



Achit Djamel

المراجعة النهائية

English

BAC Preparation

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

مع الترجمة للعربية

منشورات كليك



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3AS

العلوم التجريبية
الرياضيات
التقني الرياضي
التسيير والاقتصاد





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في الانجليزية

المؤلف: عشت جمال

منشورات كليك



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يمنع طبع هذا الكتاب أو جزء منه بكل طرق الطبع والتصوير والنقل
والترجمة والتسجيل المرئي والمسموع والحاسوبي وغيرها من الحقوق إلا بإذن
مكتوب من الناشر.

جميع منشوراتنا تخضع للتحكيم والتدقيق اللغوي والنحوي.

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.

They **take** the children to school by bus.

في الجمل المبني للمعلوم، الفاعل يقوم بالفعل

• 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 المبني 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.

GRAMMAR + EXERCISE

EXERCISE 1: Change these sentences to passive:

1. Alexander Fleming discovered Penicillin
2. They will 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.

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)? ؟ (في هذه الحالة) ماذا ستفعل ؟

Giving Advice

If I were you, I'd ...	لو كنت أنت، كنت سوف...
If I were in your position, I'd ...	لو كنت في مكانك، كنت...
If I were in your shoes, I'd ...	لو كنت في حذاءك، 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...
you should /you ought to	يجب عليك/يجب عليك أن
you had better ...	من الأفضل لك أن...

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:

بعد **should** 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 استعمال **were** مع **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

GRAMMAR + EXERCISE

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 بصيغة المصدر

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

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

- If it's rainy you _____ take an umbrella.
- Tom _____ eat so many lollipops. It's bad for his teeth.
- a) _____ I drink hot tea if I have a sore throat? b) Yes, you _____.
- They have a test tomorrow. They _____ go to the cinema . They _____ stay at home and study!
- Children _____ eat lots of vegetables but they _____ eat lots of sweets.
- I have a party tonight. What _____ I wear? A dress or a pair of trousers?
- 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

تعتبر have to عن الإلزام غير شخصي. الفاعل ملزم بفعل شيء من طرف قوة خارجية

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

- You _____ see a doctor at once!
- I _____ be at school tomorrow at 8 a.m. I've got an exam!
- I' _____ be at school tomorrow at 8.
- You _____ touch that plate, it's too hot.
- I _____ see a doctor, because I felt very sick.
- I _____ break the window! I lost my key!
- The manager isn't here, he _____ go to Paris on urgent business.
- Tomorrow the President _____ open Parliament.
- Children under 8 years old _____ be accompanied by their parents.
- 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

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.

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

They had a delay **owing to** the traffic jam.

The unemployment was high **due to** the economic crisis.

OWING TO / DUE TO+NOUN راجع
إلى + اسم

We'll have to stay home, **for** it is raining outside.

She turned on the lights, **for** she was afraid of the dark.

FOR+SUBJECT+VERB لأن + فعل + SUBJECT

They stayed in **because of** the bad weather.

She can not play sports **because of** being ill.

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

♦ **EXPRESSING THE CONSEQUENCES** التعبير عن النتيجة

The teacher speaks **so** clearly **that** everyone can understand her

The day was **so** hot **that** everybody went to the beach.

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

GRAMMAR + EXERCISE

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 إذا، 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 wasexpensive 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 havingbeautiful 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.

لدرجة أن So ... that / Such ... that

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

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

GRAMMAR + EXERCISE

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 أولاً، نضع فاصلة بعدها. إذا جاءت جملة الشرط ثانياً، 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.

- ♦ 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 ولا 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 شيوعاً 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.

- If youto the party, you will see Mary. (go)
- The childrenhappy, if their mother allows them to go to the party. (be)
- If i win the lottery, Ia big house. (buy)
- My mother will be angry if Ihome late. (come)
- If it, we can have a picnic. (not rain)
- If you Tom, please tell him to call me. (see)
- If Janeall her exams, her parents will be very pleased. (pass)
-if you ask her? (she come)
- If Andrew hard, he will meet the deadline. (work)
- 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.

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

GRAMMAR + EXERCISE

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 *as long as* و *provided that* 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.

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'd **had** 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 / لو أن / أتمنى

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.

GRAMMAR + EXERCICE

BAC PREPARATION

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

للتعبير عن رغبة في تغيير شيء، نستخدم:

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

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

1. Something that isadequate is not good enough.
2. A person who can't read and write isliterate.
3. If something isedible, it means it cannot be eaten.
4. Something that isreversible cannot be changed back.
5. If somebody isreliable, you cannot trust or depend on them.
6. If something islegitimate, it means it is not allowed or accepted.
7. A person who ishonest cheats others.
8. If you get somethingsolicited, you didn't ask for it and you don't want it.
9. Something that ismeasurable is too big to be measured.
10. If something isperfect, it is not completely correct.
11. If your love isrequited, it means that the person you're in love with doesn't love you.
12. If you areloyal, 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 بـ **ING** 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.*)

GRAMMAR + EXERCISE

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 تتبع بصيغة المصدر أو صيغة المصدر المنتهية بـ -ing 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)

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 rememberthem. (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 stoppedthe 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

GRAMMAR + EXERCICE

BAC PREPARATION

- 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

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

غالباً ما نستعمل **SOME** في الجمل الإثباتية مع كل من الأسماء القابلة وغير 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.

غالباً ما نستعمل **ANY** في الجمل المنفية والاستفهامية مع كل من الأسماء القابلة وغير 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.) غالباً ما نستعمل many في الجمل المنفية والاستفهامية مع الأسماء القابلة للعد	We usually use much in negative sentences and questions (for uncountable nouns.) غالباً ما نستعمل much في الجمل المنفية والاستفهامية 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?

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

إذا كان الفاعل اسما غير قابل للعد، فإن 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
مع الأسماء القابلة للعد استعمال fewer و more	مع الأسماء غير القابلة للعد استعمال less و more
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".

- There is..... money in the wallet.
- I've got a..... books.
- My mum has got a..... cigarettes in the packet.
- I can't wait for you. I've got..... time.
- Fred has got a..... English books.
- Brenda has got a..... friends.
- There is..... butter left. We need to buy some.
- There are..... people at the cinema as the film is not very good.
- I have got..... magazines. I prefer books.
- 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**

- There aren't..... lions at the zoo now, just
- We don't have gas, we'd better stop at the gas station.
- Did you spend..... money on your last trip? "No, just..... dollars."
- Do we still have..... time to finish our exam? "No, just..... minutes."
- When did we last have..... rain in Rio? "Last summer. It rained a lot."
- 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."
- She doesn't drink..... coffee.
- He has..... money but very friends.
- We don't have..... sugar at home, just..... We need to buy some.

EXERCISE 3: Complete the following sentences using: **much, many, little, a little, few or a few**

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

GRAMMAR + EXERCISE

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

- Is there _____ rice in the pot?
A. many B. much C. some
- I earn _____ money this year.
A. many B. much C. both
- I didn't see _____ people in the meeting.
A. many B. much C. both
- I can't promise but I will try _____ I can.
A. as much as B. as many as C. as little as
- We are so hungry. There is _____ food left?
A. little B. a little C. few
- There is _____ food left. We should not be hungry.
A. little B. a little C. few
- I see _____ people in the meeting. We can start now.
A. few B. a little C. a few
- I see only _____ people in the meeting. Shall we postpone?
A. few B. a little C. a few
- We are so hungry. There is _____ than yesterday.
A. less B. fewer C. little
- I see _____ people than the last meeting. Let's postpone.
A. less B. fewer C. little
- I have _____ money. Do you want to borrow?
A. some B. any C. no
- 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:

- He was ill.
- He went to work.

