

القيم الشخصية personal values الأولى

Personal values are one of the most important things in our life. This Life as we know it now wouldn't be possible without personal values that regulate it. Indeed, the more values a person has the more respect and admiration she/he gets. For instance, people who value hard-work often end up being the most successful. I have never known a person who works hard and never succeeds in life. Likewise, honesty is another value that is key to success in life. Honest people earn the trust and reliability of others. They are valued for their honesty and truthfulness. Undoubtedly, there is nothing more rewarding than knowing people with such values as honesty and hard-work. With these people one can establish fruitful relationships that are to the advantage of everyone. True to say, honesty and hard-work are two cornerstones for a good and successful life.

personal values موضوع أطول عن

One of the major issues that has been the subject matter of many discussions these days is the importance of personal values in our life. Some people think that personal values are not as vital to life as the need to earn a living. These people value, above all, success in life regardless of the means. In my view, personal values are the cornerstone for any enduring and promising life. These personal values, as I see them, play determining roles in the way we view the world and how the others view us.

To begin with, personal values are essential to our life. One point in favour of this is that people who value personal values and implement them in their life usually have the friendship and trust of other people. To illustrate to this, take a person who values honesty and applies that in his/her life, people would trust him/her and be willing to maintain a good relationship with him/her. I personally like honest people and think they can make good headways in their lives thanks to their honesty. In addition, honesty ensures self-esteem and pride of oneself. Since I have known honest people in my life, they always show realistic and respected self-respect. Even as a kid, I never felt right to lie to someone. Moreover, I never like other people to lie to me. Another fundamental value in life is hard-work. I strongly believe that people who work are very likely to reap the fruits of their work. As the American saying goes: hard-work pays off. Indeed, hard work is the lifeblood of a successful life.

To conclude, and as the previously mentioned examples and cases show, honesty and hard-work stand as two major personal values without which life would be the thing we see now. Successful nations have worked hard and enough to develop. Now they are making headways into their future. Likewise, honest people keep the secret of success in life. With their honesty they are making strides to a more rewarding life.

كتابة

Letter of complaint


رسالة تشكي حول شيء اشترته ووجدت به خلل

24 Rotterdam, Hauges Avenue
12 streets Harlem
Holland
20/11/2007

Mr Fred, manager of youth school
Magazine, industry Road Amsterdam


Dear sir or Madam,

I am a keen reader of the local school magazine « spotlight » and I have been impressed by a number of articles I read there. Today I take the chance to write you an article about a worrying school phenomenon; namely, smoking. To start with and as far as I am concerned there are predisposing factors that lead some students to take up smoking. I mean here that certain conditions in their lives make it more likely for these students to smoke. Socially, students who take up smoking usually come from poor families or working ones that do not have the time to supervise their children after school. Besides that, students are heavily influenced

by the others who smoke. As they see their peers smoking, they can't  giving it a try. Undoubtedly, the family structures and backgrounds and the social surrounding play a determining role in this fact.

Academically, students who do poorly in school are known to be taking up smoking more than any others. The school frustrations and the feeling of an inability to keep up with the rest of the class push some students to do irresponsible deeds.

It goes without saying that smoking has a negative impact on every addict. Among young people, the short-term health effects of smoking include damage to the respiratory system, addiction to nicotine, and the associated risk of other drug use. Long-term health consequences of youth smoking are reinforced by the fact that most young people who smoke regularly continue to smoke throughout adulthood. Therefore, they become vulnerable to many illnesses, such as cancer.

To conclude, smoking is a major youth problem that needs the  and the contribution of everyone of us to try to limit this bad habit. Indeed, it is imperative that each and every one of us take a step towards informing and sensitizing our youth of the dangers of smoking. By way of this same contribution I have been glad to write you these lines to state my stand in your promising magazine

Yours Anuarmadridista

Gender and racial descrimination

الميز ضد المرأة من الوحدة women and power

In all our history, we all believe that man was born free and he deserves to stay so for the rest of his/her life. It goes without saying that men equally deserve to have the same rights and respect from others. However, in the complex world that we live in, there are many problems and conflicts that make us think of some as less worthy of respect than others.

To start with, man is the creation of God and therefore he/she is free to act and react in this worldly life. There is nothing and no one that should limit or diminish his/her rights to be free and respected. With that said, we still can see that there are much gender and racial discrimination almost everywhere. Women, in all our history has been suffering from discrimination and marginalization by men. In the past women were buried alive, burned at the death of their husbands and were slaves to a man. Racially, black in America and almost everywhere were discriminated against and had no rights at all. They were working in plantations as slaves and were denied a marriage with a white person. Of course, I always think that our history is full of shameful events that show just how cruel and oppressive some people were. To reverse this image of inequality and oppression, non-governmental organizations have been doing all they can to protect women's rights as well as ensure racial rights for immigrants and workers. So far, the efforts have been successful but haven't stopped discrimination against minorities and women, in particular, in many countries. Violence and denial of a woman's right to work and participate in public life is still not achieved in some conservative countries.

Finally, and as far as I am concerned, all individuals must take part in this campaign to call for equal rights and respect for everyone. It is with respect to the other and the abolishing of oppression that we can ensure a better, just and fair world to live in

موضوعين حول هجرة الأدمغة

Brain Drain

إحتمال كبير لتقع في الوطني و الله أعلم

الموضوع الأول

A brain drain or human capital flight is an emigration of trained and talented individuals ("human capital") to other nations due to conflicts, lack of opportunity, health hazards where they are living or other reasons. It parallels the term "capital flight" which refers to financial capital that is no longer invested in the country where its owner lived and earned it.

Investment in higher education is lost when a trained individual leaves and does not return. Also, whatever social capital the individual has been a part of is reduced by his or her departure. Brain drain can occur either when individuals who study abroad and complete their education do not return to their home country, or when individuals educated in their home country emigrate for higher wages or better opportunities. The second form is arguably worse, because it drains more resources from the home country.

This phenomenon is perhaps most problematic for developing nations, where it is widespread. In these countries, higher education and professional certification are often viewed as the surest way to escape from a troubled economy or difficult political situation. Even though little has been discussed about the effects of brain drain in Africa, it is believed to be one of the biggest issues to the developing nations. Each year millions of Africans escape to Europe and the states; therefore, the continent is using lot of its human capital

To conclude, I believe that brain drain is a major problem that our continent has to face up to. It is obvious that developing countries such as Morocco are even losing more human capital than developed countries.

الموضوع الثاني

Brain drain is the departure of educated or talented persons for better pay or jobs elsewhere. The term originated about 1960, when many British scientists and intellectuals immigrated to the United States for a better working climate.

Economically speaking, brain drain means an emigration of trained and talented individuals ("human capital") to other nations because of conflicts and lack of opportunity. It parallels the term "capital flight" which refers to financial capital that is no longer invested in the country where its owner lived and earned it.

When a highly qualified professional chooses to leave his own country for another, he does so for one or several legitimate political or economic reasons: peace and security for himself and his family, job satisfaction, better pay and conditions, a higher standard of living, etc. Throughout history, countries and centres of academic excellence which offer these attractions have received the largest numbers of professional migrants and these have, in turn, made substantial contributions, not only to the economic growth of their host countries, but also to the scientific and technological advancement of humanity. The loss of such big number of skilled immigrants results in huge losses that are very difficult to compensate for even in long years to come. The brain drain is actually affecting the economies and social structures of a country, especially the emerging countries that have to do everything they can to stop this phenomenon.

Finally, I do believe that it is the responsibility of both governments and individuals to try harder to stop the flow of highly skilled people from their own countries resulting in a brain drain that affects each and every society.

Advances in technology

Technology is a broad concept that deals with a people's usage and knowledge of tools and crafts, and how it affects man's ability to control and adapt to its environment. In human society, technology is a consequence of science and engineering. In the last two centuries, humanity has witnessed great technological developments that are not to be paralleled with any other past times in history.

These technological advances range from the invention of the light bulb to the latest wireless com****rs and internet devices. But what are the implications of these technological advances on our societies.

To begin with, technological advances have helped people use tools and materials that made life easier for them. To give one example, the use of the phone and the internet has made it extremely possible to communicate with any person on any other part of the world. So, the limitations in communication that we had in the past are all over by now. Academically speaking, students no longer rely today entirely on books to look for the information they need to do a research. Rather they are invited now to search the internet and get ready-made information that saves both time and effort. Spatially speaking, people managed to set their foot on the moon and discover things that were in the past only myths for many of us.

However technological advances have had also their negative sides. To illustrate to that, internet use has made the gap even greater between those who have access to it and those who don't. Let us remember that there are those who can't have yet access even to electricity to use all those technological advances which seem to be made mainly for those who have the means to buy it. The advances in telecommunication have also made people more selfish in the sense that everyone now has his/her mobile phone; and we no longer have family conversations or calls for the whole family. Every one holds private conversations on the phone that other can't know about. For all these reasons, I believe that one has to look at the other side of the coin and believe that technological development is double-edged.

To conclude, and as far as I am concerned, technological advances are a major step in the development of nations and societies and it is imperative to make good use of those developments and make it accessible to all individuals in the world.


