlike narcotics, counterfeiting is without risks.

4. The words refer to
   a. counterfeiting b. counterfeiting and piracy

5. Paragraph 3

B/TEXT EXPLORATION

1. Words with synonyms

WORD	SYNONYM
theft	stealing
counterfeit	forged
property	possession
priority	precedence

2. Complete the chart

VERB	NOUN	ADJECTIVE
grow	GROWTH	GROWN/GROWING
RISK	risk	RISKY
SUCCEED	SUCCESS	successful

3. Join pairs of sentences
1. Corruption will be eradicated provided that everyone cooperates.
2. Counterfeiting cannot be stopped unless everyone helps.

4. Reorder the words
Intellectual property theft is an illegal activity

5. The pronunciation of final 's'

/s/	/z/	/iz/
products / networks	goods / areas / holders	resources

(Ethics in Business key to test 2)

A/COMPREHENSION

1. The text is:
   c. expository

2. TRUE or FALSE
   a. T b. F c.T d. F e. T

3. Answers
a. The major consequence of corruption on the world is poverty.
b. Corruption isn't a natural disaster: it is the cold... theft of opportunity from the men, women and children who are least able to protect themselves."

4. The general idea
   a. Corruption is increasing in the world

5. Words refer to
   a. Poverty b. leaders

B/TEXT EXPLORATION

1. Words with synonyms

WORDS	SYNONYMS
find out	discover
theft	stealing
misery	unhappiness
target	aim

2. Classify the words

WORD	PREFIX	ROOT	SUFFIX
corruption		corrupt	ion
International	inter	nation	al
increasing		increas	ing
natural		natur	al

3. Sentence 'b'
b. People are locked in a "cycle of misery" by corruption.
b. "Leaders need to keep their promises to help poor people,' he said

4. Fill in the gaps
   1. abuse 2. advantage 3. person 4. seeks

5. The silent letter
   honesty campaign talk whole doubt though

(Ethics in Business key to test 3)

A) COMPREHENSION

1. The general idea:
   a) Counterfeiting is harmful and we must fight it.

2. True or false?
   a. T b. F c. T d. F

3. Answer
a) We ought to use our buying power to support legitimate, socially responsible companies developing products through creativity, research and manufacturing excellence.
b) jobs and economy

4. The words refer to
a) reasons for its growth: counterfeiting
b) We ought to use our buying: consumers

5. Paragraph 2

B) TEXT EXPLORATION

1. The words with synonyms

WORD	SYNONYMS
growth	development
products	goods
counterfeit	forged
stake	risk

2. The opposite

WORD	OPPOSITE
legitimate	illegitimate
responsible	irresponsible
harmless	harmful
educated	uneducated

3. Reorder words
Transparency International is an international non-governmental organization fighting corruption

4. Join pairs of sentences
a) Imitations are so perfect *that* it is difficult to distinguish between genuine and fake products.

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b) We will curb counterfeiting *provided that* we stop purchasing counterfeit products.

5. Pronunciation of the final 's'

/s/	/z/	/iz/
products	*consumers*	*prices excuses*

(Ethics in Business key to test 4)

A) COMPREHENSION

1. A title is: c. Education and Corruption

2. True or false : a) F b) F c) T

3. Answer.
a) When money counts more than knowledge in the quest for a diploma
b) people who do not tolerate corruption and who actively act against it
c) kill, ruin small enterprises, and deprive people of their human rights to health, education and security.

4. The words refer to
a) their: studying and learning
b) who: people
c) it: Anti-corruption education

5. In paragraph 3

B/ TEXT EXPLORATION

1. Words or phrases closest in meaning:
a) vital: central b) useful: effective c) harm: damage

2. Chart.

VERB	NOUN	ADJECTIVE
corrupt	corruption	corrupt/corruptible
inform	information	informed
deprive	deprivation	deprived

3. Sentence (b)
1. b) Social and economic development is hindered by corruption
2. a) b) He said that people around the world were fighting to rid their countries of corruption.

4. The correct form of verbs
1. (is) 2. (undermines) 3. (weakens)
4. (hinders) 5. (increases)

5. The number of syllables

1 syllable	2 syllables	3 syllables
build	knowledge damage ethics	corruption unable

(Ethics in Business key to test 5)

PART 1: READING
A) COMPREHENSION

1. The text is: a. fake medicines

2. True or false : a) F b) T c) T d) T

3. Answer
a. inactive ingredients
b. mental and physical damage and even death.
c. must do more to expose the problem and help countries tighten regulatory controls.

4. Reorder the following ideas: b → a → c

5. A title is: c) Counterfeit medicines

B) TEXT EXPLORATION

1. Words, phrases or expressions closest in meaning
a. counterfeit b. diseases c. expose d. assisting

2. Chart.

VERB	ADJECTIVE	NOUN
to affect	Affected / affective / affectionate	affection
to expose	exposed	Exposition / exposure

3. Sentences.
a) Although governments have made a lot of efforts, they have been unable to stop the import of counterfeit products.
b) Local authorities are encouraging citizens to be more active.

4. Pronunciation of final 's'
/s/ ingredients /z/ medicines controls /iz/ diseases

5. Fill in each gap with one word from the list below.
1. it 2. to 3. people 4. counterfeiting

PART 2: WRITTEN EXPRESSION

Topic 2

Counterfeit products are everywhere and include almost everything such as clothes, toys, perfumes and even medicines. The consequences of consuming such things are so disastrous that we should do something to stop this phenomenon.
First, we must raise the awareness of the consumer that, in addition to the dangers of these products on his health and on the economy, there is a direct link between counterfeiting and child labor, drug trafficking, and terrorism.
Second, stringent law must be passed to punish counterfeiters. Since the problem is universal, countries should collaborate to fight counterfeiting.
Finally, manufacturers of brand should reduce the price of their products so that the consumers can afford them.

(Ethics in Business key to test 6)

PART 1: READING
A) COMPREHENSION

1. True or false: a. T b. F c. T

2. Complete the table

Who uses bribery ?	Who receives the bribe?	Why do they use bribery ?
- a motorist	- a police officer	- no to issue a ticket for speeding
- a citizen	- a functionary	- for faster service

3. The words refer to
a) the bribe b) class c) an agent

4. Answer
a. Influence the action, vote or influence of person in an official public capacity.
b. Extortion is a bribe effectively extracted from the person paying it.
c. The financial ability to bribe.

5. The text is.. b) expository

B) TEXT EXPLORATION

1. a) influence b) unjustly c) seeking

2. Chart.

VERB	NOUN	ADJECTIVE
act/activate	action	active/acting
to influence	influence	influential
finance	finance	financial

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3. The sentences
a. The system of law is so well implemented that companies avoid bribery actions.
b. Specialists consultancies will help multinational companies provided that they trade more ethically.

4. Fill in the gaps.
business exchange offering contract services

5. The syllables.
corruption – public – capacity – extortion

PART 2: WRITTEN EXPRESSION
Topic 1

Bribery has made the lives of people like hell. You can't do anything without being asked to give a bribe. In Algeria they call it coffee thinking that by changing its name will make it legal. Therefore, it is high time we fought it.

In order to fight bribery, the government must set a well implemented system of law. In addition, punishing severely any offence can lessen the impact. Another way is to make companies sign commitment contracts which makes more pressure on agents to refrain from corrupted practices. The public authorities can also inspect the work of public officials. All this may cut down bribery and its bad impact on the individual as well as the society.

(Ethics in Business key to test 7)

PART 1: READING
A/ COMPREHENSION

1. True or false : a) T b) T c) F

2. Answer
a) three (3) aspects of ethics: 1. the obligation to be honest and lawful in ones activities- 2. to act in conformity with the spirit of fair competition – 3. the payment of one's taxes/ and the necessity to treat one's employees with fairness.
b) ethics keeps the balance of economy. Any mistake or wrongdoing disturbs its balance and penalises its functioning.
c) unethical behaviours are punished severely.

3. Refer
a) their: decisions b) them: qualities/principles c) it: economy

4. A title is: a) Ethics in Business

B/ TEXT EXPLORATION
1. Words or phrases closest in meaning.
a) behaviours b) demands c) complete

2. Chart.

VERB	NOUN	ADJECTIVE
To respect	RESPECT	RESPECTFUL
TO DECIDE	decision	DECISIVE
TO VARY	VARIETY	various

3. Rewrite sentence (b)
1. b) They provide services to the community.
2. b) The manager told me that I had to be fair with the workers./ The manager told me to be fair with the workers.