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

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

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 تتبع باسم، صيغة المصدر المنتهية بـ -ing أو بالعبارة: "the fact that" (من أن). **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)

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

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 something 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	"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 أجل شيء	"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."

think about someone / something فكر في شخص/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 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 شخصاً من	"The doctor warned her about smoking."

EXERCISE: Fill in the gaps with the suitable preposition

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

GRAMMAR + EXERCISE

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 صوتاً 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'nomi'c 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

e'conomy eco'nomical 'segregate 'organize الكلمات المنتهية بـ 'y', 'al', 'ise', 'ate'، الشدة تكون على المقطع الثالث قبل الأخير

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			

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 **HOW** فإنها 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.

ACTIONS 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

GRAMMAR + EXERCISE

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 الحالية ونشطة في نفس الوقت حسب المعنى

I **think** you made a mistake.

think = believe أعتقد

I **have** two cars.

have = possess, own أملك

I **am seeing** my friend

tomorrow evening.

see = meeting with ألتقي

I **am thinking** about my mum now.

think = mental process أفكر

I **am having** my lunch now.

have = eat أكل / أتناول

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

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

GRAMMAR + EXERCICE

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

درجات 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 والأحوال في الإنجليزية ضمن ثلاث درجات: الإيجاب (الصيغة الأصلية)، المقارنة (للتعبير عن درجة أعلى لشيء من شيء آخر) والمفاضلة (للتعبير عن الدرجة القصوى)

المقارنة باستعمال الصيغة الإيجابية للصفات والأحوال
We use several different grammatical structures for comparing. نستعمل صيغا مختلفة للمقارنة.

As ... as ... ك

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 so ... as ... أو not as ... 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 (him, them, us) 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) ك

This structure can be used to say that quantities are not equal in a particular way.

تستعمل للقول أن كميات غير متساوية بشكل ما

- 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 أشخاصاً 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 شيئاً 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 معاً. 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.

GRAMMAR + EXERCISE

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

- Apples are _____ than chips. (healthy)
- Elephants are _____ than bears. (big)
- Gold is _____ than silver. (expensive)
- Bikes are _____ than cars. (slow)
- I am _____ at English than my brother. (good)
- My friend is _____ than me. (tall)
- Sandy is _____ than Tamara. (thin)
- My father is _____ than Tom's father. (strong)
- The tiger is _____ than a fox. (heavy)
- The weather is _____ than yesterday. (hot)
- Berta is _____ than Debby. (beautiful)
- I am _____ at maths than my best friend. (bad)

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

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

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 نطق

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:

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

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

GRAMMAR + EXERCISE

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" ك /s/

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" ك /z/

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

إذا كانت الكلمة تنتهي بـ /s/, /z/, /sh/, /ch/, /ʒ/, /dʒ/ انطق "-es" ك /ɪz/

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			

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.

نستخدم 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... أهورى - 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

GRAMMAR + EXERCISE

BAC PREPARATION

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'd **rather** 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	.....

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	اللطيف
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 **the**. عندما نشير إلى نوع، مقدار أو مثال محدد من الشيء وليس الشيء بصفة عامة، فإننا نستخدم **the** المجردة.

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 وتمعنت، كلما لاحظت هذه الأسماء)

GRAMMAR + EXERCISE

- ♦ **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 • hate • anger • peace • pride • sympathy	• bravery • loyalty • honesty • integrity • compassion • charity • success • courage • deceit • skill • beauty • brilliance • pain • misery	• beliefs • dreams • justice • truth • faith • liberty • knowledge • thought • information • culture • trust • dedication	• progress • education • hospitality • leisure • trouble • friendships • relaxation

- 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.

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	ضبط النفس, تمالك النفس
self-contained	مُحتفِظ
self- devotion	التضحية بالذات
self-denial	نكران الذات
self-defense	الدفاع عن النفس
self-determination	تقرير المصير
self- discipline	الانضباط الذاتي
self- esteem	غرور, احترام الذات
self- government	الحكم الذاتي
self- help	الاعتماد على النفس
self- knowledge	معرفة الذات
self- made	ذاتي الصنع, عصامي
self- possessed	هادئ رابط الجأش
self- reliance	الاعتماد على النفس
self- respect	احترام الذات, احترام النفس
self- restraint	تمالك النفس ضبط النفس
self- sacrifice	التضحية بالذات
self- satisfaction	الرضا الذاتي
self- sufficiency	الاكتفاء الذاتي
self- supporting	مُعيل لنفسه
self- taught	متفَع نفسه بنفسه
self-willed	عنيد, متشبّث برأيه
self-acceptance	قبول الذات
self-adhering	ذاتياً الالتصاق
self-adhesion	التصاق ذاتي
self-analysis	تحليل ذاتي
self-checking	ذاتي التدقيق

self-curing	ذاتي التصلّب
self-differentiation	ذاتي التمايز
self-digestion	أنهضام ذاتي
self-esteem	احترام الذات
self-explanatory	شارح لنفسه
self-fermentation	اختِمَار ذاتي
self-fertilization	إخصاب ذاتي
self-help aid	مُعِينَة ذاتية
self-hypnosis	تَنويم ذاتي
self-image	صُورَة الذات
self-induced epilepsy	صَرَغ ذاتي
self-inductance	تَحْرِيط ذاتي
self-infection	عُدْوَى ذاتية
self-insurance	التأمين الذاتي
self-knowledge	معرفة الذات
self-limited	مَحْدُود ذاتياً
self-limited disease	مَرَضٌ مَحْدُود ذاتياً
self-multiplication	تَضَاعُف ذاتي
self-recognition	تَعَرُف ذاتي
self-registering thermometer	مِقْيَاس الحرارة الذاتي التسجيل
self-reliance	الإعتماد على النفس
self-retaining retractor	مُبْعَاد ذاتي التثبيت
self-respect	احترام النفس
self-restraint	ضبط النفس
self-tolerance	تَحَمُّل الذات
self- mademan	رجل عصامي
self-education	تَتْقِيف 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

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

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 _____

GRAMMAR + EXERCISE

BAC PREPARATION

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 _____

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. "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 _____

IRREGULAR VERBS

الأفعال الشاذة

	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	بدأ
	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 - لقيح
	bring	brought	brought	جلب - أحضر
	build	built	built	بنى
	burn *	burnt	burnt	أحرق - احترق
	burst	burst	burst	فجر - انفجر
	buy	bought	bought	اشتري
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

	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	نمی
H	hang	hung	hung	علق
	have	had	had	ملك
	hear	heard	heard	سمع
	hide	hid	hidden	خبا
	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

GRAMMAR + EXERCISE

	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	درّس، 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

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. ضع دائرة حول الحرف الذي يمثل الإجابة الصحيحة.
The text is ... 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. ضع دائرة حول الحرف الذي يمثل الإجابة الصحيحة.
The text is ...