موضوع
Stereotypes
الأفكار الشائعة

A stereotype is a preconceived, simplistic de--xx--ion of all members of a given group that leads to having certain expectations, often inaccurate and prejudicial, about members of that group without regard to individual differences. Many people believe in many stereotypes unknowingly. These people hold these stereotypes as the truth. Usually these stereotypes are about persons who are members of groups with which they have not had firsthand contact. They regularly make these stereotypical generalizations based on experiences that have had seen in movies or television, read about in books and magazines, talked to them by family and friends. Other people, though, argue that Stereotypes are basically generalizations that are made about groups. Such generalizations are necessary: in order to be able to interact effectively, we must have some idea of what people are likely to be like, which behaviors will be considered acceptable, and which not. In this essay, will shed more lights on this phenomenon showing its negative (or positive) impact through examples and cases.

To start off, although Stereotypes are only generalizations or assumptions that people make about the characteristics of all members of a group, they are sometime true in real terms. To give one example many people believe that the saying that

women are bad drivers is just a stereotype, yet the conduct of many women drivers on the road proves some truth about this stereotype. Likewise, stereotypes about Americans reveal that they are generally considered to be friendly, generous, and tolerant, but also arrogant. Clearly, not all Americans are generous or arrogant, but according to many studies there a big number of Americans who bear these traits. This way, if stereotypes are not totally true, they at least can hold some of it and



therefore can  us to foresee other people and prepare for our interaction with them.

Nevertheless, one has to look at the other side of the coin, Stereotypes can have excessive damage and can have a very negative effect on the person in view or as a whole group. Stereotyping is not just another form of making fun of people; it also encourages rejection and outcast. Stereotyping is not only cruel and harmful to people, it can also have major effects on how a person behaves and acts towards other people. It also makes who ever is stereotyping look like a fool. It also forms barriers in communication and everyday life.

education is necessary for the individual to avoid illiteracy, it also participates in the society's development, however, a lot of students leave school at an early age. What are the reasons and effects of this phenomenon?

Poverty is the first cause. In fact, when the parents are poor they prefer to send only boys to school, but sometimes the boys too have to leave school to find a job and help their family. Divorce makes children neglected and leaves school. The long distance from school, especially in the countryside.

All these facts and others lead to a catastrophic situation. In fact, these young people easily become jobless and useless in society. They may find a job with a low salary, therefore when they found a family their children too can't go to school and become illiterate too.

I personally believe that we must fight this phenomenon as soon as possible, to reduce the number of illiterates, the mass media must also sensitize of the danger of this phenomenon.

smoking

When your parents were young, people could buy cigarettes and smoke pretty much anywhere - even in hospitals! Ads for cigarettes were all over the place. Today we're more aware about how bad smoking is for our health. Smoking is restricted or banned in almost all public places and cigarette companies are no longer allowed to advertise on buses or trains, billboards, TV, and in many magazines

Almost everyone knows that smoking causes cancer, emphysema, and heart disease; that it can shorten your life by 14 years or more; and that the habit can cost a smoker thousands of dollars a year. So how come people are still lighting up

rubbish

Disposing of the rubbish we produce every day is a major problem in cities around the world. In Britain, 85% of waste is disposed by landfill, a system which is supposed to prevent pollution, since waste is buried in the ground. This method is far from perfect; however, finding new areas is becoming difficult. Recycling is an increasingly popular way of getting rid of waste, and in Britain a target of recycling half of all domestic recyclable waste has been set for .the coming years

A city that has solved its waste disposal problem in an unusual way is Machida, in Japan. They have developed a totally new approach to waste disposal. The key to the operation is public co-operation. Families must divide their rubbish into six .categories

rubbish that can be easily burnt (combustible), such as kitchen and garden .waste

non-combustible rubbish such as small electric appliances, plastic tools and plastic .toys

products that are toxic or that cause .pollution, such as batteries bottles and glass containers that can be .recycled

**.metal containers that can be recycled
.large items such as furniture and bicycles
The items in categories 1-5 are collected on
different days; (large items are only
collected on request.) Then the rubbish is
taken to a centre that looks like a clean new
office building or hospital. Inside, special
equipment is used to sort and process the
waste. Almost everything can be reused.
Kitchen or garden waste becomes fertilizer;
combustible items are burnt to produce
electricity; metal containers and bottles are
recycled and old furniture, clothing and
other useful items are cleaned, repaired
and resold cheaply or given away. The work
provides employment for disabled people
.and gives them a chance to learn new skills**

**Nowadays, officials from cities around the
world visit Machida to see whether they can
use some of these ideas and techniques to
.solve their own waste disposal problems**

pollution

***Many cities around the world today are
heavily polluted. Careless manufacturing
methods employed by some industries and
absence of consumer demand for
environmentally safe products have been
behind the pollution problem. One result is
that millions of tons of glass, paper, plastic***

and metal containers are produced, and these are difficult to dispose of
However, today more and more consumers are choosing 'green' and demanding that the products they buy are safe for the environment. Before they buy a product, they ask questions like these, Will this product damage the ozone layer?, Is this package of any danger to the environment? Or Can this metal container be used once
A recent study showed that two out of five adults now consider the Environmental safety of a product before they buy it. This means that companies must now change the way they make and sell their products to make sure that they are 'green', that is, friendly to the environment

Only a few years ago, it was impossible to find green products in supermarkets, but now there are hundreds. Some supermarket products have tickets on them to show that the product is green. Some companies have made the manufacturing of clean and safe products their main selling point and insist on it in their advertising

The concern of a safer and cleaner environment is making companies rethink how they do business. The public will no longer accept the old attitude of Buy it, Use it and then Throw it away

brain drain

The migration of skilled individuals from developing countries has typically been considered to be costly for the sending country, due to lost investments in education, high fiscal costs and labour market distortions. Economic theory, however, raises the possibility of a beneficial brain drain primarily through improved incentives to acquire human capital. Our survey of empirical and theoretical work shows under what circumstances a developing country can benefit from skilled migration. It argues that the sectoral aspects of migration and screening of migrants in the receiving country are of major importance in determining the welfare implications of the brain drain. These issues, as well as the size of the sending country, duration of migration and the effect of diaspora populations, should be addressed in future . empirical work on skilled migration

immigration

Spanish officials estimate that about 1.000 people have downed attempting to enter Europe by crossing the 10-mile wide strait of Gibraltar in the past six years , Spanish officials say that morocco is tolerating the . exit of small boats

In 1996. several hundred illegal immigrants .most Moroccans were picked up by the police and coast guard on the southern shores of Spain , morocco's newly appointed prime mister .Aberahmane youssoufi . blamed illegal immigration on poverty , and said that policeman and walls are not solution to the illegal migration ,which should be handed with realism in . order to find human solutions

On February, the interior ministers of morocco and Italy signed a convention to cooperate in the fight against drug smuggling and illegal immigration the Italian interior minister said that a lot of Moroccans live legally in Italy .the largest .foreign community in the country Hand in hand between Morocco and Italy to . fight drugs , illegal immigration

internet

The Internet is a worldwide, publicly accessible network of interconnected com**r networks that transmit data by packet switching using the standard Internet Protocol (IP). It is a "network of networks" that consists of millions of smaller domestic, academic, business, and government networks, which together carry various information and services, such as electronic mail, online chat, file transfer,**

and the interlinked web pages and other documents of the world wide web
The USSR's launch of Sputnik spurred the United States to create the Advanced Research Projects Agency, known as ARPA, in February 1958 to regain a technological lead.[1][2] ARPA created the Information Processing Technology Office (IPTO) to further the research of the Semi Automatic Ground Environment (SAGE) program, which had networked country-wide radar systems together for the first time. J. C. R. Licklider was selected to head the IPTO, and saw universal networking as a potential unifying human revolution

Licklider had moved from the Psycho-Acoustic Laboratory at Harvard University to MIT in 1950, after becoming interested in information technology. At MIT, he served on a committee that established Lincoln Laboratory and worked on the SAGE project. In 1957 he became a Vice President at BBN, where he bought the first production PDP-1 computer and conducted the first public demonstration of time-sharing

At the IPTO, Licklider recruited Lawrence Roberts to head a project to implement a network, and Roberts based the technology on the work of Paul Baran who had written an exhaustive study for the U.S. Air Force that recommended packet switching (as opposed to circuit switching) to make a network highly robust and survivable. After

much work, the first node went live at UCLA on October 29, 1969 on what would be called the ARPANET, one of the "eve" networks of today's Internet. Following on from this, the British Post Office, Western Union International and Tymnet collaborated to create the first international packet switched network, referred to as the International Packet Switched Service (IPSS), in 1978. This network grew from Europe and the US to cover Canada, Hong Kong and Australia by 1981

The first TCP/IP-wide area network was operational by January 1, 1983, when the United States' National Science Foundation (NSF) constructed a university network backbone that would later become the NSFNet

It was then followed by the opening of the network to commercial interests in 1985. Important, separate networks that offered gateways into, then later merged with, the NSFNet include Usenet, BITNET and the various commercial and educational networks, such as X.25, CompuServe and JANET. Telenet (later called Sprintnet) was a large privately-funded national commercial network with free dial-up access in cities throughout the U.S. that had been in operation since the 1970s. This network eventually merged with the others in the 1990s as the TCP/IP protocol became increasingly popular. The ability of TCP/IP to

work over these pre-existing communication networks, especially the international X.25 IPSS network, allowed for a great ease of growth. Use of the term "Internet" to describe a single global TCP/IP network originated around this time

natural disaster

A is the consequence of when a potential natural hazard becomes a physical event (e.g. volcanic eruption, earthquake, landslide) and this interacts with human activities. Human vulnerability, caused by the lack of planning, lack of appropriate emergency management or the event being unexpected, leads to financial, structural, and human losses. The resulting loss depends on the capacity of the population to support or resist the disaster, their resilience.[1] This understanding is concentrated in the formulation: "disasters occur when hazards meet vulnerability".[2] A natural hazard will hence never result in a natural disaster in areas without vulnerability, e.g. strong earthquakes in uninhabited areas. The term natural has consequently been dis**d because the events simply are not hazards or disasters -without human involvement**

war

WAR is one of the worst crime that people have ever made to the humanity. that's why we should know why some idiot people can't stand leaving in peace because the best thing that can draw the smile on every one's face is the peace. but in reality we have a different image to the world, we see that no one want to respect the right of other or want's to enslave people or take their weals, and they make some silly reasons to get what they want exactly like what happened to our brothers in iraq war also create a very bad destruction and ruin in everywhere and from the main point we can say that people instead of burning world they have to learn how to leave in peace and create the happiness instead of hate and killing