4. Ask the questions.
a) Who must always respect new comers?
b) What are the basic features of ethics?

5. Pronunciation of final "s"
/s/ aspects /z/ societies actions /iz/ taxes

PART 2: WRITTEN EXPRESSION
Topic 2

In my opinion people who do illegal business are not helping their country, on the contrary, they are destroying it.

Counterfeiting, For example, weakens the economy and harms people's health. Bribery is another example of illegal business that leads to corruption and thus to hindering development. In addition, tax evasion costs the economy a great deal of loss which has negative effects on public services. Smuggling is an act of tax evasion which deprives government of revenue for public expenditure. Moreover, it destroys the market for local products which eventually leads to collapse of local industries.

I think all sorts of illegal business should be fought. This can be done only if everyone contributes to the operation.

(Ethics in Business key to test 8)

PART 1: READING
A) COMPREHENSION

1. The text is taken from: a

2. True or False: a-F b-T. c-F. d-T

3. In paragraph: a-§3 b-§4

4. Answer
a-They are dangerous because they contain harmful toxic substances or inactive ingredients.
b- Lack of borders' control-weak regulations governing the medicine distribution system-the globalization of markets.
c- The loss of taxation revenue.

5. Refer
a. the counterfeit drug b. legitimate manufacturers.

B/ TEXT EXPLORATION
1. The words closest in meaning
a- genuine b- legitimate

2. Chart.

production-producer-productivity -product		productive
Economics-economy	to economize	

3. Rewrite sentence (b).
a) Counterfeit products are being produced.
b) I wish governments could stop corruption.

4. Pronunciation of final 'ed'.

/t/ looked	/d/ governed forged	/id/ contributed

5. The words 1-ethical - 2-internet- 3-site- 4-illegal

PART 2: WRITTEN EXPRESSION
Topic 2

Today we find that girls are better at school that boys. This is due to many reasons.

First, girls have become more interested in education that before because they have now the opportunity to work outside the home and get rid of the idea that women are made to work at home and give birth to children. In addition, boys think that education doesn't make money. They want to get rich with the least effort, which is totally wrong. Boys also think that there aren't enough jobs for all, so why to waste time in education?

The result of this phenomenon is serious both on the individuals and society. Therefore, something must be done to solve the problem.

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(Ethics in Business key to test 9)

A) COMPREHENSION (8 pts)

1. The text is a : a. Newspaper article

2. True or false : a. T b. F c. T d. T

3. Answer
a. social, environmental, financial/ people, planet, profits
b. yes, he does. Translate this concept into the reality of running a business such as ours.
c. it's hard to be honest and self critical in a public way.

4. Mentioned in : a. §2 b. §3

5. Refer to
a. it: triple bottom line b. its: private company

B/ TEXT EXPLORATION(7 pts)

1. Words closest in meaning
a. idea: concept enough: sufficient client: customer

2. Chart

VERB	NOUN	ADJECTIVE
finance	finance	financial
measure	measurement	measurable
to translate	translation/tor	translated

3. Join pairs of sentences
a. Because some companies are unethical, it is hard for them to reveal their financial situation.
b. Provided that a company acts responsibly, it will gain the confidence of its stakeholders.

4. Pronunciation of final s

/s/	/z/	/iz/
profits groups	legs failures	recognises judges

5. Reordering sentences: c-b-d-a

(Ethics in Business key to test 10)

PART 1: READING
A\ COMPREHENSION

1. The main idea of the text: a) Children and exploitative work

2. True or false : a) F b) T c) F

3. It mentioned that children are involved in exploitative works
In paragraph 3

4. Refer
a) that: work (&1) b) she: child (&2)

5. Answer
a) Child labour means work for children that harms them or exploits them physically, mentally or morally
b) The causes of child labour are poverty, lack of good schools, day car, lack of other services such as health care, and family problems.

B) TEXT EXPLORATION

1. words or phrases: a) safe: harmless b) in addition: moreover

2. Chart

VERB	NOUN	ADJECTIVE
to benefit	BENEFIT	BENEFICIAL
ACCESS/ACCEDE	access	ACCESSIBLE
EXPLOIT	EXPLOITATION	exploitative

3. The questions
a) Who point / points out that some kinds of work may be completely harmless?
b) Where is one child in three at work?

4. The correct form of the verbs : tried – are still confronted

5. Pairs that rhyme.

A	B
1. three	c) free
2. health	d) wealth
3. money	a) honey
4. labour	b) favour

6. Order : 1- d) 2- a) 3- c) 4- b)

PART 2: WRITTEN EXPRESSION

Topic 1

A lot of children work to help their poor families. But some of them are exposed to great danger while others do harmless work which helps them in many ways.
It gives the child strength and makes him independent as regards the issues of life. It also helps developing the child's mental and psychological ability. Child labour in a way makes a child responsible. For the employer, it's cheap. For the child, it brings income without which some families might not survive.
It is not always bad for children to work provided that they don't neglect their studies.

(safety first key to test 1)

(safety first key to test 1)

A) COMPREHENSION

1. A title is : Ways of Advertising

2. True or false : a. T b. F c. T

3. Answers
a. To make us feel dissatisfied with ourselves and our imperfect lives.
b. They tell advertisers about the motives of fear and self-image.

4. Paragraph 3

5. Words refer to
a. The advertiser b. A middle-aged man c. psychologists

B/ TEXT EXPLORATION

1. Word with definition

WORD	DEFINITION
1.consumers	b. people who buy goods for their own use
2. imperfect	c. containing faults or mistakes; not complete
3. satisfy	a. to make somebody pleased by doing or giving them what they want

2. Complete the chart

NOUN	ADJECTIVE	VERB
success	successful	succeed
information	informative	inform
attraction	attractive	attract

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3. Sentence (b)
1. Many methods are used by advertisers to get us to buy their articles.
2. He told me the children wanted everything they saw.

4. Reorder the sentences : 1. c 2. b 3. a 4. d

5. Final 'ed'

/d/	/t/	/id/
dissatisfied / advertised / learned	produced	decided / wanted

(safety first key to test 2)

A) COMPREHENSION

1. True (T) or false (F): a. T b. F c. T

2. Choose a, b, or c.
c) selling alcoholic drinks at lower prices.
b) from drinking too much alcohol.
c) are victims of liquor advertisers' greed.

3. Answers
a. The aim is to introduce young people to new tastes and brands of liquor and to create a future generation of drinkers.
b. Make teenagers more aware of the effects of alcohol and of the risks they take when they drink and drive.

4. Words refer to
a. Health experts b. advertisers

5. In paragraph 2

B) TEXT EXPLORATION

1. Word with definition

WORD	DEFINITION
criticize	disapprove of somebody or something;
free	costing nothing
prevent	stop something from happening:
unaware	not knowing or realizing that something is happening

2. Ask the questions
a. What do health experts strongly criticize?
b. Where did a young girl collapse?
c. Who should show teenagers how they are manipulated by advertisers?

3. Join the pairs of sentences
a. Manufacturers advertise to persuade people to buy their products.
b. Advertising is a form of communication that attempts customers to buy a particular product.