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

النص هو

أ- توجيهي ب- نقدي ج- سردي د- تفسيري هـ- 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. ضع دائرة حول الحرف الذي يمثل الإجابة الصحيحة

The text is about

النص يدور حول

6. the passage is taken from:

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. اختر الإجابة الصحيحة لتكملة الجمل التالية

8. Fill in the table below with information from the text

8. املا 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

12. اربط كل فكرة بالفقرة الموافقة له

13- In which paragraph is it mentioned that ? في أية فقرة ذكر 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 بمرادفها/ضدها/تعريفها

3. Find in the text words or phrases whose definitions follow

3. ابحث في النص عن كلمات أو عبارات التي فيما يلي تعريفها

GRAMMAR + EXERCICE

Morphology → شكل الكلمات

1. Complete the following chart as shown in the example • أكمل الجدول التالي كما هو موضح في المثال
2. Which adjectives/nouns can be derived from the following nouns/adjectives? • ما هي الصفات/ الأسماء يمكن أن تستمد من الأسماء/ الصفات التالية؟
3. Give the opposite of the following words keeping the same root • أعطي عكس الكلمات التالية مع المحافظة على نفس الجذر
4. Divide the following words into roots and affixes • 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. • اجمع بين أزواج الجمل التالية باستخدام الروابط بين قوسين. قم بأية تغييرات ضرورية.
2. Give the correct form of the verbs in brackets • أعطي الشكل الصحيح للأفعال بين قوسين
3. Ask the questions that the underlined words answer • اسأل الأسئلة التي الكلمات التي تحتها خط تمثل الإجابة
4. Complete sentence (b) so that it means the same as sentence (a) • أكمل الجملة (ب) بحيث يكون لها نفس معنى الجملة (أ)

Sound System → نظام الصوت

1. match the pairs that rhyme • اربط الكلمات التي لها نفس القافية
2. Classify the following words according to the pronunciation of their final "-s" • صنف الكلمات التالية وفقا لنطق "-s" في نهاية الكلمة
3. Classify the following words according to the pronunciation of their final "-ed" • صنف الكلمات التالية وفقا لنطق "-ed" في نهاية الكلمة
4. Circle the silent letter • ضع دائرة حول الحرف الصامت
5. Underline the stressed syllable • سطر على المقطع المشدد
5. Classify the following words according to the number of their syllables • 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 • املا كل فراغ بكلمة واحدة من القائمة أدناه أو بخمس كلمات فقط من القائمة
2. Reorder the following sentences into a coherent paragraph • أعد ترتيب الجمل التالية في فقرة مترابطة
3. Imagine what A (or B) says and complete the following dialogue • 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

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 Cattauri

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?

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

3. Answer the following questions according to the text

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

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

- ... affected by the problem (§2)
- 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

GRAMMAR + EXERCISE

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

- Corruption is eradicated. Everyone cooperates.
- 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			

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?

- According to transparency international, corruption is going up in the world.
- Corruption is in poor countries only.
- Iceland is the least corrupt country in the world.
- Nigeria experienced increasing corruption.
- The official said leaders must keep their promises to help poor people.

3. Answer the following questions according to the text

- What is the major consequence of corruption on the world?
- How is corruption defined in the text?

4. Choose the general idea of the text

- Corruption has decreased in developed countries
- Corruption is increasing in the world
- Fighting corruption is the duty of leaders

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

- to reducing it (§2)
- their promises (§3)

B/ TEXT EXPLORATION

1. Match the words with their synonyms

WORDS	SYNONYMS
find out	stealing
theft	unhappiness
misery	aim
target	discover

ETHICS IN BUSINESS

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 any1.....of a position of trust in order to gain an undue.....2..... . This involves the conduct of both sides: that of the3.....who abuses his position of trust as well as that of the person who4..... 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

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 its growth (§2)
 - b. We 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

ETHICS IN BUSINESS

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

- Imitations are perfect. It is difficult to distinguish between genuine and fake products.
- 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	trempe	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

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	.....	.....

ETHICS IN BUSINESS

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	تكمّن 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

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

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

3. Answer the following questions according to the text

- Why can't some counterfeit medicines cure diseases?
- What can wrong ingredients cause?
- What must multilateral organizations do?

4. Reorder the following ideas according to the text.

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

5- Choose a title for the reading text.

- International Cooperation
- Medical Business
- Counterfeit Medicines

B) TEXT EXPLORATION

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

- fake (§1)
- illnesses (§2)
- show (§3)
- 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 only1..... is also affecting other products like cloth and food. Thanks2..... some associations,3..... have become aware of the dangerous affects of4.....

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	تزيوير	burden	charge	عبء
medicines	médicaments	الأدوية	infectious	infectieux	معد
underestimated	sous-estimé	التقليل	diseases	maladies	أمراض
active ingredient	ingrédient actif	العنصر النشط	counterfeit	contrefaçon	تزيوير
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

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.

- Bribery is giving a valuable item to influence the recipient conduct.
- Bribery is a lawful activity.
- 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?

- it (§1)
- the one (§2)
- his (§3)

4- Answer the following questions according to the text?

- What are the effects of bribery?
- What is meant by extortion?
- What characterizes bribery?

5- What type is the text?

- narrative
- expository
- prescriptive

B) TEXT EXPLORATION

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

- effect (§1)
- unfairly (§2)
- 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

ETHICS IN BUSINESS

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

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

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.

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

2. Answer the following question according to the text.

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

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

- their (§1)
- them (§2)
- it (§4)

4. Choose a title to the text

- Ethics in Business
- Ethics and Politics
- Modern Economy

B/ TEXT EXPLORATION (08 points)

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

- behaviours (§1)
- demands (§3)
- complete (§4)

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

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

ETHICS IN BUSINESS

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	متراپط
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			

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?

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

3. In which paragraph are the following ideas mentioned?

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

4. Answer the following questions according to the text.

- Why are counterfeit medicines dangerous?
- What has encouraged the rise of counterfeit medicine?
- What are the effects of fake medicines on economy?

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

- It (§1)
- their (§5)

B) TEXT EXPLORATION

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

- real (§1)
- legal (§5)

ETHICS IN BUSINESS

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 it1..... to infringe some copyright through the2..... the put the copyright theft in a pirate3..... In order to share it with other internet users. So, it is something dishonest and4.....

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	المُصنّع	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 الاختراع
unreliable	douteux	غير موثوق	copyright	droit d'auteur	حقوق النشر
unknown	inconnu	غير معروف	infringement	infraction	انتهاك
illegal	illégal	غير شرعي	affected	affecté	تأثر
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			

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)

ETHICS IN BUSINESS

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			

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

ETHICS IN BUSINESS

3. Ask the questions that the underlined words answer.

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

- Children also experience violence at home, within their family and from other children,
- That is why international organizations defend their rights.
- which sometimes leads them to bad injury or death.
- 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			

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

SAFETY FIRST

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: WRITING

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 things that aren't necessary to our life

English	French	Arabic	English	French	Arabic
influence	influence	تأثير	arouse	susciter	أثار
attractive	attrayant	جذاب	favourable	favorable	مواتية
psychologists	psychologues	علماء النفس	seek	chercher	بحث
instead	plutôt	بدلاً 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	يشترى	advertisers	annonceurs	المعلنين
imperfect	imparfait	ناقص	propaganda	propagande	دعاية
satisfy	satisfaire	يرضي	perfection	perfection	كمال

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 time 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)?