TV

Television has become part of our every day life .what are its advantages and disadvantages

On the one hand, TV has become the most influential means of the mass media because it has both sound and picture .it's also the most popular source of information education and international , in brief TV .brings the whole world to us

One the other hand TV develops passive and lazy viewers .it also prevents communication between the members of the family besides students don't their homework and may became aggressive when they watch films of violence

humour

I think that the best things to relief from stress is to watch some sitcoms or hear something funny like jokes ...person should develop his sense of humor and he should be cool , Comic and optimistic, because some expert of mental .health have noted that we can't imagine going through a day without laughter.Humor will make every part of your life better.It will help you trough difficult times and it will help you make the good times even letter, also i twill attract good people and good situations to .you

humain rights

The concept of human rights has existed under several names in European thought for many centuries, at least since the time of King John of England. After the king violated a number of ancient laws and customs by which England had been governed, his subjects forced him to sign

the Magna Carta, or Great Charter, which enumerates a number of what later came to be thought of as human rights. Among them were the right of the church to be free from governmental interference, the rights of all free citizens to own and inherit property and be free from excessive taxes. It established the right of widows who owned property to choose not to remarry, and established principles of due process and equality before the law. It also contained provisions forbidding bribery and official .misconduct

The political and religious traditions in other parts of the world also proclaimed what have come to be called human rights, calling on rulers to rule justly and compassionately, and delineating limits on their power over the lives, property, and .activities of their citizens

In the eighteenth and nineteenth centuries in Europe several philosophers proposed the concept of "natural rights," rights belonging to a person by nature and because he was a human being, not by virtue of his citizenship in a particular country or membership in a particular religious or ethnic group. This concept was vigorously debated and rejected by some philosophers as baseless. Others saw it as a formulation of the underlying principle on which all ideas of citizens' rights and .political and religious liberty were based

In the late 1700s two revolutions occurred which drew heavily on this concept. In 1776 most of the British colonies in North America proclaimed their independence from the British Empire in a document which still stirs feelings, and debate, the U.S. Declaration of Independence

Globalization

Globalization refers to increasing global connectivity, integration and interdependence in the economic, social, technological, cultural, political, and ecological spheres. Globalization is an umbrella term and is perhaps best understood as a unitary process inclusive of many sub-processes (such as enhanced economic interdependence, increased cultural influence, rapid advances of information technology, and novel governance and geopolitical challenges) that are increasingly binding people and the biosphere more tightly into one global .system

There are several definitions and all usually mention the increasing connectivity of economies and ways of life across the world. The Encyclopedia Britannica says that globalization is the "process by which the experience of everyday life ... is becoming standardized around the world."

While some scholars and observers of globalization stress convergence of patterns of production and consumption and a resulting homogenization of culture, others stress that globalization has the potential to take many diverse forms

Racism

**Racism or racialism is a form of race, especially the belief that one race is superior to another. Racism may be expressed individually and consciously, through explicit thoughts, feelings, or acts, or socially and unconsciously, through institutions that promote inequality
.between races**

**In the 19th century many legitimized racist beliefs and practices through scientific theories about biological differences among races. Today, most scientists have rejected the biological basis of race or the validity of "race" as a scientific concept. Racism, then, becomes discrimination based on alleged race. Racists themselves usually do believe that humans are divided into different
.races**

There are two main definitions of racism today. One of them states that racism is dicrimination based on alleged race, the

other - newer - one states that racism has started to include also discrimination based on religion or culture

right of women

Nowadays we take it for granted that women have the same rights as men before .the first world war few people believed this

As far as work was concerned there were jobs wich were regarded as women`s jobs and other wiche were regarded as men`s jobs. Women`s jobs were generally lower paid as men`s. Men did almost all the heavy .jobs in industry or in transport

**Women had jobs like dress-
.making,cleanning or worked as servants**

Women`s main role was as being to raise childeren and look for their home. Women were not expected to take position of leadership. Women were not even allowed .to vote in elections

Before the war some women had been struggling to achieve greater equality with men. The most famous of these had been the suffragettes who stagged a violent

campaign against the government from 1905 to 1914 trying to achieve the right to vote. however, at the outbreak of war, they were still no near to success. Many men argued that women were unsuited to such responsibility that women could not be trusted to vote sensibly that women should not concern themselves with such male activities and voting

Sustainable development

Sustainable development is a pattern of resource use that aims to meet human needs while preserving the natural environment so that these needs can be met not only in the present, but in the indefinite future. The term was used by the Brundtland Commission which coined what has become the most often-quoted definition of sustainable development as development that "meets the needs of the present without compromising the ability of future generations to meet their own needs." The field of sustainable development can be conceptually broken into three constituent parts: environmental sustainability, economic sustainability and social .

التنمية المستدامة

التنمية المستدامة هي نمط من أنماط استخدام الموارد التي تهدف إلى تلبية احتياجات الإنسان مع الحفاظ على البيئة الطبيعية بحيث يمكن تلبية هذه الاحتياجات ، لا في الحاضر ، ولكن غير محدد في المستقبل. المصطلح الذي تستخدمه لجنة براندت ، والذي صاغ ما أصبح معظم الأحيان المقتبسة تعريف التنمية المستدامة والتنمية "ان تلبية احتياجات الحاضر دون المساس بقدرة الأجيال المقبلة على تلبية احتياجاتها". مجال التنمية المستدامة ويمكن أن المفهوم اقتحم ثلاثة الأجزاء المكونة : الاستدامة البيئية ، والاستدامة الاقتصادية والاجتماعية

Humor

I think that the best things to relief from stress is to watch some sitcoms or hear something funny like jokes ...person should develop his sense of humor and he should be cool , Comic and optimistic, because some expert of mental

.health have noted that we can't imagine going through a day without laughter. Humor will make every part of your life better. It will help you through difficult times and it will help you make the good times even better, also it will attract good people and good situations to you .

الهزل

وأعتقد أن أفضل الأمور هو التخفيف من الإجهاد لمشاهدة بعض المسلسلات أو نسمع شيئاً مضحكاً مثل النكات شخص... وينبغي أن يضع له حس النكتة وأنه ينبغي أن يكون بارداً والصور المتحركة والتفاؤل ، لأن بعض الخبراء العقلية. الصحية أننا لاحظنا لا يمكن تخيل يمر يوم من دون ضحك. النكتة يجعل كل جزء من حياتك نحو الأفضل. انها ستساعدك على الحوض الصغير الأوقات الصعبة ، وسوف تساعدك على جعل رسالة جيدة أحياناً ، وأنا أيضاً نسيج قطني طويل جذب الناس وحسن حسن حالات لك

Wish and if only

Type I : Present → Past.

Subject 1 + wish(es)+ + subject 2 +verb in the past simple.

I wish she were here.

If only + subject+ verb in the past simple.

If only she were here.

N.B. *If only / wish + cause only.

* Affirmative<=>negative

| | |
|---|---|
| Be in present(am,is,are) → She is absent now | Were If only she weren't absent. |
| Verb in the present → He breaks his promises | Didn't + verb I wish he didn't break his promises. |
| Don't/doesn't+ verb → She doesn't speak French. | Verb in the past simple If only she spoke French. |
| Modals → Can → could, will →would May → might, shall →should Must/have to →had to/ didn't have to | Past of modal I must wake up early tomorrow If only I didn't have to wake up early tomorrow |

Type II : Past → Past Perfect

Subject 1+ wish(es)+ subject 2+verb in the past perfect(had+pp)+.

If only + subject+ verb in the past perfect.

N.B. *If only / wish + cause only.

* Affirmative<=>negative

| | |
|---|--|
| Be in the past(was/were) → They were careless. | Had(n't) been If only they hadn't been careless |
| Verb in the past → I forgot my password. | Hadn't+pp I wish I hadn't forgotten my password. |
| Didn't+ verb → I didn't see the film. | Had+pp I wish I had seen the film. |

Relative Clauses

Where= place

who= people/ subject

When = time

whom =people/object

Whose = possession

which =things

| Sentences | Ref. | Wh- word | Combinations |
|---|-------------|----------|--|
| I know the man, He lives here. | People/subj | who | I know the man who lives here |
| <i>I know the man. You're talking about him</i> | People/obj | whom | <i>I know the man about whom you are talking</i> |
| I took the book. It was on the table. | Things | Which | I took the book which was on the table |

| | | | |
|---|------------|-------|---|
| I like the car. Its colour is red. | Possession | Whose | I like the car whose colour is red. |
| I want to be in a place. There is nobody in that place. | Place | Where | I want to be in a place where there is nobody |
| I love the time. We are together in that time. | Time | when | I love the time when we are together. |

Infinitive vs Gerund

I- Infinitives are verbs with "to" such as "to study", "to pretend" and "to imagine".