4. Fill in the gaps
1. seek 2. products 3. image 4. with

5. Pairs that rhyme

word	third
eye	fly
might	site
wait	hate

(safety first key to test 3)

A/ COMPREHENSION

1. The title :
g. the impact of food advertising on childhood obesity

2. True or false : a. T b. F c. T d. T

3. Answer
e. Sitting in front of computer, television, and game screens
f. They cannot distinguish between programming and advertising

4. The order
1. The rate of obesity among children and youth is speeding.
2. Obesity in childhood exposes children to poor health.
3. Today's children spend most of their time in front of television
4. Most children under age 6 cannot distinguish between programming and advertising

5. Words refer to : a. Their: children b. Which: ads

B/ TEXT EXPLORATION (8 PTS)

1. Words, phrases closest in meaning to
a. associated(§1) b. obesity (§1) c. exploitative (§2)

2. ADJECTIVES

NOUNS	ADJECTIVES
health	healthy
prevention	preventive
influence	influential
obesity	obese

3. Sentence (b)
1/ b. Children and youth are places at risk by obesity.
2/ b. He said that the industry used cartoon characters to capture the attention of the young
3/ b. He gained weight since He eats lots of fatty foods

4. The correct form of the verbs
has -are -means -weigh -is -can

5. The number of syllables

1 syllable	*2 syllables*	*3 syllables*
health shown	children consume	increases directed

(safety first key to test 4)

A) COMPREHENSION

1. A title to the text : The effects of advertising

2. True or false : a. F b. T c. T d. F

3. Answer a) - Donating blood
- seatbelt use
- promote awareness of health and safety issues
- promotes prosperity
b) - Smoking
- paranoid about their looks

4. In the last paragraph

5. Words refer to
a) they: People (§1) b) it: Advertising(§2) c) their: consumers (§4)

B/ TEXT EXPLORATION

1. Words or phrases opposite in meaning:
a) poverty: prosperity (§1) b) minority: majority (§3)
c) sell : buy (§4)

2. Chart.

VERB	NOUN	ADJECTIVE
PRODUCE	product	PRODUCTIVE
help	HELP	HELPFUL/LESS
WORRY	WORRY	worried

3. Join pairs of sentences.
a) Advertising is a form of communication that attempts to persuade consumers to purchase a product.
b) Most kids do not distinguish between a commercial and a TV program. As a result, they accept ads as truthful and at face value.

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4. Reorder the sentences
- Junk foods, such as pizzas, burgers and soft drinks,
- are heavily promoted during children's TV viewing time.
- This develops a craving for fatty, sugary and fast foods in kids,
- thereby affecting their health adversely.

5. The pronunciation of final 's'

/s/	/z/	/iz/
effects	consumers, saves, aids	advertises, images

(safety first key to test 5)

A) COMPREHENSION

1. The passage is : f. A newspaper article

2. True or false : a. F b. T c. T d. T

3. Answer

a. tougher control and action against what it calls, 'an overwhelming campaign to persuade children to eat precisely what they need the least.'

b. The industry uses cartoon characters, children's areas in restaurants, and film tie-ins to capture the attention of the young

4. Refer : they: children those: advertisements

5. The paragraph is. in the last paragraph

B/ TEXT EXPLOITATION

1. Words, phrases or expressions whose definitions follow
a. advertising b. consume c. warning

2. Nouns can be derived from the following verbs

VERBS	NOUNS
protect	protection
develop	development
compete	competition
pay	payment

3. Rewrite sentence (b)
a. Obesity is as dangerous as cigarettes.
b. Cartoon characters are used to capture the attention of the young ..
c. He gained weight since he eats lots of fatty foods.

4. Fill in the gaps
1. overweight 2. than 3. enough
4. should 5. buy

5. Stress
'government a'ttention 'sensitize irrita'bility 'cultivate

(safety first key to test 6)

PART 1: READING
A\ COMPREHENSION

1. The text is about: b) Consumer movement and its roles.

2. True or false: a) T b) T c) F d) F

3. The paragraph is: a) §1 b) §2

4. Refer a) consumerism / movement b) consumers

5. Answer

a) from unsafe products, fraudulent advertising, labelling or packaging and business practices that limit competition.

b) adequate information about products so as to make the right decisions to buy goods or services.

c) many companies have become more responsive to the needs, wants and safety of consumers.

B) TEXT EXPLORATION

1. Words closest in meaning a) goods b) defective

2. Chart

VERBS	NOUNS	ADJECTIVES
to lose		lost
	economy	economic /al
to save		safe / saved

3. Ask the questions
a) What does consumerism promote?
b) Where is the movement active?

4. The correct forms of the verbs
1. should take 2. had bought

5. Pairs that rhyme: a =3 b = 4 c = 1 d = 2

6. Order: b - a - d - c

PART 2: WRITTEN EXPRESSION

Topic 1 :

Annie Jolly
110-C Woodhouse Lane
Savannah, Georgia 31419
November 1, 2007

Mr. Frederick Rozco, President
Rozco Corporation
14641 Peachtree Boulevard
Atlanta, Georgia 303030
Dear Mr.Rozco:

On October 15, 2007, in response to a special television offer, I ordered a Tressel Toaster from your company. The product arrived in the mail, apparently undamaged, on October 22. However, when I tried to operate the Tressel Toaster that same evening, I was distressed to find that it did not fulfill your claim to provide "fast, safe, professional hair-styling." Instead, it severely damaged my hair.

After following the instructions to "set up the toaster away from other appliances on a dry counter" in my bathroom, I inserted the steel comb and waited 60 seconds. Then I removed the comb from the toaster and, following the instructions for a "Venusian Curl," ran the hot comb through my hair. After just a few seconds, however, I smelled burning hair, and so I immediately placed the comb back into the toaster. When I did this, sparks flew from the outlet. I reached to unplug the toaster, but I was too late: a fuse had already blown out. A few minutes later, after replacing the fuse, I looked in the mirror and saw that my hair had been scorched in several spots.

I am returning the Tressel Toaster (along with the unopened bottle of Un-Do Shampoo), and I expect a full refund of $39.95, plus $5.90 for shipping costs. In addition, I am enclosing a receipt for the wig I purchased and will have to wear until the damaged hair grows out. Please send me a check for $303.67 to cover the refund for the Tressel Toaster and the cost of the wig.

Sincerely,
Annie Jolly

(safety first key to test 7)

PART 1: READING
A\ COMPREHENSION

1. True or false : a) T b) T c) F d) F

2. Fill in the table

Kinds of advertising	*Where advertised*
Example	newspapers and magazines
a) printed	along downtown streets .
b) posters	TV , radio
d) billboards	

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3. Answer
a) manufacturers, business firms, local businesses, political candidates, social organizations ...
b) to promote a cause or to influence the way people think or act.

4. In paragraph: a) in §1 b) in §3

5. The general idea of the text is : (a) Reasons for advertising

B) TEXT EXPLORATION

1. Words or phrases which are closest in meaning
a) persuade b) key

2. Chart.

VERBS	NOUNS	ADJECTIVES
to produce	.....	productive
.....	sale	sold
to use	use	.....

3. The pronunciation of the final's' (/s/- /z/- /iz/).
/s/ sites, groups/z/ Roadsides, sales/iz/ buses, services

4. Ask questions
a) When (how often) do people come into contact with many kinds of advertising?
b) What do many people advertise in newspapers for?
Why do many people advertise in newspapers?

5. Complete the following dialogue.
A) what is advertising?
A) where can we find it?
A) who uses advertising?
A) Is advertising a big business?

PART 2: WRITTEN EXPRESSION

Topic2

Advertising is the name given to the process of commercial promotion of goods and services in order to increase its sales. Advertising can be done by means of a number of mediums like television, newspapers, wall paintings, billboards, magazines, Internet, by the word-of-mouth and in many other ways. Advertising informs the buyers about the availability of a certain product or service in the market and encourages them to buy it.
The main objectives of advertising are:
* Increasing the usage of a certain product and hence acquiring more orders.
* Creating new customers and increasing brand recognition.
* To obtain feedback from customers regarding a certain product.
* To indicate introduction of new products or replacement of old ones.
However, some people are very keen on exposing the negative side of advertising. The impact that advertisements cause depends on the state of mind of an individual and his past experiences. For instances, young kids will be easily attracted by the false claims made in advertisements. People are also arguing about the increase in consumption of substances like alcohol and cigarettes after viewing the ads.

(safety first key to test 8)

PART 1: READING

A\ COMPREHENSION

1. True or False : a. T b. F c. T d. T

2. In the paragraph : a) 2 b) 1

3. Refer : a. many children b. coffee company

4. Answer :
a) fell ill/have died/have kidney problems.
b) to increase the level of protein in it.

B) TEXT EXPLORATION

1. The words with their meanings

WORDS	MEANINGS
1.contaminated	a. infected
2. tragedy	b. catastrophe
3. banning	c. prohibiting
4. famous	d. well-known

2. Combine pairs of sentences
a) Many parents are furious at their country's dairy products industry because their children have been contaminated by poisoned milk.
b) Though the authorities have warned people not to consume the contaminated milk. Some people still buy that milk.

3. Complete sentence b.
1 b. "Do not /never buy expired milk," he said
2 b. Many people wish they hadn't bought that contaminated milk.