- Liquor companies try to encourage teenagers to try new drinks.
- Teenagers are aware of the effects of alcohol on the body.
- 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...

- giving away free samples of vodka.
- inviting university students to pubs.
- selling alcoholic drinks at lower prices.

B. In the example in the text, the young girl died...

- because being drunk made her careless.
- from drinking too much alcohol.
- in a drunk driving car accident.

C. Many young people...

- are aware of the danger of drinking and driving.
- need some fresh air after they drink.
- are victims of liquor advertisers' greed.

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

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

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

- They (§2)
- their (§4)

SAFETY FIRST

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

- Health experts strongly criticize this advertising.
- A young girl collapsed in her home.
- Experts should show teenagers how they are manipulated by advertisers

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

- Manufacturers advertise. They want to persuade people to buy their products. (To)
- 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 often1..... to generate increased consumption of their2..... or services through "branding," which involves the repetition of an3..... or product name in an effort to associate certain qualities4..... 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	البارات	unaware	ignorant	غير مدرك
bars	barres	الحائات	large amounts	grand montants	كميات كبيرة
discotheques	discothèques	المراقص	affects	affecte	يؤثر
targets	cibles	أهداف	teenagers	adolescents	المراهقين
advertisers	annonceurs	المعلنون	injury	blesure	جرح
liquor companies	compagnies d'alcool	شركات الخمر	death	mort	الموت
Advertising campaigns	les campagnes de publicité	الحملات الإعلانية	collapsed	effondré	انهيار
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			

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

- The impact of food advertising on childhood obesity
- The impact of advertising on economy
- Advertising and public health

2. Are the following statements true or false?

- Obesity is seriously threatening children's health.
- The childhood obesity epidemic has no social effects.
- The rates of obesity in America's children are increasing.
- Childhood obesity is due to increases in advertising for non-nutritious foods.

3. Answer the following questions according to the text

- What is the most practiced activity by children?
- Why are children easily influenced by advertising?

4. Read the text and put the following sentences in the order they appear in the text

- Obesity in childhood exposes children to poor health.
- Most children under age 6 cannot distinguish between programming and advertising
- The rate of obesity among children and youth is speeding.
- 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?

- their (§2)
- which (§2)

B/ TEXT EXPLORATION (8 pts)

1. Find in the text words, phrases that are closest in meaning to

- connected (§1)
- fatness (§1)
- abusive (§2)

SAFETY FIRST

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

- eat healthy food
- keep away from fatty and sugary foods
- not eat too much
- 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	بدن	ads	annonces	الإعلانات
diabetes	diabète	مرض السكري	strengthen	renforcer	تعزيز
cardiovascular disease	les maladies cardiovasculaires	أمراض القلب والأوعية الدموية	purchase	achat	شراء

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)

SAFETY FIRST

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	تعزير
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

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)

SAFETY FIRST

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	ساجق
campaign	campagne	حملة
persuade	persuader	يقنع
purposefully	délibérément	هادف
warning	avertissement	تحذير
fat	graisse	دهن
wellbeing	bien-être	رفاهية

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	.....

SAFETY FIRST

3. Ask the questions that the underlined words answer.

- Consumerism promotes the interests of consumers.
- The movement is active in many countries.

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

- Governments should (take) serious measures to fight counterfeiting.
- 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.

- For example, they are entitled to products.
- Consumers have several basic rights.
- They are also entitled to the protection against unsafe foods.
- 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	consommérisme	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	blesure	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

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.

- Advertising is a part of people's daily life.
- The main purpose of advertising is to sell products and services.
- Advertising has no influence on competition between large firms.
- Advertisements make political parties lose votes.

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

<i>Kinds of advertising</i>	<i>Where advertised</i>
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.

- Who uses advertising?
- Why do social organisations and special interest groups use advertising?

4. In which paragraph are:

- The different kinds of advertising mentioned?
- The users of advertising in elections mentioned?

5. Choose the general idea of the text.

- Reasons for advertising
- The negative effects of advertising
- Consumer goods

B) TEXT EXPLORATION

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

- convince (§2)
- 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

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. 10 % 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.

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

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

- the Chinese officials have taken measures to punish the criminals?
- melamine is the cause of the contamination?

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

- their (§1)
- its (§2)

4. Answer the following questions according to the text.

- What happened to many babies and children who had drunk the contaminated milk?
- 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 (§1)	a. well-known
2. tragedy (§1)	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.

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

SAFETY FIRST

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

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 1economy 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	كلَى
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

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 text?
- 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 /ill 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

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	أفراط
persuade	persuader	حث	limits	limites	حدود
customers	clientèle	الزبائن	recommended	recommandé	موصى به
purchase	acheter	يشترى	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			

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?

- In the USA, people selling products never advertise through the media.
- The power of argument is mastered by advertisers to convince the public.
- Persuasion is the capacity of convincing others.
- Less than 50% of magazines and billboards consist of advertising.

2. Answer the following questions according to the text.

- What is advertising?
- How can advisers convince the public that the product they are selling will improve their lives?
- 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?

- them (§1)
- which (§2)
- It (§2)

B) TEXT EXPLORATION

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

- persuading (§1)
- item (§1)
- aim (§2)
- 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

SAFETY FIRST

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

TEST 1

PART 1: READING
A/COMPREHENSION

Read the passage carefully then 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?

- The solar system consists of ten planets
- Our planet earth doesn't belong to the solar system
- The sun is a star which gives light and heat
- The planets orbit the sun in different directions

3. Answer the following questions according to the text.

- In what way are the planets similar to the satellites of the planets?
- Why is Pluto closer to the Sun than Neptune?

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

- it (§1)
- their (§2)

5. Choose a title to the text.

- The solar system
- The sun
- The planets

B/TEXT EXPLORATION

1. Match the words with their synonyms

WORDS	SYNONYMS
consists	many
numerous	almost
revolve	is composed
nearly	orbit

SOLAR SYSTEM

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 _____ the Sun. 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	English	French	Arabic
consists	consiste	يتألف	exceptions	exceptions	استثناءات
star	étoile	نجم	tipped	tipped	الرؤوس
sun	soleil	شمس	ecliptic	écliptique	مسير الشمس
comets	comètes	المذنبات	solar system	système solaire	النظام الشمسي
asteroids	astéroïdes	الكويكبات	satellites	satellites	الأقمار الصناعية
meteoroids	météorites	النيازك	interplanetary medium	milieu interplanétaire	متوسطة بين الكواكب
orbits	orbites	مدارات	electromagnetic	électromagnétique	مغناطيسي كهربائي
galaxy	galaxie	المجرة	Large Magellanic Cloud	Grand Nuage de Magellan	سحابة ماجلان الكبرى
spiral	spirale	حلزوني	Andromeda Galaxy	Andromeda Galaxy	مجرة المرأة المسلسلة
closer	plus près	أقرب	intergalactic	intergalactique	بیمجری قائم بین المجرات
axis	axe	محور	revolve	tourner	تدور حول
rotation	rotation	تدوير	circular	circulaire	دائري
perpendicular	perpendiculaire	عمودي	counter-clockwise direction	sens inverse des aiguilles d'une montre	اتجاه عكس عقارب الساعة
massive	massif	هائل			
light years	années-lumière	سنة ضوئية			
Milky Way	Voie Lactée	درب التبانة			
hemisphere	hémisphère	نصف كرة			
inclined	incliné	ميل إلى			
elliptical	elliptique	بيضاوي الشكل			
ecliptic	écliptique	مسير الشمس			

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.