= there are basically 6 rules governing the use of infinitives:

1- Verb+ to+verb " deux verbes qui se suivent, le deuxième se met a l'infinitif"

E.g.: I want to go home. or she needs to have some rest.

2- After wh-words " who, what, when, where, why, which, whose and how"

I don't know how to cook couscous. Tell me where to find the lycee.

3- To express purpose= why you do something " En français pour le but"

E.g.: I went to Khemisset to see my family. I am phoning to apologize.

4- After " It's +adjective+ infinitive"

It's hard to solve this puzzle. this bag is heavy to lift.

5- After the superlative we use infinitives.

E.g.: He is the best man to do this job

6- after some expressions: used to, .

II- Gerund= Verb+ing

1- After some verbs of

a- likes: like, love, prefer, enjoy, appreciate, adore....+verbing:

I enjoy helping people.

b- dislikes: dislike, hate, detest, abhor, loathe...+verbing:

She hates waiting for a long time.

2- After prepositions: in, on, at, about, of, for, upon+ verbing:

I am thinking about travelling tomorrow.

3- After some expressions like: look forward to, keen on, can't help, can't stand, bear,

get/be used to, There's no, worth, what about, there's no point; it's no use, spend

money/ time, to be busy...+verbing

E.g.: I look forward to receiving your e-mail.

III- Bare infinitive = Verb: play, say

a- After some verbs: Help, let, recommend...+ verb without "to" or "ing"!

Can you help me do this exercise?

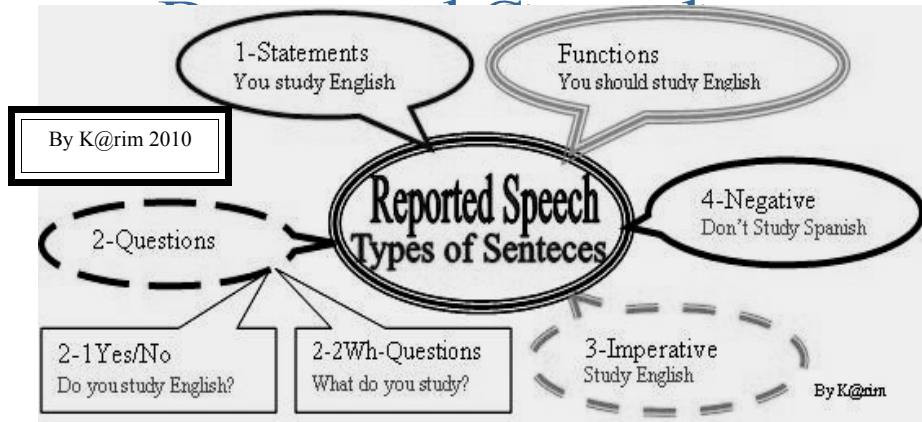
b- After modals: can/could, will/would, shall/ should, may/might, must, needn't+ verb

e.g. : She could swim; the kid might be sick

Except: ought, have, and had are followed by "to"

E.g.: You ought to be on time.

Reported Speech



A-Reporting Statements

| DIRECT SPEECH | REPORTED SPEECH |
|---|--|
| Simple Present "I live in Paris." | Simple Past He said he lived in Paris. |
| Present Continuous "I'm not feeling well." | Past Continuous He said he wasn't feeling well. |
| Present Perfect Simple "I've never been there." | Past Perfect Simple He said he had never been there. |
| Present Perfect Continuous "She's been working." | Past Perfect Continuous He said she had been working |
| Simple Past "I saw my mother." | Past Perfect Simple He said he had seen his mother. |
| Future Simple "There will be a problem." | Conditional "Would+Verb" He said there would be a problem. |
| Future Continuous "I'll be leaving soon." | Conditional Continuous "Would be+Verbing" He said he would be leaving soon. |
| MODALS | |
| Present Modals | Past Modals |
| "I will go." | He said he would go. |
| "I can swim." | He said he could swim. |
| "It may rain." | He said it might rain. |

| "I must go to the bank." | He said he had to go to the bank. | | |
|--|---|-----------------------------------|--|
| "I needn't phone her." | He said he didn't need to phone her. | | |
| THE FOLLOWING MODAL VERBS DO NOT CHANGE: Would, could, might, ought to, needn't have, must have, used to | | | |
| First Conditional "I'll go if they go." | Second Conditional He said he would go if they went. | | |
| DIRECT | | INDIRECT | |
| today | | that day | |
| yesterday | | the day before | |
| the day before yesterday | | two days before | |
| tomorrow | | the next day / the following day | |
| the day after tomorrow | | in two days' time | |
| next week / year etc. | | the following week / year etc. | |
| last week / year etc. | | the previous week / day etc. | |
| a year ago | | a year before / the previous year | |
| here | | there | |
| this | | that | |
| These / now | | Those/ then | |

B- Reporting Yes/No Questions

Form: X + asked (+object) or wanted to know+ if / whether (change tenses)

1- Be/ present(am, is , are) = was/were+ no inversion

"Are you tired?"= he asked me if I was tired.

2- Be/past (was/were) = had been+ no inversion.

"Were you absent?"= he asked me if I had been absent.

3- Do/does +verb= verb in the past+ delete do/does.

"Does she live here?"= he asked me if she lived there.

4- Modals = past of modals+ no inversion.

"Can you come?"= he asked me if I could come

C- Reporting Wh-Questions(where, when, what, why...)

Form: X + asked (+object)/ wanted to know+ WH-word+(change tenses)

*** The same rules apply here too***

"Where are you?"=He asked me where I was.

"When did she arrive= He asked me when she had arrived.

D- Reporting imperative (verb...)

Form: X+ ordered/told/ wanted+ object+ infinitive(to+verb)....

"Write your name." = he told me to write my name.

E- Reporting Negatives (Don't+Verb...)

Form: X+ warned+object+ **NOT**+ infinitive

"**Don't eat** fatty food.)= He warned me **NOT to eat** fatty food.

F- Reporting Functions:

1-Verbs followed by either a *that-clause* or a *to-infinitive*:

| | | | |
|--------|----------------|------------------|-----------------|
| decide | <i>promise</i> | <i>guarantee</i> | <i>threaten</i> |
| expect | <i>swear</i> | <i>hope</i> | |

2- Verbs followed by *object + to-infinitive*

| | | |
|---------|----------|-------|
| advise | forbid | teach |
| ask | instruct | tell |
| beg | invite | warn |
| command | | |

3- VERBS FOLLOWED BY THE GERUND

Suggest admit remember....

Examples.

- 1 "I will come on time." = He promised to come on time.
- 2 "Would you come to my party." = He invited me to come to his party.
- 3 "Let's go out." = He suggested going out.
- 4-He said, "Thank you!" He thanked me.
- He said, "Good luck!" He wished me luck.
- He said, "Happy Christmas!" He wished me a happy Christmas.
- He said, "Congratulations!" He congratulated me.
- He said, "Liar!" He called me a liar
- He said, "Damn!" He swore.

Past perfect

Past Perfect Simple

Form: Had+past participle.

Use the past perfect to contrast the timing of two events: earlier and later past.

Adverbs: *already ,by the time+ simple past ,ever, never, before, after, when, as soon as, once, till, until;*

Decide which is the action that happened first and which one happened second. **Put the 1st action in past perfect and 2nd in simple past.**

1-The man died at 10h00. Then the ambulance arrived at 10h30.

When the ambulance arrived ,the man had already died.

2- I **closed** the door. I **went** to sleep.

I **had closed** the door before I **went** to sleep/ I **went** to sleep after I **had closed** the door.

3- I (eat)the sandwich which I (prepare).....

Past Perfect continuous.

Form : Had been+verbing.

We use it with these adverbs : for, since, the whole day, all day

a- to insist on the duration or process of an action of the 1st action:

When Safaa came to Meknes, she had been living in Casa for 9 years.

b- to explain a past effect or result. Why?

Mariam achieved her dreams because she had been working hard.

Yesterday he (be).....tired (why?) as he (work?).....in the garden all day.

Future Perfect Simple: The future perfect refers to a completed action in the future.

Form: Will have + P.P

Use the future perfect simple when you have these adverbs: **by (+ date / time); by the end of...; this time next...;by the time+simpe present;**

E.G: I have 30 lessons and I revise 5 lessons a day. So in 6 days time, **I will have finished** all my 30 lessons.

I'll have been here for six months on June 23rd

You will have finished your work by this time next week.

On 11 August this year we **will have been** married for five years.

How long **will** she **have worked** here by the end of this year?

Conditionals

If ___ + cause _____, _____ +effect _____.

- Logic/automatic= conditional 0: if+ present, + present.
- Future = cond. I: if +present , +will+ verb
- Present = cond. II: if +past, +would/could/might+verb.
- Past = cond. III: if+ past perfect, +would/could/might+have+P.P.

Examples:

I. Close your eyes and you will see nothing.(= logic= cond.0)

Cause Effect

→ If you **close** your eyes, you **see** nothing.

→ You **see** nothing if you **close** your eyes.

2- I **will get** my Bac and **my father will buy** me a laptop.(future= cond I)

Cause Effect

→ If **I get** my Bac, my father **will buy** me a laptop.

→ My father **will buy** me a laptop if **I get** my Bac.

3- I **can't help** you because **I am busy**.(present=cond.II)

Effect Cause

Neg. → Aff. Aff. → Neg.

→ If I **weren't** busy, I **would help** you.