4. The pronunciation of final 'ed'.
/t/ promised /d/ ordered contained /id/ admitted

5. Complete the following dialogue.
A: How many children fell ill?
A: Why did that happen?
A: What caused the problem?
A: What was the authorities' reaction?

PART 2: WRITTEN EXPRESSION

Topic 1

Our local market is full of fake products, which presents a real threat to people's health and the country's economy. In addition to the hazards that result from counterfeiting, it is illegal and immoral. When someone buys a counterfeit, he is not only destroying his health and wasting his money but also destroying the others' lives by causing them lose their jobs and force companies to shut down. It also causes a great deal of loss to governments because counterfeiters do not usually pay taxes.
This is why we should be aware of the problem and help to fight it.

(safety first key to test 9)

PART 1: READING

A\ COMPREHENSION

1. The correct answer is: a) Advergaming

2. True or false : a. T b. F c. T d. T

3. It mentioned that in: a) 1 b) 2

4. Answer : a) the internet ads and TV ads b) Obesity

5. Refer: a. report b. children

B) TEXT EXPLORATION

1. Match the words with their meanings.
1-c 2-d 3-b 4-a

2. Roots and affixes.

Prefix	Root	Suffix
//////////	a. advertise	ment
b. dis	courag	ing
c. un	product	ive

3. The sentences
a) Advertisers fill online games with advertisements **so that** kids **will/may buy** their products.
b) To win games, children are encouraged to type in special codes **which** are found in packaging.

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ANSWER KEY

4. The pronunciation of their final 's'.
/s/ drinks /z/ burgers /iz/ advertises

5. Fill in the gaps : 1. their 2. clubs 3. games 4. Found

PART 2: WRITTEN EXPRESSION

Topic 1

O6 King Street,
Orion 10000
Friday, December 07, 2007

Customer Services Manager
XYZ Corporation
Anywhere, NY 10101

Dear Customer Services Manager:
Dear Sir or Madam,
I am writing to complain about the advertisement which I recently saw aired during the commercials of the children's weekend TV programme.
I am referring to the advertisement which shows a child eating your product and then becomes strong. As a result, my child has never stopped asking for that product. Moreover, he always wants to see the ad repeatedly. The consequence is that my child has gained weight on eating your product. Much worse, his doctor said that this kind of food might cause blood pressure and even diabetes.
I would like to request that this advertisement be removed from your commercial breaks during the children's zone. Its place can be filled in by messages about developing healthier eating habits at a young age.
I look forward to hearing from you.

Yours faithfully,

(safety first key to test 10)

PART 1: READING
A\ COMPREHENSION

1. The general idea of the text: c) Advertising and alcohol

2. True or false : a) T b) T c) F

3. In paragraph: a) 3 b) 4

4. Refer : a) they: Scots b) it: adverts

5. Answer
a) To persuade potential customers to purchase more of a particular brand of product or service.
b) An advert that aimed at encouraging Scots to drink responsibly and also be responsible for the way they encourage others to drink.

B) TEXT EXPLORATION

1. Words or phrases closest in meaning
a) tries: attempts b) wrong use: misuse c) largely: widely

2. Chart

VERB	NOUN	ADJECTIVE
TO SPONSOR	SPONSOR/SPONSORSHIP	sponsored
to abuse	ABUSE	ABUSIVE
COMMUNICATE	communication	COMMUNICATIVE

3. Complete sentence (b)
1) He said that he had seen a billboard advert in the main road of the city
2) The Scottish executive sponsors the advert.

4. The pronunciation of their final "s"
/s/ attempts Scots /z/ others /iz/ messages faces changes

5. Order
Governments should introduce strict regulations on negative advertising

PART 2: WRITTEN EXPRESSION

Topic 2

Advertising plays an important role in our daily life, but it is not always positive .
First, it increases the cost of goods. The cost of the advertisement is included in the price and is ultimately borne by the customers. It also misleads the public by giving false statements about the product. Moreover, it creates tastes and desires for some people whose income may not allow them to buy. Such people feel dissatisfied. Furthermore, it increases monopolistic trend. Due to advertisement some manufacturers create monopoly in industry and thus reduce healthy competition. It becomes difficult for new firms to enter the field. Finally, it is a cause of wastage of natural resources. As a results of advertisement, style and fashion change quickly. It makes the goods out of fashion.

(safety first key to test 11)

PART 1: READING
A\ COMPREHENSION

1. True or False :a. False b. True c. True d. False

2. Answer
a. Advertising is the activity of calling something to the attention of the public, especially by paid announcements.
b. By mastering the power of argument.
c. Advertising uses images and words to get these them across

3. It is mentioned in paragraph 2.

4. Words refer to
a) **them:** products or services to sell b) **which:** persuasion
c) it: advertising

B) TEXT EXPLORATION

1. Words closest in meaning
a) persuading = convincing b) item= product
c) aim=objective d) reach=attain

2. Complete the chart

VERB	NOUN	ADJECTIVE
To persuade	persuasion	persuasive
To consume	Consumption/consumer	consuming
To vary	variety	various

3. Rewrite sentence (b)
1.b) He says that advertisers master the power of argument.
2.b)We define persuasion as the ability to convince others of your own opinion.

4. The pronunciation of their final 'ed'.
/t/ helped produced/d/ described defined/id/ persuaded consisted

5. Complete the dialogue A: Who uses advertising?
A: How do they advertise?
A: Why?

PART 2: WRITTEN EXPRESSION

Topic 1

Compared to foreign products especially the European ones, Algerian products are not competitive at all. How to make them so?
In order to make the Algerian products more competitive, we should first improve the quality in order to win the confidence of the customers. In addition to that, the products should be at reasonable prices in order that consumers find them affordable. Another factor that would help a product to be competitive beside the quality is packaging. The good marketing plays a key role in making a product sell. Finally, in order to introduce the product to people, it should be well advertised.
In short, making Algerian products more competitive can be achieved only if all the factors mentioned are met.

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(Solar system key to)

(The Solar system key to test 1)

A) COMPREHENSION

1. The text is: d- expository

2. True or False: a. F b. F c. T d. F

3. Answers

a. The planets and most of the satellites of the planets revolve around the Sun in the same direction

b. Because its orbit is the most highly inclined and the most highly elliptical of all the planets.

4. Words refer to: a. The Milky Way b. Uranus and Pluto

5. A title to the text: The solar system

B/ TEXT EXPLORATION

1. Words with synonyms

WORDS	SYNONYMS
consists	is composed
numerous	many
revolve	orbit
nearly	almost

2. Fill in the table

VERB	NOUN	ADJECTIVE
energize	energy	energetic
circle	circle	circular
reflect	reflection	reflective

3. Sentence (b)

1. Neptune is further from the sun than Pluto
2. Spacecraft can measure the solar wind.
3. He said that scientists believed that the Solar System had evolved from a giant cloud of dust and gas

4. Fill in the gaps : take - around - to - how - length - way

5. Pronunciation of final s

/s/	/z/	/iz/
consists takes	billions galaxies stars includes	gases

(The Solar system key to test 2)

A) COMPREHENSION

1. Main idea

We know a lot about the Earth, Moon, and Sun, but there is still more to learn.

2. The best answer

- Because most of the Earth is covered in water.
- Daylight is caused by the Earth facing toward the Sun.
- The Sun is a ball of burning gases that gives the Earth heat and light.
- Because they wanted to study them and learn more about the Moon.

3. Words refer to:

a. the Moon b. the Earth

4. A title : a. The Earth, the Moon and the Sun

B/ TEXT EXPLORATION

1. Words closest in meaning

a. wrap b. smashed c. far-away

2. Nouns derived from words

WORD	NOUN
live	life
hot	heat
believe	belief
rotate	rotation

3. Sentence (a)

1.b. The Moon cannot be visited without special suits.