SOLAR SYSTEM

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

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.

- In the night sky you can see the Moon, some planets and sparkling stars.
- With a telescope you can see less than what you can see with your eyes.
- with the biggest telescope, we can see everything in the sky.
- 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?

- As its gases run out, it cools down.
- It collides with other stars.
- It can only live for about a million years.
- 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?

- Black holes are dead stars.
- Black holes have gravity.
- Black holes are invisible.
- There is nothing as mysterious as a black hole.

D. What happens AFTER a star dies?

- It becomes invisible.
- It falls to Earth.
- It burns up all of its gases.
- 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?

- because most black holes are so far away
- because the gravity of a black hole is so strong that it sucks the light inward
- because as the star's gases burn, it stops giving off heat and light
- 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?

- them (§3)
- it (§5)
- its (§8)

SOLAR SYSTEM

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.

- Scientists believe there are things in the sky we will never see.
- Stars do burn out and die after billions of years.

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 100 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	مسحق
tiny	minuscule	صغير
marble	marbre	رخام
gravity	la gravité	جاذبية
sucks	suce	تمتص
blackness	noirceur	سواد
stare up	regarder	تحدق
Scattered	dispersé	مبعثر

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	.....	.....

SOLAR SYSTEM

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

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.

- What was the most recent and surprising finding about Mars?
- 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)?

- Five years ago astronomers believed that life existed on the planet Mars.
- 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.

- The new evidence has been obtained ...
 - while looking for Martian meteorites.
 - by a space station where there were meteorites.
 - by a space vehicle and after studying Martian meteorites.
- The discovery of geological activity on Mars means that ...
 - there was life on Mars a long time ago.
 - there could be microbial life on Mars.
 - there is microbial life on Mars today.
- The writer suggests that ...
 - these discoveries will be of great importance in the search for life on Mars.
 - liquid water does exist today on the surface of Mars
 - these discoveries do not confirm geological activity
- Microbes will be searched for ...
 - by taking photographs.
 - by studying meteorites.
 - by examining parts of the ground.

4. What do the underlined words in the text refer to

- it has continued (§2)
- what was it like (§3)

SOLAR SYSTEM

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

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)

SOLAR SYSTEM

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 an object that revolves around a larger planet.
 b. There are five 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 composition 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 composition of about 100 words on the following topic: Are you for or against space research? 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

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?

- Scientists announced the existence of water on the moon.
- Previous studies suggested that water might exist in abundance.
- One of the mysteries is how water could exist on the moon
- Due to the warm climate the water never evaporated.

2. Answer the following questions according to the text.

- How could scientists know about the existence of water on the moon?
- 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?

- They (§1)
- it (§2)
- where (§2)

5. Choose the most appropriate title:

- Water on the moon
- The exploration of the moon
- Life on the moon

B) TEXT EXPLORATION

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

- shown (§2)
- recent (§3)
- plus (§4)
- temporarily (§5)

2. Divide the following words into roots and affixes.

deliberately unsolved categorical shadowed

PREFIX	ROOT	SUFFIX

SOLAR SYSTEM

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 exciting1....., but astronauts called space walkers the construction2..... of outer space. When an astronaut goes outside of his3....., it is usually to repair or to4..... 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

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)

SOLAR SYSTEM

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

1 syllable	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	spiraies	اللولب
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	نوهج
massive	massif	هائل	distinct	distinct	متميز
accretion	accumulation	تراكم	absorbed	absorbé	يمتص
disk	disque	القرص	away	loin	بعيدا
flat	plat				

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?"

www.123helpme.com

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

- Hubble space telescope retransmits pictures to astronomers.
- NASA celebrated the twentieth anniversary of Hubble here on earth.
- Hubble is useful to provide NASA with data.
- The 1985 space mission was unsuccessful.

3. Answer the following questions according to the text.

- When did Hubble telescope start work?
- Is the writer interested in astrology? Justify from the text.
- 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

- to travel in order to learn about something (§1)
- facts or information (§2)
- the specific study of the sun, moon, stars, planet, etc. (§2)
- at the present time (§3)

2. Divide the following words into root and affixes

productive - imposible - exploration

prefix	root	suffix

SOLAR SYSTEM

3. Ask questions which the underlined words answer.

- we use the telescope to magnify distant stars.
- the telescope was invented in the 16th century.
- thousands of satellites 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.

- as they are quite similar in size and gravity.
- Astronomers have known Venus for thousands of years.
- It is sometimes called the sister planet of Earth
- 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

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?

- Thomas was upset because his aunt Linzy had left him.
- Thomas didn't like the changes that aunt Linzy had made in his life.
- Grandfather shared Thomas's point of view.
- Thomas promised his grandfather to change his attitude.

2. Answer the following questions by choosing the correct answer

A. Why is Thomas upset?

- He lost his cat, Ringo.
- He was homeless and hungry.
- He didn't like the changes in his life since Aunt Linzy moved in.

B. Who helped Thomas solve his problem?

- his grandfather
- Aunt Linzy
- Ringo

C. How does Thomas plan to solve his problem?

- He plans to get a new cat.
- He plans to try to be better and see things in a different way.
- He plans to ask his Aunt Linzy to move.

3. Choose a suitable title for the text

- Understanding Things Differently
- Sharing Other People's Feelings
- changes in People's Life

FEELINGS, EMOTIONS AND HUMOUR

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.

- Men and women who are in love give each other gifts.
- It goes back to the times of Ancient Rome.
- Valentine's Day is a very old holiday.
- 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	مشرّد
hungry	faim	جائع
keep from	empêcher de	ابتعد عن
disappoint	décevoir	يخيب
better	mieux	أحسن
different	sentiments	مشاعر

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 world.
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

FEELINGS, EMOTIONS AND HUMOUR

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'

- a. We use both words and gestures to express our feelings.

b. Both words
- 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 culturesabout 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

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?

- It is difficult to find a good friend.
- A good friend is the one who likes you whatever your personality is.
- A true friend is not always beside you when you are in need of help.
- All people have friends with whom they share everything.

2. Answer the following questions according to the text

- What qualities must people have to become friends?
- What does a true friend expect from you when you help him?
- Why do some people have a lot of friends?

3. Put the following sentences in the order they appear in the text

- Friends often have the same interests.
- Hard times show true friends
- A true friend is loyal and dedicated to you.
- Some people have many friends while others have none.

4. Copy the title that you think is the most appropriate.

- The importance of Friendship
- Types of Friendships
- 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.

FEELINGS, EMOTIONS AND HUMOUR

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			

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.