→ I **would help** you if I **weren't** busy.

NB: a- Use always were (not was) in conditional, wish and if only.

c- Cause:

* Be (am, is, are) → were(n't)

* Verb (present) → didn't +verb

* Don't/doesn't +Verb → verb in the simple past.

4- He **had a stomachache** because he **ate a lot**.(past=cond.III)

Effect Cause

Aff → Neg Aff → Neg

→ If he **hadn't eaten** a lot, he **wouldn't have had** a stomach ache.

→ He **wouldn't have had** a stomach ache if he **hadn't eaten** a lot.

NB: cause:

• be/past (was, were) → had(n't) been.

• Verb (past) → hadn't + pp of the verb (= past perfect)

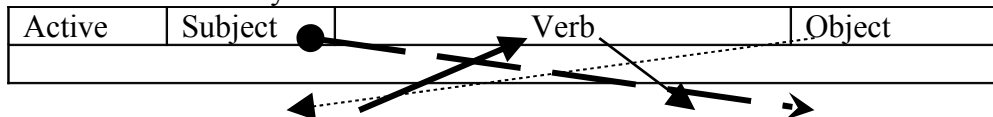
Passive Voice

• Didn't' + verb → had+pp (=past perfect)

There are 3 types of passive: Ordinary, that and gerund.

We will deal just with the two first types.

I- Ordinary.



| Passive | Object | Be (in tense of the verb) | PP | By subject |
|----------------------|---------------------------------|---------------------------------|------------------------------|------------|
| Tense | active | Passive | Rules | |
| Present simple | Ali writes a letter | A letter is written by Ali | subject+is/are+p.p | |
| Prsenet cont. | Ali is writing a letter | A letter is being written | subj.+is/are+being+p.p | |
| Past Simple | Ali wrote a letter | A letter was written by Ali | subj.+was/were+p.p | |
| Past continuous | Ali was writing a letter | A letter was being written | subj.+was/were+being+p.p | |
| Present perfect | Ali has written a letter | A letter has been written | subj.+has/have+been+p.p | |
| Past perfect | Ali had written a letter | A letter had been written | subj.+had+been+p.p | |
| Future simple | Ali will write a letter | A letter will be written | subj.+will+be+p.p | |
| Be going to+verb | Ali is going to write a letter | A letter is going to be written | subj.+is/are+going to be+p.p | |
| F. Perf simple | Ali will have written a letter. | A letter will have been written | subj+will have been+p.p | |
| Modals: should, can, | Ali should write a letter. | A letter should be written | subj.+modal+be+p.p | |

That passive: What people believe, think, assume...

People believe that the prices will increase sharply next year.

subject1+verb1+that+Subject2+verb2 = TWO SOLUTIONS

a-It+ be (in tense of verb1)+ verb1 in P.P+ that...

1--It is believed that the prices will increase sharply next year.

b- Subject 2+be (in tense of verb1) +P.P of verb1+ infinitive of verb2

2-- The prices are believed to increase sharply.(by people is not important

Examples:

a- Scientists say that humour activates our blood circulation.

1- it

2- Humour.....

Phrasal Verbs

بكل بساطة هي عبارة فعل وحرف جر وهي بهذا الشكل تغير معنى الفعل حيث Give الاصلي و تعطيه معنى آخر ولعل اقرب مثال على ذلك هو الفعل

يصح Up كلنا نعلم انه يعني يعطي أو يقدم ولكن اذا اضيف معه حرف الجر
نعرف أنه يعني أنظر Look اي بمعنى يستسلم . مثال آخر : الفعل Give Up
أي بمعنى يعتني Look After يصبح After ولكن اذا جاء معه حرف الجر
بشخص او بشيء ما

Blow Up يفجر

Break Down (تستخدم مع الأجهزة غالبا) يتوقف عن العمل)

Break in يقتحم أو يقطع

Break Up ينهي علاقة مع شخص ما

Call Back يعاود الاتصال مرة أخرى

Call Off يلغي

Check In تسجيل الوصول في فندق مثلا أو مطار

Check out تسجيل المغادرة

Cheer up يتهج أو يصبح سعيدا

Count on يعتمد على

Do Over يعيد فعل شيء ما مرة أخرى

Drop out ينقطع عن الدراسة

Eat out (يتناول الطعام خارجا) في مطعم مثلا

Fall down يسقط على الارض

Figure out يكتشف أو يفهم حقيقة ما

Get back يرجع

Get over يتعافى من مرض او يتجاوز مشكلة

Get up ينهض من السرير

Go ahead يبدأ

Hand in (يسلم) مثلا ورقة إجابة أو بحث

Hang out يقضي وقتا مع الاصدقاء

Hold on ينتظر

Let in يسمح بالدخول

Look out ينتبه

Run into يقابل شخصا ما بالصدفة

Run away يهرب

Set up ينظم او يعد

Take off تقلع الطائرة

Warm up يسخن استعدادا للتمارين

Work out ينجح بفعل شيء ما

WEAR OFF TO DISAPPEAR GRADUALLY

يختفي تدريجيا

ألم ما / شعور ما / إحساس ما

COUNT ON DEPEND ON; RELY ON; TRUST THAT SOMETHING WILL HAPPEN OR THAT SOMEONE WILL DO AS EXPECTED

تعتمد على / تعول على أن شيئا ما سيقع أو أن شخصا ما سيقوم بشيء ما كما هو متوقع

GET ON MAKE PROGRESS - ESPECIALLY IN LIFE

تتقدم في العمل / تتطور / تتحسن/ تحقق نجاحا في العمل / في الحياة

GET ON ENTER A LARGE, CLOSED VEHICLE

تصعد على متن عربة / تركب

KEEP ON (FOLLOWED BY AN -ING VERB) CONTINUE

تواصل فعل شيء ما

PUT ON CLOTHES / GLASSES I A RING / A NECKLACE BEGIN TO WEAR; TO DRESS ONESELF

تلبس / ترتدي

TURN ON START BY TURNING A HANDLE OR SWITCH

تشغل آلة ما بالضغط على زر

BREAK OUT (OF UNPLEASANT THINGS E.G. WARS, EPIDEMICS, FIRES, VIOLENCE TO START, USUALLY SUDDENLY

اندلع / شب

حريق / حرب / وباء / أعمال عنف و شغب

CARRY OUT INSTRUCTIONS / A DUTY / AN ORDER / A THREAT / A TEST TO FULFIL OR PERFORM (SOMETHING).

نفذ / أنجز / امثل للأوامر والتعليمات

FIND OUT (ABOUT) LEARN / GET INFORMATION (ABOUT)

تعرف / تعلم / تجد معلومات / تكتشف معلومات عن

GET OUT OF LEAVE A SMALL, CLOSED VEHICLE

تنزل من على متن عربة صغيرة

تغادر سيارة

Phrasal verbs

Exercise1

Choose the suitable phrasal verbs from the list to replace the words in italics. Make any necessary changes .

put on / put off / wake up / hand out / make up / look up / pick up / turn off / take off / write down

1. The baby *got up* because of the ringing of the telephone.
○ The baby **woke up** because of the ringing of the telephone. **Key**
2. The teachers *distributed* the prizes among the best students. **Key**
3. Please, would you *lift* these old newspapers from the floor? **Key**
4. You should *remove* your shoes in the mosque. **Key**

- The police inspector *took down* the witnesses' names and addresses in his notebook. **Key**
- The little boy only *invented* the complete story. **Key**
- They decided to *delay* their wedding party because of the death of the bride's grandfather. **Key**
- She forgot to **switchoff** the radio. **Key**
- Please, *search* for this word in the dictionary! **Key**

Exercise 2

Match the phrasal verbs and the meanings .

- to give out **Key**
- to turn out **Key**
- to fade away **Key**
- to sit down **Key**
- to give up **Key**
- to speak out **Key**
- to rise up **Key**

- A. to take a seat
- B. to speak boldly, freely and plainly
- C. to distribute
- D. to revolt
- E. to produce
- F. to deliver or allow to pass to someone else
- G. to disappear or die gradually

Exercise 3

Fill in each blank with the right phrasal verb from the list making the necessary changes .

set up take after turn down look forward to look up let down

- "We are really _____ seeing you again." **Key**
- I'll have to _____ your plan because it is not convincing. **Key**
- The company should _____ some new branches all over the country. **Key**
- I don't know this word. Can you _____ it _____ in your dictionary? **Key**
- Don't worry! He will not _____ you _____ because he is very reliable person. **Key**
- Sue really _____ her mother; she has the same eyes, nose and hair. **Key**

Exercise 4

Match the phrasal verbs and the definitions.

- to get on with somebody. **Key**
- to look after someone/something **Key**
- to pick up something **Key**
- to set off **Key**
- to find out **Key**
- to turn down **Key**
- to tell off **Key**
- to fall for **Key**
- to come across someone/something **Key**

- to leave on a journey
- to refuse an offer or the person who makes it
- to speak to someone angrily because he/she has done something wrong
- to meet or find someone/something by chance
- to have a friendly relationship with someone
- to fall in love with someone
- to learn something without formal lessons
- to get some information by asking or studying
- to be responsible for or take care of someone/something

Exercise 5

Fill in each blank with the right phrasal verb from the list making the necessary changes .

turn down look after get on with pick up come across

- "I want to go back to work if I can find somebody to _____ my little daughter," Susan told her neighbour. **Key**
- James's son, Joe, _____ a lot of Italian by playing with the local children. **Key**
- Kate _____ well _____ her colleagues at work. **Key**
- Jean asked Ron to marry her but he _____ her _____. **Key**
- I _____ this old Swiss clock at a thrift shop downtown.