2.b. He said that astronauts had brought back Moon rocks, which scientists were still studying

4. Fill in the gaps

travels - shape - like - center - the - more

5. Number of syllables

1 syllable	2 syllables	3 syllables
earth / smashed	surface / landed	astronauts / continents

(Solar system key to test 3)

A) COMPREHENSION

1. True or false: a. T b. F c. F d. T

2. Answer

a. As its gases run out, it cools down.

b. - our Sun is a star giving us heat and light

- The Sun certainly doesn't seem to be getting old or weak. But stars do burn out and die after billions of years.

c. Black holes are invisible.

d. It burns up all of its gases.

e. it might burn out and die

f. because as the star's gases burn, it stops giving off heat and light

3. In paragraph 6

4. The words refer to

a) them: some things in the sky b) it: our Sun

c) its: A black hole

B/ TEXT EXPLORATION

1. Words with synonyms

WORDS	SYNONYMS
mysterious	strange
give off	emit
come back	return
invisible	unseen

2. The table

NOUN	VERB	ADJECTIVE
BELIEF	believe	BELIEVABLE
DEATH	DIE	dead
darkness	DARKEN	DARK

3. Join the pairs of sentences

Although the sun is a rather ordinary star, it is very important to us.

The number of artificial satellites is increasing because. They are very useful.

4. The questions.

a. What do scientists believe?

b. When do stars burn out and die

5. The number of syllables

1 syllable	2 syllables	3 syllables
space / packed	squashes / brightly	telescope / mystery

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(Solar system key to test 4)

A) COMPREHENSION

1. This text is about : c) The technical aspects of a space shuttle

2. True or false: a. T b. F c. T

3. Answer : a. To attach themselves or other objects.
b. One

4. The words refer to : a) they: astronauts b) it : toilet

B/ TEXT EXPLORATION

1. Words or phrases opposite in meaning:
a) sink: float b) detach: attach c) ease: difficulty

2. The chart.

VERB	NOUN	ADJECTIVE
Example :to simplify	simplicity	simple
EAT	eating	EATABLE/EDIBLE
COMPLICATE	COMPLICATION	complicated
to attach	ATTACHMENT	ATTACHED

3. Sentence (b)
1. b. Velcro is used by Astronauts to attach themselves.
2. Unlike the rockets that brought astronauts to the moon, the shuttles are orbiters that have been designed for repeated use on missions into space.

4. The pronunciation of final "ed"

/s/	/z/		/iz/
astronauts	jobs	controls	surfaces

5. Order of words
The solar system consists of the sun and everything that orbits around it.

(Solar system key to test 5)

A) COMPREHENSION

1. Answer :
a. That life existed on Mars
b. What life was like and what its basis was at the molecular level

2. True (T) or false (F): a. F / b. T

3. The correct answer.
1. The new evidence has been obtained...= c) by a space vehicle and after studying Martian meteorites.
2. The discovery of geological activity on Mars means that...= a) there was life on Mars a long time ago.
3. The writer suggests that ...= a) these discoveries will be of great importance in the search for life on Mars.
4. Microbes will be searched for ...= c) by examining parts of the ground.

4. Words refer to : a) it = geological activity b) it =life

B/ TEXT EXPLOITATION

1. Word or a phrase similar in meaning
a. viewed / b. evolved

2. The plural of nouns : activities - lives - bases - ways

3. Spot the mistake and correct it
a. I am not understanding you. => I don't understand you
b. How long are you? . => How tall are you?
a. Marsden reported that the chance of an actual collision was small
b. Astronomer Jim Scotti discovered XF11 last December 6

4. The correct form of the verbs

1. rocketed	2. exploded	3. devastated
4. had occurred	5. would have died	

5. The pronunciation of their final s

/d/	/t/	/id/
gleaned / evolved / appeared / viewed	searched	existed

(Solar system key to test 6)

PART 1: READING
A\ COMPREHENSION

1. True or false : a. true b. true c. false d. true

2. Answer the following questions
a. Pluto is a dwarf planet
b. Pluto
c. The path upon which a planet travels around the sun.

3. Paragraph 8

4. A title is: a. Planets and Dwarf Planets

5. The words refer to: a. satellite b. Eris c. Dwarf planets

B/ TEXT EXPLORATION

1. Words with their opposites

Words	Synonyms
same	different
important	insignificant
dwarf	giant
some	few

2. Fill in the table

verb	noun	adjective
///	technology	technological
excite	excitement	exciting
revolve	revolution	///

3. Ask the questions
a. What is a satellite?
b. How many dwarf planets are there?

4. Reorder the following words
Many scientists believe that our Solar System is over 4.6 billion years old.

5. The pronunciation of final "ed"
/d/ considered – classified - improved /t/ announced
/id/ located - included

PART 2: WRITTEN EXPRESSION

Topic 2

No one is against progress and technology as long as life becomes easier and more comfortable. But is space exploration worth the cost when poverty, literacy, unemployment etc still prevail in many parts of the world?
I think that we shouldn't spend so much money on space exploration. There are too many illnesses and diseases in this world that could be stopped spreading by funding more researches. In addition, many people are poor and can be saved by the money that is spent in those explorations.
In my opinion, we have to save the poor people and our environment first then we can think of space exploration.

(Solar system key to test 7)

PART 1: READING
A\ COMPREHENSION

1. True or False : a. True b. False c. True d. False

2. Answer the following questions
a. Scientists could know about the existence of water on the moon following the analysis of data from a spacecraft that was deliberately crashed into a lunear crater last month.

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b. Water could have got to the moon depending on one theory that says water arrived on a comet and never evaporated in the shaded polar craters where temperature is minus 220c.

3. It is mentioned in paragraph 3.

4. Refer : a) they: scientists b) it: the water
c) where: shaded polar craters

5. The most appropriate title : b. Water on the Moon

B/ TEXT EXPLORATION

1. The words opposite in meaning
a) shown ≠ hidden b) recent ≠ previous
c) plus ≠ minus d) temporarily ≠ permanently

2. Roots and affixes

PREFIX	ROOT	SUFFIX
////	deliberate	ly
un	solve	ed
////	Category	ical
////	shadow	ed

3. Rewrite sentence (b)
1.b) She asks if they can live on the Moon.
2.b) Water was discovered on the Moon by scientists.

4. Number of syllables

1syllable	2 syllables	3 syllables
Moon space	crater previous	discover evidence

5. Fill in the gaps
1. Job 2. workers 3. Spacecraft 4. build

PART 2: WRITTEN EXPRESSION

Topic 2

Water is one of the most important things on earth. Every living thing needs water for its survival. Without water, plants, animals, microbes - everything, will perish.

The first civilizations of man started near rivers. The Nile, the Tigris and Euphrates were where man began to establish themselves on the earth. In all parts of the world, the major rivers played a major part in the evolution of man.

Water is used for drinking, washing, cleaning and just about any activity we care to do. Without water, living is virtually impossible.

(Solar system key to test 8)

A) COMPREHENSION (8 pts)

1. This text is about: b. descriptive

2. The letter that corresponds to the answer
A. quasars are: c. the most distant objects from our galaxy
B. a quasar a. attracts
C. quasars are: 10-15 billion light years away

3. Answer
a. because they are so far away
b. gigantic explosive output of radiation energy and light
c. light year

4. General idea : General description of quasars

5. Words refer to
a. they: quasars b. these objects: gas, stars, small galaxies
c. we: people

B/ TEXT EXPLORATION(7 pts)

1. Words opposite in meaning
a. close: distant b. weak: strong c. tiny: gigantic
d. released: absorbed

2. Roots and affixes

PREFIX	ROOT	SUFFIX
dis	appear	ance
//	extreme	ly
//	radiate	ion
un	identify	ed

3. Sentence b
B1. We believe that a quasar is a super massive black hole.
B2. No other object is further than quasar from our galaxy.

4. Number of syllables

1	2	3
sucked	structure billion	gravity

5. Dialogue : A: are quasars close to us?
A: how far are they?
A: can we see them?

(Solar system key to test 9)

A) COMPREHENSION

1. The text is : c. a web site article.

2. True or false : a. T b. F c. T d. T

3. Answer the questions
d. April 25. 1990
e. No, (my lifelong interest in astronomy)
f. It is a source for new information and ground-breaking discoveries

4. In paragraph 3

5. Words refer to
it = The Hubble space telescope where= galaxy
others= NASA and astronomers

B/ TEXT EXPLORATION (7 points)

1. Words whose definitions follow
a. explore b. data c. astronomy d. currently

2. Root and affixes

PREFIX	ROOT	SUFFIX
	product	ive
im	posible	
	explor	ation

3. Ask questions
a. Why do we use the telelscope? / What do we use the telelscope for?
b. When was the telelscope invented?
c. What revolves around planet earth?