- Choose the general idea of the text
 - How to understand other people's feelings
 - Responding to other's feelings appropriately
 - Different ways to express emotions
- Say whether the following statements are true or false according to the text.
 - For a good relationship, it is important to know how the others are feeling.
 - Without knowing how someone is feeling, we can't respond appropriately to them.
 - The voice is the crucial way we express our emotions.
 - Referring to the context of the situation doesn't help much.
- In which paragraph is it mentioned that knowing what someone is feeling depends on several factors
- Answer the following question according to the text.
 - What kind of people do we feel close to?
 - Which is the most important indicator to express our emotions?
- What or who do the underlined words in the text refer to?
 - them (§1)
 - it (§2)

FEELINGS, EMOTIONS AND HUMOUR

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	يحبس	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/هاديء	infer	inférer	استنتج
concerns	préoccupations	المخاوف	includes	comprend	يشمل

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)

FEELINGS, EMOTIONS AND HUMOUR

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.

Topic 1.

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

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 توجيهه
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

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?

- Men do not express their emotions in the same way as women.
- Women usually hide their emotions.
- Fathers have an influential role on how our behaviour is built.
- Men do not show their anger and happiness.

3. Answer the following questions according to the text.

- What do men do instead of feeling?
- Why are fear and sadness considered as universal to the human species?
- Which emotion do men easily express?

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 words:

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 one of the following topics.

Choose one of the following topics.

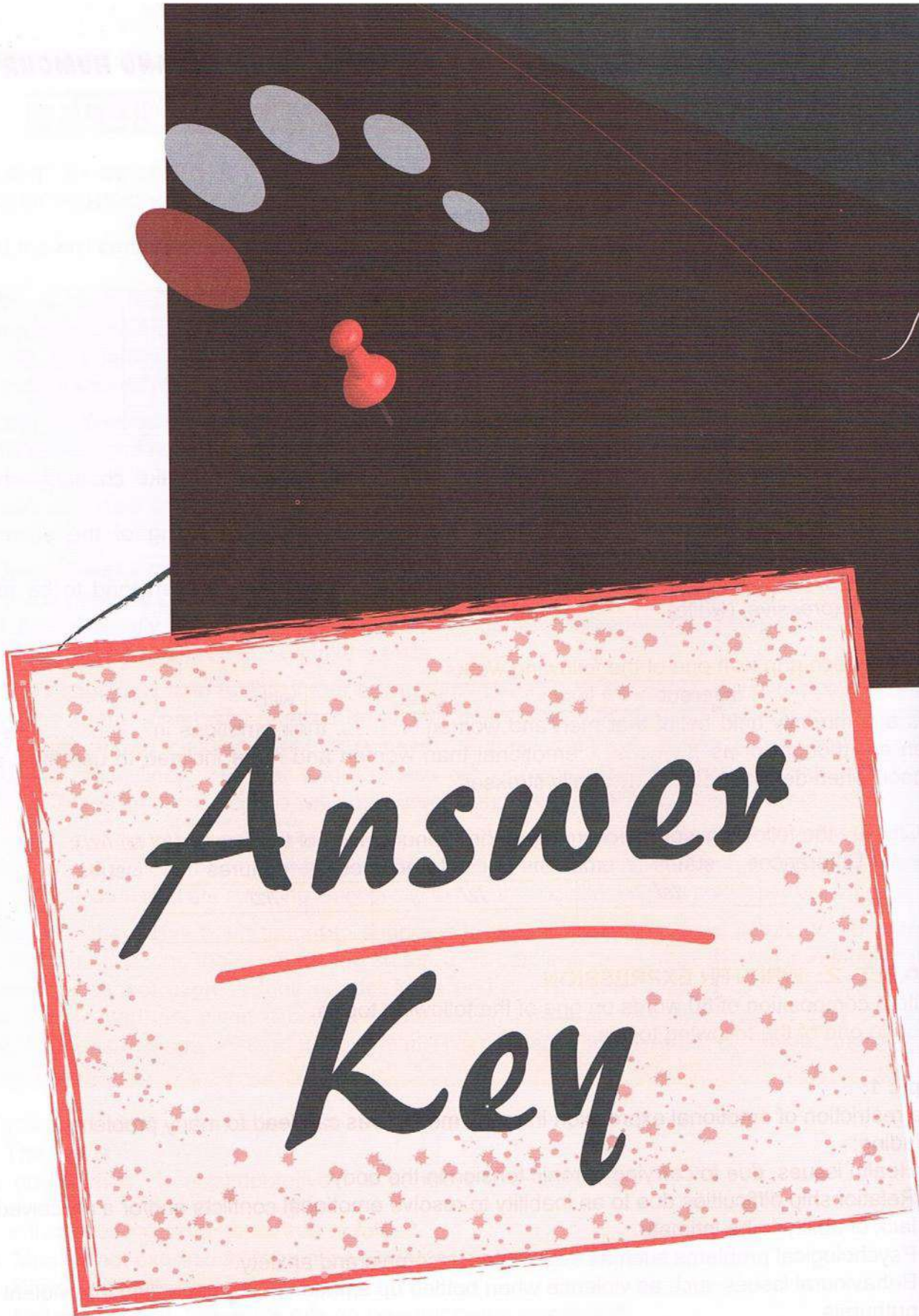
Topic 1:

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?



Answer

Key

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)

ANSWER KEY

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:

- inadequate
- illiterate
- Inedible
- irreversible
- Unreliable
- illegitimate
- dishonest
- Unsolicited
- immeasurable
- Imperfect
- unrequired
- disloyal

EXERCISE 3:

- unable
- unpack
- dehydrate
- insane
- disregard
- improbable
- irreparable
- distrust
- incapable
- disarm
- Ungrateful
- unlikely
- disapproved
- inaccurate

THE GERUND

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

- Mary **plays** volleyball on Mondays.
- My teacher **carries** a brown bag.
- Chris and Pat **go** to school at 7:30 AM.
- The students **do** the homework in the afternoon.
- Camilla **does** the homework at home.
- Does** John **listen** to music?
- I **don't read** the newspaper on Sundays.
- My sister **watches** T.V. in the evening.
- Lucy and I **get up** at 9 o'clock everyday.
- Danielle **goes** home at 6:30.
- Do you **practice** sport?
- We **are** not students.

QUANTIFIERS

EXERCISE 1:

- little
- few
- few
- little
- few
- few
- little
- few
- few
- little

EXERCISE 2:

- many/ few
- much
- much/ few
- much /few
- much/
- many /a
- much
- much/few
- much/little
- few

EXERCISE 3:

- many
- many
- much
- many
- much
- many
- many
- many
- many
- much

EXERCISE 4:

- much
- much
- many
- as much as
- little
- a little
- a few
- few
- less
- fewer
- some
- any

EXPRESSING OPPOSITION

- Although
- despite
- In spite of
- Despite
- Although
- In spite
- Although
- Although
- Despite
- although

VERBS + PREPOSITIONS

- accused of
- belong to
- blame for
- borrowed from
- care for
- apologize for
- complaining about
- consists of
- believe in
- agree with
- provided with
- spent money on
- wait for
- look for
- 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?

- How many boys are in this class?
- How old am I?
- How much did you pay for this coat?
- How far is it from my town to the capital?
- How long is this rope?
- How high is this fence?
- 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		

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

ANSWER KEY

BAC PREPARATION

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.