Modals

Modals: Expressing degrees of certainty

الأفعال المساعدة للتعبير عن درجة اليقين/ التأكيد

"Degree of certainty" refers to how sure we are-what we think the chances are-that something is true. If we are sure that something is true in the present, we do not need to use a modal. For example, if I say, "Martha is sick," I am sure; I am stating a fact that I am sure. My degree of certainty here is 100%. If I am asked "Why isn't Martha in class?" and I am not sure of the reason, I can respond in the following

ways:

للتعبير عن مدى أو درجة التأكد أو اليقينية في فعل شيء ما نستعمل عدة عبارات مع أفعال مساعدة. و فيما يلي أمثلة على ذلك

1 She must be sick.

Here, I am 95% sure that she is (not 100%)

Must تفيد التأكد بنسبة 95 في المئة

2 She may be sick.

Here, I am 50% sure that she is

May تفيد التأكد بنسبة 50 في المئة

3 She might be sick.

Here, I am less than 50% sure that she is

Might تفيد التأكد بنسبة أقل من 50 في المئة

4 She could be sick.

Here, I am stating a mere guess. This is a very weak degree of certainty

Could أنا فقط أقدم افتراض أي أن درجة التأكد ضعيفة

The Negative

أسلوب النفي

Forming such sentences in the negative can be confusing. Read these sentences

Maria is not hungry.

I am 100% sure that she is not hungry.

عندما أستعمل Verb to be كما في المثال فأنا متأكد مئة في المئة

I don't know why Maria is not eating with us. She may

not (or might not) be hungry.

I am 50% or less certain that she is not hungry.

تفيد التأكد بنسبة 50 بالمئة May not/ might not

Maria cannot be hungry. She has just had diner.

Here, I believe that there is no possibility that Maria is hungry, but I am not 100% sure.

هنا مع Can not أعبر عن انعدام الإمكانية

Maria is not eating. She must not be hungry.

Here, I am expressing a logical conclusion, a best guess.

هنا مع Must not أعبر عن استنتاج منطقي ومعقول

إذا أردنا التعبير عن درجة من التأكد في الماضي يجب استعمال الصيغ التالية

Modal verb + have + past participle

Examples

Maria didn't attend the meeting. She must have been sick

لا حظ عندما أغير الجملة للمضارع the present

Maria doesn't attend the meeting. She must be sick

أي أننا نستعمل فقط الفعل المساعد المناسب

Could in the past

ماضي Could

Could is used to express ability in the past. Here it is

تستعمل Could لتعبير عن القدرة على القيام بشيء في الماضي

For example: My girlfriend could lift the desk, but I could not.

--- This means that my girlfriend was able to lift the desk, but I was unable to.

I could play football when I was a kid.

Exercise

(She wasn't very rich. She gave money to the beggar. (**although**

(He left early. He wanted to arrive on time. (**so that** .2

4. I don't earn a big salary. But if I did, I wouldn't buy a car. (**even if**)

Sue likes Opera. Joe prefers jazz. (They have different tastes.) (**whereas**

He had the 'flu. He went to work. (**in spite of**

Comunication

- 1-Making and Responding to Requests
- Sample phrases (from formal to informal)
- A: Could I trouble/bother you to lend me 200 DHs?
B: (positive) Of course, it's no problem/trouble (at all).
B: (negative) It's impossible for me because I've only got 150 DHs.
- A: Could you please take me to the airport tomorrow morning?
B: (positive) Certainly.
B: (negative) I wish I could, but I've got an appointment at 8:30.
- A: Will you help me fix this error, please?
B: (positive) Sure. I'll be glad to.
B: (negative) I'm afraid I can't. I don't know anything about computers.
- A: Would you mind letting me borrow your book?
B: (positive) No, not at all.
B: (negative) I'm sorry, but I need it for next week's exam.
- A: I'd like you to buy some books for me on the way home, if you have time.
B: (positive) No problem.
B: (negative) I can't do that because I won't be back until 23:00.

• Requests and Offers (in a nutshell)

- | | |
|-----------------------------|-----------------------------|
| • Requesting | • Offering |
| • Do you think you could? | • Can I help you? |
| • Would you mind ...ing me? | • Would you like me to ...? |
| • Can you help me here? | • Do you need a hand? |
| • Could you help me please? | • Can I get you something? |

- | | |
|----------------------------------|-----------------------------|
| • Accepting | • Refusing |
| • Yes, thank you very much. | • Thanks, but I can manage. |
| • Thank you. That's very good of | • Thank you, but don't |

you.

worry.

- 2-Making Complaints
- I'm sorry to have to say this but...
- I'm sorry to bother you, but...
- Maybe you forgot to...
- I think you might have forgotten to...
- Excuse me if I'm out of line, but...
- There may have been a misunderstanding about...
- Don't get me wrong, but I think we should...
- Examples:

- | | |
|--|---|
| • Formula | • Example Finish |
| • I'm sorry to have to say this but | • I think you need to fix rewrite this essay. It is full of mistakes. |
| • I'm sorry to bother you, but | • I think you need to refine this layout. |
| • Maybe you forgot to | • include his name and number. |
| • I think you might have forgotten to | • finish the report on time. |
| • Excuse me if I'm out of line, but | • your work has not been good. |
| • There may have been a misunderstanding about | • what I expected from you. |
| • Don't get me wrong, but I think we should | • concentrate on the Smith account for the moment. |

• Expressing lack of understanding

- What do you mean?
- Example:
- I'm afraid I really don't understand what you mean/you are saying.
- Do you mean.....?
- I can't get what you mean!
- I'm sorry, I'm not sure if I understand what you mean. Sorry, but I lost you when you said...

• Asking for clarification

- Could you be more explicit?
- Would you repeat, please?
- Could you explain what you mean by this, please?
- Do you mind clarifying more?
- I would be thankful if you put it differently.
Do you mean...?
What does that mean exactly?

Vocabulary

Sustainable development

| | |
|---|-------------------------------------|
| Health care: | العناية الصحية |
| Water pollution: | تلوث المياه |
| Social justice: | العدالة الاجتماعية |
| Climate change: | التغيرات المناخية |
| Raw materials: | المواد الخام |
| Money investment: | استثمار الأموال |
| Poverty elimination | القضاء على الفقر |
| Ecological crisis | الأزمة البيئية |
| Forest preservation | المحافظة على الغابات |
| Micro enterprises | المقاولات الصغرى |
| Energy preservation | المحافظة على الطاقة |
| Recycling waste | إعادة تطوير النفايات |
| Transport infrastructure | البنية التحتية للنقل |
| Property rights | حقوق الملكية |
| Equal pay for women | المساواة في الأجر للنساء |
| collaborate | تعاون |
| capital | [راس المال |
| affluent | ثراء غنى |
| indigent | فقير معوز |
| assistance | مساعدة |
| Civil society | المجتمع المدني |
| Non-governmental organization | منظمات غير حكومية |
| Renewable energies | الطاقات المتجددة |
| Urban areas | المناطق الحضرية |
| What' up What' s happening | |
| What are you driving at ? What do you mean? | |
| urbanization | التمدن |
| Urban linkage | الربط بين المناطق الحضرية |
| Rural-urban linkage | الربط بين المناطق القروية و الحضرية |
| Implementation of the approach | تنفيذ المنهج |
| Press conference | مؤتمر صحفي |
| Developing countries | الدول النامية |
| Debt , foreign debts | ديون أجنبية |
| Foreign investments | استثمارات أجنبية |
| industrialization | التصنيع |

overcrowded مكتظ

absenteeism الغياب

WOMEN AND POWER

| | | | |
|---------------------|-----------------|-----------------|----------------------------|
| Active | | STEREOTYPES | الصورة النمطية |
| activity | نشاط | Self-confidence | ثقة بالنفس |
| Improve | حسن تحسن | Emancipation | تحرير |
| improvement | تحسن | Family code | مدونة الأسرة |
| Inferior | أدنى أدنى منزلة | Polygamy | تعدد الزوجات |
| Inferiority complex | عقدة النقص | Humanitarian | الإنسانية إنساني |
| Criticise | نقد انتقد | Gender | جنس |
| criticism | نقد | To dominate | سيطر هيمن |
| Equal | متساو | Dominance | هيمنة |
| equality | مساواة | Difference | اختلاف |
| Repudiate | رفض | Organise | نظم |
| repudiation | الرفض | Organisation | منظمة |
| Participate | شارك | Govern | حكم |
| participation | مشاركة | Governance | الحكم |
| Responsible | مسؤول | Globalisation | العولمة |
| Confer | مسؤولية | Feminism | نظرية المساواة بين الجنسين |
| Conference | تساور تباحث | To ingore | تجاهل |
| Manage | مؤتمر | Ignorance | الجهل |
| | سير أدار | United | |

| | | | |
|----------------------|-------------|------------|-----------|
| management dependent | إدارة تسيير | Resist | موحد متحد |
| dependence | تعتمد على | Resistence | قاوم |
| | اعتماد | | مقاومة |