4. Final "s"

/s/	/z/	/iz/
planets telescopes	missions	images

5. Order of sentences. b-c-a-d

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Feelings, Emotions & humour key to test 1

Feelings, Emotions & humour key to test 1

A/ READING COMPREHENSION

1. True, false : a. F b. T c. F d. T

2. Answers
a. He didn't like the changes in his life since Aunt Linzy moved in.
b. his grandfather
c. He plans to try to be better and see things in a different way.

3. Title: Understanding Things Differently

4. The words refer to
a. them= Thomas and his grandfather(§1) b. he=Thomas (§1)

B/ TEXT EXPLORATION

1. Words, phrases or closest in meaning:
a. unhappy: upset b. opinion: point of view

2. Words, phrases opposite in meaning
a. better: worse b. similar: different

3. Complete the table

NOUN	VERB	ADJECTIVE
thought	think	thoughtful/thoughtless
worsening	worsen	worse
disappointment	disappoint	disappointing/disappointed

4. Reorder the sentences: 1. d 2. c 3.e 4. a

5. The silent letters
talk -thought -knew -could -whole -thumb

Feelings, Emotions & humour key to test 2

A/ READING COMPREHENSION

1. The text is: b. expository

2. True or false : a. T b. F c. T d. T

3. The answer
a. In Chinese surprise can be described in a phrase like "they stretched out their tongues"!
b. Sticking out your tongue in English is an insulting gesture or expresses strong dislike.

4. In paragraph 4

5. Title: B. Words, Gestures and Feelings

B/ TEXT EXPLORATION

1. Words with synonyms

WORD	SYNONYM
afraid	frightened
tremble	shake
whereas	while
emotion	feeling

2. Adjectives from nouns

NOUNS	ADJECTIVES
fear	fearful/ fearless
anger	angry
happiness	happy
emotion	emotional

3. Sentence 'b'
1. Both words and gestures are used to express our feelings.
2. He says that it is true that a smile means the same thing in any language," he says.

4. Fill in the gaps: 1.define 2. problem 3. talk 4. possess

5. The number of syllables

1 syllable	2 syllables	3 syllables
true strong	gesture angry	emotion happiness

Feelings, Emotions & humour key to test 3

A/ READING COMPREHENSION

1. True or false: a. T b. T c. F d. F

2. Answer
a. share some common interests
b. nothing
c. They may be funny or they may have a bright and pleasant personality.

3. The order
a. Friends often have the same interests.1
b. Hard times show true friends.3
c. A true friend is loyal and dedicated to you. 2
d. Some people have many friends while others have none.4

4. The title: Types of Friendships

5. In paragraph 3

B/ TEXT EXPLORATION (8 PTS)

1. The words with definitions

WORD	DEFINITION
Acquaintance	a person that you know but who is not a close friend
Companionship	Being with someone.
Dedication	A commitment to something wholeheartedly.
Challenging	A difficult but stimulating situation. One that calls for us to use all our effort and resources.

2. Adjectives

NOUN	ADJECTIVE
loyalty	loyal
friendship	friendly
help	helpful/less
dedication	dedicated

3. Sentences B
A. Some people develop many acquaintances. =
B. Many acquaintances are developed by some people.
A. He will tell me the truth. So, I will forgive him.
B. If he tells me the truth, I will forgive him.

4. The number of syllables

one syllable	two syllables	three syllables
friend share	*funny people*	*expected challenges*

5. The dialogue
A: You have friends, don't you?
B: No, I don't
A: Why?
B: I like to be alone.
A: Don't you think that being alone makes your life uninteresting?
B: What do you mean?
A: I mean a friend can make your life more eventful

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Feelings, Emotions & humour key to test 4

A) READING COMPREHENSION

1. The general idea of the text
a) How to understand other people's feelings

2. True or false : a) T b) T c) F d) F

3) In 5th paragraph

4. Answer:
a) People who we feel really "understand" us
b) Facial expression

5. Words refer to: a. them =most people
b. it=Facial expression

B/ TEXT EXPLORATION

1. Words or phrases closest in meaning:
a) vital: crucial b) maybe: probably c) deduce: infer

2. The chart.

verb	noun	adjective
To respond	RESPONSE	RESPONSIVE
UNDERSTAND	understanding	UNDERSTANDABLE
FEAR	FEAR	fearful

3. Sentence (b)
1. Our emotions are expressed through the sound of our voice.
2. After I had known his story, I helped him

4. Order
There are many direct and indirect ways to express feelings.

5. The pronunciation of final "s"

/s/	/z/	/iz/
expects / thanks	needs / believes / eyes	inferences

Feelings, Emotions & humour key to test 5

A/ COMPREHENSION

The text is ... d. expository

2. True or false: 1.T 2.F 3.T 4.T

3. Answer
a. strains of commuting, financial burdens and accelerating technology
b. when we use it to defend ourselves when we are attacked

4. In paragraph 3

5. Words refer to: a. it: anger b: their people

B/ TEXT EXPLOITATION

1. The word with the definition.

commuting	travelling a relatively long distance between home and one's place of work
frustration	feeling discouraged and unsatisfied
pessimist	a tendency to believe that the worst will happen
hectic	busy and full of confusion
suppressing	keeping something contained, not expressing emotions/feelings

2. The questions.
a. What does anger induce?
b. Why do people use various conscious and unconscious strategies?

3. Complete the table

VERB	NOUN	ADJECTIVE
destroy	destruction	destructive
anger	anger	angry
recognize	recognition	recognizable

4. The pronunciation of the final ed

/d/	/t/	/id/
involved	expressed / accomplished	initiated / defended / evaluated

5. Complete the following conversation
Joanne: Hey, you look concerned. What's on your mind?
Harry: The final exam. I'm not fully prepared yet.
Joanne: Well, don't worry too much. You still have three days.
Harry: Yeah, but three days will fly past in a wink.
Joanne: Well, you still have time to cram things into your brain anyway.

Feelings, Emotions & humour key to test 6

PART 1: READING
A) COMPREHENSION

1- The text is ... d- expository

2. True or false: a. T b. F c. T d. F

3. Answer the following questions
a. they act.
b. because they are normal responses to threat and loss.
c. anger

4. Last paragraph

B) TEXT EXPLORATION

1. The words closest in meaning
a. whereas b. More powerful c. bottle up

2. Complete the chart

VERB	ADJECTIVE	NOUN
WEAKEN	weak	WEAKNESS
FRUSTRATE	FRUSTRATED	frustration
express	EXPRESSIVE	EXPRESSION

3. Connect pair of sentences
a. Although Men and women are from the same planet, the emotional wiring of the sexes is fundamentally different.
b. Men tend to express their hostility through physical violence while women tend to be more *verbally expressive.*

4. Fill in the gaps: treat different less with

5. The pronunciation of final's' (/s/ /z/ /iz/).
/s/ states stereotypes
/z/ emotions cultures issues
/iz/ differences

PART 2: WRITTEN EXPRESSION

Topic 1

The restriction of emotional expression in many men's lives can lead to many problems.
First, due to carrying chronic tension in the body, health problem can occur. In addition, inability to resolve emotional conflicts and/or a perceived lack of ability to be intimate can result in relationship difficulties. The restriction of emotions can lead to many psychological problems such as depression, insomnia and anxiety. Finally, behavioural issues such as violence when bottled up emotions are channelled into violent outbursts.
The best way to avoid all these problems is to give yourself permission to be a human, not a robot, ask for help when you need it and learn to put words to what you are feeling.