(Ethics in Business key to)

(Ethics in Business key to test 1)

A/COMPREHENSION

- The text is a(n): newspaper article
- TRUE or FALSE?
 - T
 - F: Almost every successful product is being copied.
 - T
 - T
 - F: Combating them has become a priority for society
- Answers
 - Pharmaceuticals, toys, spare parts for cars and aircraft.
 - Unlike narcotics, counterfeiting is without risks.
- The words refer to
 - counterfeiting
 - counterfeiting and piracy
- 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

- Corruption will be eradicated provided that everyone cooperates.
- 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

- The text is:
 - c. expository
- TRUE or FALSE?
 - T
 - F
 - T
 - F
 - T
- Answers
 - The major consequence of corruption on the world is poverty.
 - 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."
- The general idea
 - Corruption is increasing in the world
- Words refer to
 - Poverty
 - 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'

- People are locked in a "cycle of misery" by corruption.
- "Leaders need to keep their promises to help poor people," he said

4. Fill in the gaps

- abuse
- advantage
- person
- seeks

5. The silent letter

honesty campaign talk whole doubt though

(Ethics in Business key to test 3)

A) COMPREHENSION

- The general idea:
 - Counterfeiting is harmful and we must fight it.
- True or false?
 - T
 - F
 - T
 - F
- Answer
 - We ought to use our buying power to support legitimate, socially responsible companies developing products through creativity, research and manufacturing excellence.
 - jobs and economy
- The words refer to
 - reasons for its growth: counterfeiting
 - 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

- Imitations are so perfect that it is difficult to distinguish between genuine and fake products.

ANSWER KEY

- 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

3. The sentences

- The system of law is so well implemented that companies avoid bribery actions.
- 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

- 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.
- ethics keeps the balance of economy. Any mistake or wrongdoing disturbs its balance and penalises its functioning.
- 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)

- b) They provide services to the community.
- 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.

- Who must always respect new comers?
- 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

- They are dangerous because they contain harmful toxic substances or inactive ingredients.
- Lack of borders' control-weak regulations governing the medicine distribution system-the globalization of markets.
- 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).

- Counterfeit products are being produced.
- 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 than boys. This is due to many reasons.

First, girls have become more interested in education than 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.

ANSWER KEY

(Ethics in Business key to test 9)

A) COMPREHENSION (8 pts)

- The text is a : a. Newspaper article
- True or false : a. T b. F c. T d. T
- Answer
 - social, environmental, financial/ people, planet, profits
 - yes, he does. Translate this concept into the reality of running a business such as ours.
 - it's hard to be honest and self critical in a public way.
- Mentioned in : a. §2 b. §3
- Refer to
 - it: triple bottom line
 - its: private company

B/ TEXT EXPLORATION(7 pts)

- Words closest in meaning
 - 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

- Because some companies are unethical, it is hard for them to reveal their financial situation.
- 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

- The main idea of the text: a) Children and exploitative work
- True or false: a) F b) T c) F

- It mentioned that children are involved in exploitative works
In paragraph 3

4. Refer

- that: work (&1)
- she: child (&2)

5. Answer

- Child labour means work for children that harms them or exploits them physically, mentally or morally
- 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

- 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

- Who point / points out that some kinds of work may be completely harmless?
- 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

- A title is : Ways of Advertising
- True or false: a. T b. F c. T
- Answers
 - To make us feel dissatisfied with ourselves and our imperfect lives.
 - They tell advertisers about the motives of fear and self-image.
- Paragraph 3
- Words refer to
 - The advertiser
 - A middle-aged man
 - 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

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.

ANSWER KEY

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

- tougher control and action against what it calls, 'an overwhelming campaign to persuade children to eat precisely what they need the least.'
- 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)

- Obesity is as dangerous as cigarettes.
- Cartoon characters are used to capture the attention of the young ..
- He gained weight since he eats lots of fatty foods.

4. Fill in the gaps

- overweight
- than
- enough
- should
- 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

- from unsafe products, fraudulent advertising, labelling or packaging and business practices that limit competition.
- adequate information about products so as to make the right decisions to buy goods or services.
- 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

- What does consumerism promote?
- Where is the movement active?

4. The correct forms of the verbs

- should take
- 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	

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.

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

Customer Services Manager
XYZ Corporation
Anywhere, NY 10101

06 King Street,
Orion 10000
Friday, December 07,
2007

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 result 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.

(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

- The planets and most of the satellites of the planets revolve around the Sun in the same direction
- 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)

- Neptune is further from the sun than Pluto
- Spacecraft can measure the solar wind.
- 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:

- the Moon
- the Earth

4. A title : a. The Earth, the Moon and the Sun

B/ TEXT EXPLORATION

1. Words closest in meaning

- wrap
- smashed
- far-away

2. Nouns derived from words

WORD	NOUN
live	life
hot	heat
believe	belief
rotate	rotation

3. Sentence (a)

- The Moon cannot be visited without special suits.
- 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

- As its gases run out, it cools down.
- 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.
- Black holes are invisible.
- It burns up all of its gases.
- it might burn out and die
- because as the star's gases burn, it stops giving off heat and light

3. In paragraph 6

4. The words refer to

- them: some things in the sky
- it: our Sun
- 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.

- What do scientists believe?
- When do stars burn out and die

5. The number of syllables

1 syllable	2 syllables	3 syllables
space / packed	squashes / brightly	telescope / mystery

ANSWER KEY

(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 lunar crater last month.

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	possible	
	explor	ation

3. Ask questions

- a. Why do we use the telescope? /What do we use the telescope for?
b. When was the telescope 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

ANSWER KEY

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

- He didn't like the changes in his life since Aunt Linzy moved in.
- his grandfather
- He plans to try to be better and see things in a different way.

3. Title: Understanding Things Differently

4. The words refer to

- them= Thomas and his grandfather (§1)
- he=Thomas (§1)

B/ TEXT EXPLORATION

1. Words, phrases or closest in meaning:

- unhappy: upset
- opinion: point of view

2. Words, phrases opposite in meaning

- better: worse
- 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

- 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.

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'

- Both words and gestures are used to express our feelings.
- 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

- share some common interests
- nothing
- They may be funny or they may have a bright and pleasant personality.

3. The order

- Friends often have the same interests.1
- Hard times show true friends.3
- A true friend is loyal and dedicated to you. 2
- 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

- Some people develop many acquaintances. =
 - Many acquaintances are developed by some people.
- He will tell me the truth. So, I will forgive him.
 - 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

Feelings, Emotions & humour key to test 4

A) READING COMPREHENSION

- The general idea of the text
 - How to understand other people's feelings
- True or false: a) T b) T c) F d) F
- In 5th paragraph
- Answer:
 - People who we feel really "understand" us
 - Facial expression
- Words refer to: a. them =most people b. it=Facial expression

B/ TEXT EXPLORATION

- Words or phrases closest in meaning:
 - 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)

- Our emotions are expressed through the sound of our voice.
- 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

- True or false: 1.T 2.F 3.T 4.T

3. Answer

- strains of commuting, financial burdens and accelerating technology
- when we use it to defend ourselves when we are attacked

4. In paragraph 3

- 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.

- What does anger induce?
- 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

- The text is ... d. expository
- True or false: a. T b. F c. T d. F
- Answer the following questions
 - they act.
 - because they are normal responses to threat and loss.
 - anger
- Last paragraph

B) TEXT EXPLORATION

- The words closest in meaning
 - 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

- Although Men and women are from the same planet, the emotional wiring of the sexes is fundamentally different.
- 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.