Cultural Values- BYK@RJM 2010

Value values=
قيمة. قيم
Culture , cultural=ثقافة , ثقافي
Private benefits=منافع خاصة
Ethics , ethical=علم الأخلاق أخلاقي
Tolerance
Brotherhood=تسامح
أخوة و إخاء
Xenophobia=الرغبة الخوف من الأجانب
Respect=احترام
exclusion=إقصاء
Coexistence=تعايش
Altruism=إيثار
Citizenship=المواطنة
Cooperation=تعاون
Equity=مساواة عدالة
Partnership=الشراكة
Initiative, take the initiative
=المبادرة أخذ المبادرة
Generosity=الكرم
kindness=حسن المعاملة , رأفة
Comfort=رفاهية راحة
Nostalgia=الحنين إلى الماضي
homesickness=الحنين إلى الوطن
Private Privilege = امتياز خاص
patrimony=ميراث
don't worry=لا تتفقد
outgoing=اجتماعي منفتح
Misunderstanding = حالة سوء تفاهم
Harmony, in harmony=انسجام
Rights and duties=الحقوق و الواجبات
Beliefs=المعتقدات

Hatred=الكراهية
Irresponsibility=لامسؤولية
Selfishness conflict=أنانية الصراع
Individuality=فردية كيان مستقل
Injustice=ظلم
intolerance=عدم احترام الرأي
الأخر
Common good=intérêt commun
Culture shock=صدمة حضارية يشعر بها
الإنسان الذي يعيش في بلد آخر
Moral obligation=إلتزام أخلاقي
Cultural diversity=التنوع الثقافي
Global citizenship=مواطنة كونية
Civic education=تربية مدنيّة
criteria=معايير
Appropriate=مناسب ملائم
Suitable=مناسب
Circumstances=الظروف الأحوال
community=جماعة مجتمع
background=خلفية
multilingualism=تعدد اللغات التعدد اللغوي
Good behaviour=حسن السلوك
prejudice=تحيز
heritage=ميراث
customs=عادات
To gather =اجتمع
hospitality=كرم ؟ أو حسن الضيافة
commitments=تعهدات التزمات
Collocations
adult illiteracy
adult literacy
boarding school
brain drain

civic education
common good
communication technology
critical thinking
cultural diversity
developed countries
developing countries
digital camera
educational system
equal rights
formal education
gender gap
general assembly
generation gap
have access
have fun
health care
high priority
higher education
human rights
informal education
information technology
international organisations
local community
look forward to
make a mistaken/ mistakes
mobile phone
natural disaster
non-formal education
non-governmental organisations
note taking
old fashioned
pay attention
problem solving
rural areas
school subject
secretary general
sense of humour
sustainable development
take care
take place
vacuum cleaner

Humour
joke=نكتة
comedian=كوميديا كوميدي , مُضَحِّك , مُهْرَج
humorous=مليح , مُنَكَّت , نَكَات
An impression=تقليد شخص مشهور بطريقة
هزلية
To make fun of someone=
يسخر من فلان
To kid/ to joke=مزح يمزح
witty=خفيف الروح
TV sitcoms=برنامج هزلي تلفزيوني او اداعي
Caricatures/cartoons=
كاريكاتور رسوم متحركة
joy=فرح
anger=الغضب
gaity=ابتهاج بشاشة
Despair=اليأس التشاوم
Delight=فرحة
Depression=الاكتئاب
Loneliness=الشعور بالوحدة
sadness=الحنين
frustration=الإحباط
Cheerfulness cheerful=مرح
شخص مرح
Merriment=فرح
Worry=قلق
Vivacity=حيوية
Calm=الهدوء
Satisfaction=الارتياح
Fear=خوف
jubilation=الابتهاج
Feel down=يشعر بأنه منحط المعنويات
My heart sinks=يصاب بالكرب فجأة
break somebody' s heart=

سبب له حزنا شديدا
 Be In the depths of despair=
 يائس محبط جدا
 Be low=مكتئب
 His spirits rose=ارتفعت معنوياته
 outdated=عفا عليها الزمن قديمة
 workaholic=مخلص لعمله
 underestimate=قلل من قدر أو من قيمة أساء=تقدير
 harmful=ضار يسبب الضرر أو الأذى
 Over-serious=الإفراط في جادة
 boundaries=الحدود
 embrace=احتضن
 boost=دفع إلى فوق قوى زاد
 hamper=عرقل
INTERNATIONAL ORGANISATIONS
 Common destiny=
 amnesty international=
 منظمة العفو الدولية
 WHO=منظمة الصحة العالمية
 FAO=منظمة الأغذية والزراعة
 eliminate poverty=قضى على الفقر
 safeguard human rights=
 حماية حقوق الإنسان
 fight epidemics=مكافحة الأوبئة
 care for refugees=رعاية اللاجئين
 provide medical care=
 توفير الرعاية الصحية
 eliminate famine=القضاء على المجاعة
 disaster=كارثة
 resolution=قرار
 United Nation resolutions=
 قرارات الأمم المتحدة
 general assembly=الجمع العام
 spokelerson=ناطق الرسمي باسم
 government spokesman=

المتحدث باسم الحكومة
 report=تقرير
 deputy=النائب
 declaration=إعلان
 diplomat=دبلوماسي
 headquarters=المقر الرئيسي
 congress=مؤتمر
 goodwill=النوايا الحسنة
 court=محكمة
 vice president=نائب الرئيس
 non-violent diplomacy=
 الدبلوماسية التي لا تحب العنف
 international discords=
 الخلافات الدولية
 ANNUAL SUMMIT=مؤتمر القمة السنوي
 aftermath of world war II=
 نتائج الحرب العلمية الثانية
 well-being=رفاهية
 interfere=تدخل
 nuclear threat=التهديد النووي
 funding=التمويل
 constitution=دستور
 council=مجلس
 commissioner=مفوض
 ambassador=سفير
 embassy=سفارة
 secretary general=الأمين العام
 sanctions=عقوبات
 bilateral=ثنائي
 bilateral relations=
 العلاقات الثنائية
 violations=انتهاكات
 human right violation=
 انتهاك حقوق الإنسان
 donations=التبرعات
 donate=تبرع
 comply with a law=
 امتثل لقانون

management of relations=
 إدارة العلاقات
 resolve conflicts=حل النزاعات
 a body of people=مجموعة أشخاص
 conform to an international agreement=
 وافق على اتفاقية دولية
 campaign=حملة
 To found=أسس
 Benevolent contributions=
 التبرعات الخيرية
 wealth=ثروة
 anti-globalisation rally=
 مظاهرة مناهضة للعولمة
 worldwide=في جميع أنحاء العالم
 red cross=الصليب الأحمر
 green crescent=الهلال الأخضر
 eliminate toxic chemicals=
 إزالة المواد الكيميائية السامة
 take impartial action=
 اتخذ إجراءات نزيهة

THE GIFT OF YOUTH

Vigour/vigorous=حيوية
 قوة الشباب
 مفعم بالحيوية بشيط
 Imaginationi=الخيال
 maginitive=واسع الخيال
 Creativity الإبداع
 creative=خلاق مبدع
 Adventure مغامرة
 Adveturous=مغامر مجازف
 Passion ولع شغف عاطفة
 passionate=متحمس عاطفي
 vivacity=حيوية
 Innovation الابتكار
 innovative=مبتكر
 Audacity الجرأة
 audacious=جريء
 Ambition طموح

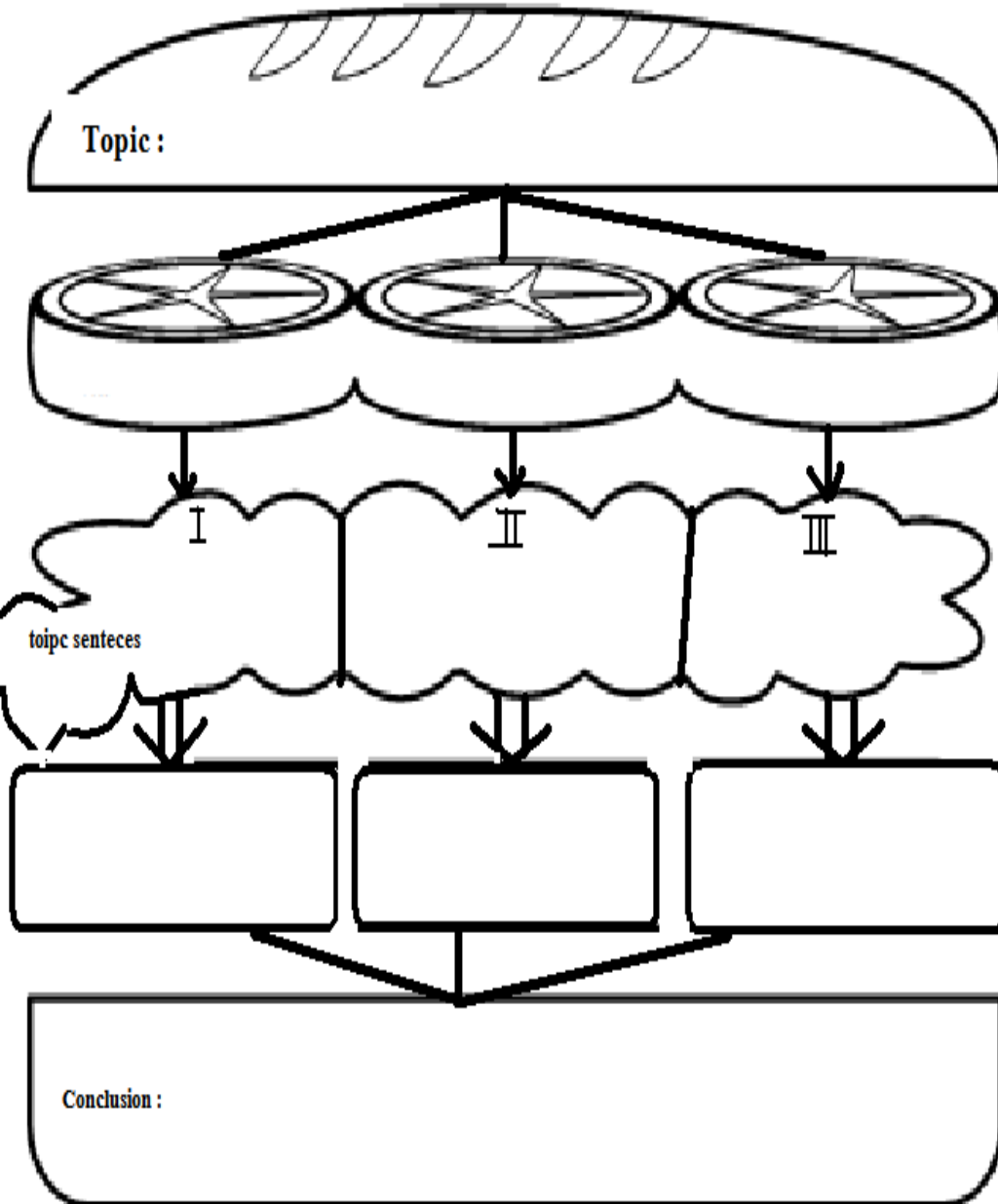
ambitious=شخص طموح
 Enthusiasm الحماس
 entusiastic=متحمس
 Talent موهبة ملكة
 talented=موهوب
 Abstract=مجرد
 Skill مهارة
 skilful = ماهر
 eclectic=انتقائي
 challenge=تحدي
 conclusion=استنتاج خاتمة
 motivated=له دوافع
 To question=سال
 rebellious=متمرد ثوري
 careless=مهمل
 Old-fashioned=عتيق قديم
 immature=غير ناضج
 intolerant=غير متسامح متعصب
 untidy=غير مرتب غير منظم
 mean=شحيح بخيل
 disobedient=عاصي أوامر الوالدين غير مطيع
 NOSY=فضولي
 Strong-headed
 obstinate; stubborn. =صعب المراس
 undemocratic=غير ديمقراطي
 authoritarian=مستبد/ استبدادي
 THOUGHTLESS=مستهتر طائش عديم التفكير
 SEVERE=قاس صار منزمت
 leisure=أوقات الفراغ
 Fashion موضة
 fashionable = مطابق للزي الحديث أنيق