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VOCABULARY

ETHICS IN BUSINESS

noun	verb	adjective	synonym	opposite
ability	enable	able	capability	inability
abuse	to abuse (z)	abusive	exploitation/violation	
awareness		aware	consciousness	unawareness
behaviour	to behave	behavioural	act/ performance	
benefit	benefit	beneficial	profit	loss
bribery/ bribe	to bribe	×	corruption	honesty
competition	compete	competitive		
connection	connect	connective	link	disconnection
consumption	to consume	consumed/able	use	
contribution	contribution	contributive/tory	donation	
copy	copy	copied	imitation	original
corruption	to corrupt	corrupt	dishonesty	honesty
counterfeit/ counterfeiting	to counterfeit	counterfeited/	fake/ forged	genuine/original
creation	to create	creative	make / produce	destruction
crime	×	criminal	offense/ fault	
damage	damage	damaged/ing	spoil/ruin	Advantage
decision	decide	decisive		
dependence	depend	dependable	reliance	independence
deprivation/deprival	deprive	deprived	privation	Supply/giving
economy	to economize	economic/ economical	×	
effect	affect	affected/ing	influence	
efficiency	×	efficient	competence/ effectiveness	inefficiency
embezzlement	to embezzle	embezzled	fraud/ stealing/cheating	
ethics	×	ethical	morals	corruption
exploitation	exploit	exploitative	abuse	
explosion	explode	explosive	outbreak	
exposure	expose	exposed	publicity	hiding
extortion	extort	extortive	blackmail	
failure/fail	fail	failed	collapse	success
fashion		fashionable	style	
finance	to finance	financial	money/ business	
forgery	to forge	forged	counterfeit/ fake	honesty
growth	grow	grown	development	reduction
harm	to harm	harmful/harmless	damage	
honor/honesty	to honor	honest	sincerity/	dishonesty
imitation	imitate	imitated	forgery	
improvement	improve	improved/able	amelioration	deterioration
increase	to increase	increasing	raise	decrease
influence	influence	influential	effect/impact	
involvement	involve	involved	participation	
legality	legalise	legal	legitimacy	illegitimacy
legitimacy	legitimize	legitimate	legality	illegitimacy
loss	lose	lost	damage	profit
measurement	measure	measurable		
necessity	necessitate	necessary	obligation	
obedience	obey	obedient	submission	disobedience
offence	offend	offensive	crime	
performance	perform	performable	presentation	
poverty		poor	insufficiency	richness
practice	practise	practical	exercise	
prevention	prevent	preventive/able	avoidance	aid
product/ion	produce	productive	fabrication	destructiopn
profitability/profit	to profit	profitable	prosperity / productivity	fruitlessness
prosperity	prosper	prosperous	richness	poverty
protection	protect	protective	defense	danger
reduction	reduce	reduced	decrease	increase
respect	respect	respectful/able		disrespect
risk	risk	risky	danger	safety
satisfaction	to satisfy	satisfied/actory	approval/pleasure	dissatisfaction
smuggling	to smuggle	smuggled	×	
success	succeed	successful	victory	failure
sufficiency	xxx	sufficient	adequacy	insufficiency
threat	to threaten	threatened / threatening	danger	
tolerance	tolerate	tolerant		
value	value	valuable	importance	
weakness	weaken	weak		strength

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ADVERTISING

noun	verb	adjective	synonym	opposite
abuse	abuse	abusive	exploitation	
Advertising/ advertisement	To advertise	Advertised	Publicity	
attraction	attract	attractive	appeal	repulsion
belief	believe	believable	conviction	disbelief
benefit	benefit	beneficial	advantage	detriment
Commerce	To commercialize	Commercialized	Trade	
compensation	compensate	compensable	reimbursement	
competition	compete	competitive	contest	
Complaint	complain	Complained	Criticism/ protest	
Consumer/ consumption	To consume	Consuming	User/ use	
conviction	convince	convinced	persuasion	
cost	cost	costly	expensive	cheap
creation	create	creative	construction	destruction
critic	criticise	criticisable		
damage	damage	damaged/ing	harm	
decision	decide	decisive		
defectiveness	defect	defective	fault	
Eating	To eat	Eatable	Consumption	
effect	affect			
excess	excess	excessive	surplus	shortage
exploit	exploitative	exploitative	use	waste
exposure	expose	exposed	Contact	
fraud	xxx	fraudulent	deception	
Harm	To harm	Harmful/ harmless	Danger	
Health	×	Healthy	wellbeing/ fitness	
help	help	Helpful/less	aid	hindrance
increases				
Industry/ industrialization	To industrialize	Industrial/ industrialized	manufacturing	
Influence	To influence	Influential	Effect	
information	inform	Informative/ed	data	
involvement	involve	involved	participation	
Loss	To lose	Lost	Defeat/ failure	profit
manipulation	manipulate	manipulated		
Obesity	×	Obese	Fatness	
perfection	perfect	perfect	excellence	
Persuasion	Persuade	persuasive	convincing	
preference	prefer	preferable	choice	
Prevention	prevent	preventive	avoidance	
Production/ product	To produce	Productive	Manufacture	
profit	profit	profitable	gain	loss
Promotion	To promote	Promotional	Advertising	
prosperity	prosper	prosperous	wealth	poverty
protection	protect	protective	defence	
Publicity	Publicize	Publicized	Advertising	
Response	To respond	Responsive	Reply/ answer	
satisfaction	satisfy	satisfied		
safety	save	safe	security	Danger/risk
sale	sell	sold	trade	
strength	strengthen	strong	power	weakness
success	succeed	successful	victory	failure
taste	taste	tasty	flavour	
use	use	Useful/less	utilisation	misuse
Warning	To warn	Warned	Caution	

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SOLAR SYSTEM

noun	verb	adjective	synonym/ meaning
astronomy	×	astronomical	scientific study of stars and planets
circle	to circle	circular	round
collision	to collide	×	crash
depth	to deepen	deep	profundity
destruction	to destroy	destructive	damage
difference	to differ	different	distinction
discovery	to discover	discovered	detection
distance	×	distant	remoteness
height	to heighten	high	tallness
identification	to identity	identified / identifiable	recognition
length	to lengthen	long	span /extent
revolution	to revolt	revolutionary	rebellion/ revolt
similarity	×	similar	likeness / comparison
transmission	transmit	transmitted	broadcast
width	widen	wide	thickness/
orbit	to orbit	×	path

FEELINGS, EMOTIONS AND HUMOUR

noun	verb	adjective	synonym	opposite
aggression	aggress	aggressive	hostility	
anger	anger	angry	annoyance	calm
anxiety	×	anxious	worry/ nervousness	sureness
behaviour	behave	behavioural	conduct	
confusion	confuse	confused/ing	uncertainty	understanding
consciousness		conscious	awareness	unconsciousness
construction	construct	constructive	building	destruction
culture	×	cultural	×	
dedication	dedicate	dedicated	devotion	disloyalty
emotion	×	emotional	feeling	
face	face	facial		
fear	to fear	fearful / fearless	terror	courage
feeling	to feel	×	emotion/ sentiment	
frustration	to frustrate	frustrated	irritation/ annoyance	happiness
fun	×	funny	comedy /excitement	
generosity	×	generous	kindness	selfishness
grief	grieve	grievous	sorrow	happiness
happiness	×	happy	joy / glee	sadness
hostility	xxx	hostile	unfriendliness	friendliness
humor	×	humorous	comedy/ fun	depression
increase	increase	increasing	rise	decline
involvement	to involve	involved	participation	
joy	×	joyful	delight	sadness
kindness	×	kind	compassion/ gentleness	meanness
loyalty		loyal	fidelity	disloyalty
relaxation	relax	relaxed	rest	anxiety
relief	to relieve	relieved	release / liberation	annoyance
sadness	to sadden	sad	grief	happiness
success	succeed	successful	achievement	failure
surprise	surprise	surprised/ing		
threat	threaten	threatening	menace	safety
treatment	to treat	treated	dealing / behavior	
worry	to worry	worried	anxiety	Calm/jhoy