ANSWER KEY

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	x	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	x	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	x	
effect	affect	affected/ing	influence	
efficiency	x	efficient	competence/ effectiveness	inefficiency
embezzlement	to embezzle	embezzled	fraud/ stealing/cheating	
ethics	x	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	destruction
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	x	
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

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	x	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	x	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	

ANSWER KEY

SOLAR SYSTEM

noun	verb	adjective	synonym/ meaning
astronomy	x	astronomical	scientific study of stars and planets
circle	to circle	circular	round
collision	to collide	x	crash
depth	to deepen	deep	profundity
destruction	to destroy	destructive	damage
difference	to differ	different	distinction
discovery	to discover	discovered	detection
distance	x	distant	remoteness
height	to heighten	high	tallness
identification	to identify	identified / identifiable	recognition
length	to lengthen	long	span / extent
revolution	to revolt	revolutionary	rebellion/ revolt
similarity	x	similar	likeness / comparison
transmission	transmit	transmitted	broadcast
width	widen	wide	thickness/
orbit	to orbit	x	path

FEELINGS, EMOTIONS AND HUMOUR

noun	verb	adjective	synonym	opposite
aggression	aggress	aggressive	hostility	
anger	anger	angry	annoyance	calm
anxiety	x	anxious	worry/ nervousness	sureness
behaviour	behave	behavioural	conduct	
confusion	confuse	confused/ing	uncertainty	understanding
consciousness		conscious	awareness	unconsciousness
construction	construct	constructive	building	destruction
culture	x	cultural	x	
dedication	dedicate	dedicated	devotion	disloyalty
emotion	x	emotional	feeling	
face	face	facial		
fear	to fear	fearful / fearless	terror	courage
feeling	to feel	x	emotion/ sentiment	
frustration	to frustrate	frustrated	irritation/ annoyance	happiness
fun	x	funny	comedy / excitement	
generosity	x	generous	kindness	selfishness
grief	grieve	grievous	sorrow	happiness
happiness	x	happy	joy / glee	sadness
hostility	xxx	hostile	unfriendliness	friendliness
humor	x	humorous	comedy/ fun	depression
increase	increase	increasing	rise	decline
involvement	to involve	involved	participation	
joy	x	joyful	delight	sadness
kindness	x	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

Linking words and phrases

SEQUENCE	الترتيب	RESULT	النتيجة
First / firstly, second / secondly, third / thirdly	أولا / أولا، ثانيا / ثانيا، ثالثا /	So	إذن
Next, last, finally	ثالثا الخ	As a result	كنتيجة لـ
In addition, moreover	ثم، الأخير، وأخيرا	As a consequence (of)	كنتيجة لـ
Further / furthermore	وبالإضافة إلى ذلك	Therefore /Consequently	لذلك/ وهكذا
Another	علاوة على ذلك	Thus	بناء على ذلك
Also	آخر	Hence	من هنا
	أيضا	So/such... that	لدرجة أن
EMPHASIS	التأكيد	ADDITION	الإضافة
Undoubtedly	بالتأكيد	And	وبالإضافة إلى ذلك / بالإضافة
Indeed	في الواقع	In addition /additionally/ an additional	إلى / إضافي
Obviously	بوضوح	Furthermore	علاوة على ذلك
Generally	عموما	Also	أيضا
Admittedly	وباعترا ف الجميع	Too	أيضا
In fact	في الواقع	As well as	فضلا عن
Particularly / in particular	ولا سيما / وجه الخصوص		
Especially	خاصة		
Clearly	بوضوح		
Importantly	الأهم		
EXAMPLE	المثال	CONDITION	الشرط
For example	مثلا	Even if	حتى لو
For instance	على سبيل المثال	If... then	إذا ... فإن
That is (ie)	أي	In case	في حالة
Such as/like	مثل	Provided that/Providing	بشرط
Including	بما في ذلك	Unless	ما لم
Namely	أي	Whether or not	سواء أم لا
CONTRAST	التضاد	COMPARISON	المقارنة
However	لكن	Similarly	وبالمثل
Nevertheless	مع ذلك	Likewise	كذلك
Nonetheless	ومع ذلك	Also	أيضا
Although / even though	وعلى الرغم من	Like	مثل
Though	رغم أن	Just as/ Just like	تماما مثل
But	لكن	Similar to	مماثل لـ
Yet /Still	ومع ذلك	Same as	نفس
Despite / in spite of	على الرغم من	Compare	قارن
In contrast (to)	في المقابل (لـ)	compare(d) to / with	مقارنة بـ / مع
in comparison	مقارنة	REASON	السبب
While/ Whereas	في حين	Because/Since/As	لأن
On the other hand	من ناحية أخرى	Because of	بسبب
On the contrary	على العكس تماما	Due to/owing to	بسبب
TIME			الوقت
Before	قبل	Till/Until	حتى
after	بعد	Afterward(s)	بعد ذلك
As	بينما	At first	في البداية
At the same time (as)	في نفس الوقت	Initially	في البداية
Every time	في كل مرة	Meanwhile	في غضون
Since	منذ	Meantime	الأثناء
When/ By the time	عندما /بحلول الوقت	Simultaneously	معا
Whenever	كلما	Eventually	أخيرا
While	بينما	Finally	أخيرا

How to write an essay

كيفية كتابة فقرة

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.

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 بآراءك 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 لخلفية

المقال

- كن انتقائياً: 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 رداً على السؤال

- دون أي نقاط ذات صلة.
- دون أي دليل أو اقتباس ذي صلة الذي ينادر إلى الذهن.
- استخدم الخريطة الذهنية للمساعدة في تحفيز التفكير الجانبي.

4. أوضع أطروحة (فكرة / حجة) التي تلخص الرد على

السؤال

- يجب أن تكون الأطروحة تعبيراً قوياً على الإجابة الشاملة للسؤال.
- تجنب الأطروحة المبسطة.
- الأطروحة هي العمود الفقري للمقال - سيتم ذكرها في المقدمة. ويجب أيضاً 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 أن كل نقطة في الخطة هي ذات صلة بالسؤال.

- After the plan has been written it should be clear where the essay is going.

• بعد أن تمت كتابة الخطة يجب أن يكون واضحاً 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

- تأكد من أن كل نقطة تعطى فقرة جديدة.
- استخدم كلمات أو عبارات في بداية كل فقرة من شأنها أن تشير للقارئ مدى ارتباطها بالفقرة السابقة، على سبيل المثال، "لكن"، "بالإضافة"، "مع ذلك"، "علاوة على ذلك".
- ابدأ كل فقرة بجملته الرئيسية التي تربط بوضوح الفقرة ببقية المقال.
- قدم الأدلة الداعمة لكل نقطة تتسناها.
- عد إلى 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.
- أنهى 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.

CONTENTS

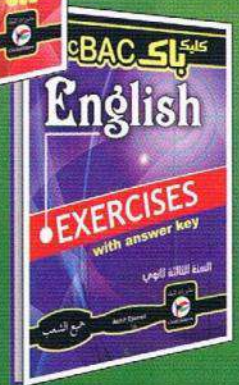
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