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Linking words and phrases

SEQUENCE	الترتيب	RESULT	النتيجة
First / firstly, second / secondly, third / thirdly Next, last, finally In addition, moreover Further / furthermore Another Also	أولا / أولا، ثانيا / ثانيا، ثالثا / ثالثا الخ ثم، الأخير، وأخيرا وبالإضافة إلى ذلك علاوة على ذلك آخر أيضا	So As a result As a consequence (of) Therefore /Consequently Thus Hence So/such... that	إذن كنتيجة لـ كنتيجة لـ لذلك/ وهكذا بناء على ذلك من هنا لدرجة أن
EMPHASIS	التأكيد	ADDITION	الإضافة
Undoubtedly Indeed Obviously Generally Admittedly In fact Particularly / in particular Especially Clearly Importantly	بالتأكيد في الواقع بوضوح عموما وباعتراف الجميع في الواقع ولا سيما / وجه الخصوص خاصة بوضوح الأهم	And In addition /additionally/ an additional Furthermore Also Too As well as	وبالإضافة إلى ذلك / بالإضافة إلى / إضافي علاوة على ذلك أيضا أيضا فضلا عن
EXAMPLE	المثال	CONDITION	الشرط
For example For instance That is (ie) Such as/like Including Namely	مثلا على سبيل المثال أي مثل بما في ذلك أي	Even if If ... then In case Provided that/Providing Unless Whether or not	حتى لو إذا ... فان في حالة بشرط ما لم سواء أم لا
CONTRAST	التضاد	COMPARISON	المقارنة
However Nevertheless Nonetheless Although / even though Though But Yet /Still Despite / in spite of In contrast (to) in comparison While/ Whereas On the other hand On the contrary	لكن مع ذلك ومع ذلك وعلى الرغم من رغم أن لكن ومع ذلك على الرغم من في المقابل (ل) مقارنة في حين من ناحية أخرى على العكس تماما	Similarly Likewise Also Like Just as/ Just like Similar to Same as Compare compare(d) to / with	وبالمثل كذلك أيضا مثل تماما مثل مماثل ل نفس قارن مقارنة بـ / مع
		REASON	السبب
		Because/Since/As Because of Due to/owing to	لأن بسبب بسبب
TIME			الوقت
Before after As At the same time (as) Every time Since When/ By the time Whenever While	قبل بعد بينما في نفس الوقت في كل مرة منذ عندما /بحلول الوقت كلما بينما	Till/Until Afterward(s) At first Initially Meanwhile Meantime Simultaneously Eventually Finally	حتى بعد ذلك في البداية في البداية في غضون الأثناء معا أخيرا أخيرا

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How to write an essay

Types of Essays

- a narrative essay, which tells a story;
- a comparison essay, which compares two or more things;
- a cause and effect essay, which speaks about the cause and effect of something, such as air pollution or increased taxes;
- an argumentative essay, which aims to convince the reader of your opinion or hypothesis.

Defining what type of essay you are being asked to write will help make the following steps go more smoothly for you.

Ten steps for writing an essay

1. Read the essay question carefully

- Highlight key words.
- Use the dictionary to check the meaning of any unfamiliar words.
- Identify the task words that indicate what needs to be done, eg 'discuss', 'explain', 'compare'.
- Identify the topic words that indicate the particular subject of the essay, eg the 'causes' of pollution.
- Identify any limiting words that restrict the discussion to a particular area, eg during the 'nineteenth century'.

2. Finish any necessary reading or research as background to the essay

- Be selective: use sources which are relevant and accessible.
- Write notes in your own words.
- Write down quotations that may be particularly useful, but ensure the source of these quotes is acknowledged if they're used.

3. Brainstorm ideas in response to the question

- Jot down any relevant points.
- Make note of any relevant evidence or quotes that come to mind.
- Use a mind map to help stimulate lateral thinking.

4. Develop a thesis (idea/argument) that encapsulates the response to the question

- The thesis should be a statement that strongly expresses the overall response to the question.
- Avoid a thesis that's too simplistic.
- The thesis is the backbone of the essay – it will be stated in the introduction. It also needs to be referred to several times in the essay before restating it and demonstrating how it has been proven in the conclusion.

5. Write a plan for the response

- Order ideas in a logical sequence.
- Make sure every point in the plan is relevant to the question.

كيفية كتابة فقرة

أنواع الفقرات

• مقال السرد، الذي يحكي قصة.
• مقال المقارنة، الذي يقارن اثنين أو أكثر من الأشياء.
• مقال السبب والنتيجة، الذي يتحدث عن سبب ونتيجة شيء ما، مثل تلوث الهواء أو زيادة الضرائب؛
• مقال جدلي، والتي تهدف إلى إقناع القارئ برأيك أو فرضيتك.

تحديد نوع المقال الذي طلب منك كتابته سوف يساعد على جعل الخطوات التالية أكثر سلاسة بالنسبة لك.

عشرة خطوات لكتابة فقرة

1.اقرأ سؤال المقال بعناية

•سلط الضوء على الكلمات الرئيسية.
•استخدم القاموس للتحقق من معنى أي كلمات غير مألوفة.
•حدد الكلمات المهمة التي تشير إلى ما يجب القيام به، على سبيل المثال 'مناقشة'، 'شرح'، 'مقارنة."
•تعرف على كلمات الموضوع التي تشير إلى موضوع معين للمقال، على سبيل المثال "أسباب" التلوث.
•حدد الكلمات التي تقيد المناقشة لفترة زمنية معينة، على سبيل المثال خلال "القرن التاسع عشر."

2. انهي أية قراءة أو بحث حسب الضرورة كخلفية للمقال

•كن انتقائيا: استخدم المصادر التي هي ذات صلة ويمكن الوصول إليها.
•اكتب الملاحظات بكلماتك الخاصة.
•أكتب الاقتباسات التي قد تكون مفيدة بشكل خاص، ولكن تأكد من أنها ستكون مستحسنة.

3 .اطرح الأفكار ردا على السؤال

•دون أي نقاط ذات صلة.
•دون أي دليل أو اقتباس ذي صلة الذي يتبادر إلى الذهن.
•استخدم الخريطة الذهنية للمساعدة في تحفيز التفكير الجانبي.

4 .أوضع أطروحة (فكرة / حجة) التي تلخص الرد على السؤال

•يجب أن تكون الأطروحة تعبيرا قويا على الإجابة الشاملة للسؤال.
•تجنب الأطروحة المبسطة.
•الأطروحة هي العمود الفقري للمقال - سيتم ذكرها في المقدمة. ويجب أيضا إلى أن يشار إليها عدة مرات في المقال قبل إعادة صياغتها وإظهار كيف تم إثباتها في الخاتمة.

5 . اكتب خطة للإجابة

•رتب الأفكار في تسلسل منطقي.
•تأكد من ان كل نقطة في الخطة هي ذات صلة بالسؤال.

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- After the plan has been written it should be clear where the essay is going.

- بعد أن تمت كتابة الخطة يجب أن يكون واضحا أين يتجه المقال.

6. Write the introduction

- Open up the discussion.
- Introduce the thesis.
- Indicate how the questions will be answered.
- Engage the reader.

6. اكتب المقدمة

- افتح المناقشة.
- قدم أطروحة.
- اذكر كيف سيتم الإجابة على الأسئلة.
- إشرك القارئ.

7. Write the main body of the essay

- Ensure each point is given a new paragraph.
- Use words or phrases at the start of each paragraph that will indicate to the reader how it relates to the previous paragraph, eg, 'however', 'in addition', 'nevertheless', 'moreover'.
- Start each paragraph with a topic sentence that clearly links the paragraph to the rest of the essay.
- Provide supporting evidence for each point that you make.
- Revisit the thesis, and express it in different ways if possible, to emphasise how the question is being addressed.

7. اكتب الفقرة الرئيسية للمقال

- تاكد من ان كل نقطة تعطى فقرة جديدة.
- استخدم كلمات أو عبارات في بداية كل فقرة من شانها أن تشير للقارئ مدى ارتباطها بالفقرة السابقة، على سبيل المثال، "لكن"، "بالإضافة '،' مع ذلك '،' علاوة على ذلك.'
- ابدأ كل فقرة بجملة رئيسية التي ترتبط بوضوح الفقرة بقية المقال.
- قدم الأدلة الداعمة لكل نقطة تتشنها.
- عد الى الأطروحة، وعبر عنها بطرق مختلفة إن أمكن، للتأكيد على الكيفية التي يتم بها معالجة السؤال.

8. Write the essay conclusion

- Summarise the main ideas.
- Demonstrate how you have proven your thesis.
- Finish with an interesting or thought-provoking, but relevant, comment.

8. اكتب خاتمة المقال

- لخص الأفكار الرئيسية.
- اشرح كيف تثبت أطروحتك.
- انهي بتعليق مثير للاهتمام و للتفكير، ولكن ذي صلة.

9. Edit the draft

- Check for spelling, punctuation and grammar.
- Delete any sections that are not particularly relevant.
- Change vocabulary to improve expression.

9. مراجعة المسودة

- تحقق من الإملاء وعلامات الترقيم والنحو.
- احذف أي مقاطع التي ليست ذات أهمية خاصة.
- غير المفردات لتحسين التعبير.

10. Write the final copy

- Present a clean, neat copy.
- Submit on time.

10. اكتب النسخة النهائية

- قدم، نسخة نظيفة.
- سلم العمل في الوقت المحدد

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من إصداراتنا ...





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