Women working incredibly hard
 نساء يعملن بجدية لا يمكن تصورها/ تصديقها
 They are outstanding performers
 هن يؤدون - عملهم- بشكل ممتاز

To run a company
أن تدير شركة
I am for power-sharing
أن مع تقاسم السلطة
Key

مفتاح/ الحل
Assets
شيء لا غنى عنه
To rely upon
أن تعتمد على

Newsworthy
خبر يستحق الحديث عنه في الصحافة والجراند
Upfront
صريح و مواجه للحقيقة
Women with high-ranking jobs
نساء ذوي أعمال ومهن رفيعة المستوى
A good citizen
مواطن صالح



Letter of complaint :writing

رسالة تشكي حول شيء اشتريته ووجدته خلل

,Dear Sir or Madam

On 23 d of April this year I bought an HP pentuim4 com****r with the serial 410 workstation at your com****r store

Unfortunately, your com****r has not performed well because it keeps shutting itself down and the keyboard remains inactive. I am disappointed because the product does not work properly

To resolve the problem, I would appreciate that you send someone to help repair the above mentioned com****r or else be sent my money back. Enclosed are copies of the guarantee, as well as the com****r bill price

I look forward to your reply and a resolution to my problem, and will wait until the end of this week before seeking help from a consumer protection agency or the Better Business Bureau. Please contact me at the above address or by phone at home

,Sincerely

Your name

How to write a good subject ?

1. Think It Through

You don't have to be an expert to write intelligently on any subject, but you do need enough knowledge to convince your reader that you know what you're talking about. Spend some time thinking and researching before you sit down to write. What's interesting, unique, important, or exciting about the subject? Why would someone want to read about it? Shift your imagination into high gear.

2. Write It Down

When you have some ideas to work with, start writing. Let your imagination run wild. Don't worry about proper sentence structure at this point -- just get your thoughts out in front of you and go with the flow. Ideas are like potato chips... if you have one, you'll probably have lots more.

3. Fill It In

Go back through what you've written and add more detail. Fill in the blanks. Connect the ideas. Build the structure. This is where you establish your style and tone. Think about who's going to read your work and choose words that make sense to the people you're writing for. Junior high students don't use the same vocabulary as research scientists.

4. Let It Rest

If the words aren't fitting together quite right, take a break. Clear your mind and let go of any angst you're feeling about your writing. When you start again, it will be easier to see what's working and what needs more work.

5. Check It Out

When you've completed a rough draft, read it through from beginning to end. Do you have a catchy title and an engaging lead? Does the body hold the reader's interest? Does it make sense? Don't rely on a spell-check program to catch your errors. Print out a copy and read it out loud. Your ears can catch the mistakes your eyes missed.

6. Clean It Up

Go back and fix any spelling, punctuation or grammar errors you found. Use a dictionary, thesaurus, and a style book to smooth the rough spots and polish your words until they shine. Edit, read, and repeat as needed.

7. Pass It Around

Ask someone else to read what you've written. You know your mother and your best friend will think it's great, so try to get feedback from somebody who doesn't already think you're perfect. Be open to suggestions and willing to make changes, but ultimately you must be certain they are your words and that they speak well for you.

Pollution

Many cities around the world today are heavily polluted. Careless manufacturing methods employed by some industries and absence of consumer demand for environmentally safe products have been behind the pollution problem. One result is that millions of tons of glass, paper, plastic and metal containers are produced, and these are difficult to dispose of.

However, today more and more consumers are choosing 'green' and demanding that the products they buy are safe for the environment. Before they buy a product, they ask questions like these, Will this product damage the ozone layer?, Is this package of any danger to the environment? Or Can this metal container be used once?

A recent study showed that two out of five adults now consider the Environmental safety of a product before they buy it. This means that companies must now change the way they make and sell their products to make sure that they are 'green', that is, friendly to the environment.

Only a few years ago, it was impossible to find green products in supermarkets, but now there are hundreds. Some supermarket products have tickets on them to show that the product is green. Some companies have made the manufacturing of clean and safe products their main selling point and insist on it in their advertising. The concern of a safer and cleaner environment is making companies rethink how they do business. The public will no longer accept the old attitude of Buy it, Use it and then Throw it away.

Air pollution

air pollution can effect our health in many ways with a both short-term effects different groups of individuals are effected by air pollution in different ways .some individuals are much more sensitive to pollutants than are others. young children and elderly people after suffer môtre from effects of air pollution.poeple with health problems such asthma .heart and lung disease may also suffer more when the air is poolluted the extent to wich in individual is harmed by air pollution usualy depends on the total to the damaging chemicals i.e the duration

of exposure and the concentration of the chemicals must be taken into account..this s the end of pragraph i wish to benefit it ok

Racism

Racism or racialism is a form of race, especially the belief that one race is superior to another. Racism may be expressed individually and consciously, through explicit thoughts, feelings, or acts, or socially and unconsciously, through institutions that promote inequality between races.

In the 19th century many legitimized racist beliefs and practices through scientific theories about biological differences among races. Today, most scientists have rejected the biological basis of race or the validity of "race" as a scientific concept. Racism, then, becomes discrimination based on alleged race. Racists themselves usually do believe that humans are divided into different races.

There are two main definitions of racism today. One of them states that racism is discrimination based on alleged race, the other - newer - one states that racism has started to include also discrimination based on religion or culture

Racism

Turkish children playing in a muddy courtyard; faces of Vietnamese girls pressed against the windows of dirty barracks; security guards with their guns standing near the fences. This is an area in Cottbus, an industrial town in Germany that the police are trying to protect. It looks more like a prison than a refuge for immigrants who are more and more exposed to the violence of racist groups, like the skinheads.

Earlier this month, gangs of lawless German youths began attacking Vietnamese, Turkish and African labourers, so the authorities have rushed the victims to such places like Cottbus. Indeed, a wave of anti-immigrant violence is sweeping Germany. Every day brings some new spectacle of terror. Luckily the violence is limited to small uncontrolled groups. Most Germans are outraged at those racist gangs and refer to them as criminals and delinquents looking for fun. Thousands of Germans have marched in Berlin and other cities to protest against racism. However, foreign workers in Germany still fear for their lives and their families and do not feel totally secure. Some are thinking of going back to their native countries.

Are tourists good for a country

This question can be looked from several points of view. Firstly, tourism should be considered in relation to a country's economy. Secondly it can be seen in terms of its effects on the countryside and environment. Thirdly, the influence of the tourist industry on culture must be taken into account. The economy of a country often benefits as a result of tourism; foreign visitors come and spend their money, and this creates jobs for those who run hotels and restaurants. However, there are also certain drawbacks. Whereas the people directly involved in the industry may benefit, other may find that they are worse off. This is because the cost of living goes up and goods become more expensive since tourists are prepared to pay more for them. As far as the effect on the environment is concerned, tourism is often a bad thing. While it is true to say that development results in better roads being built and improvements for poorer areas, it is sometimes very harmful. In some countries, huge hotels and skyscrapers have ruined areas of unspoilt beauty. The cultural influence of tourism is difficult to measure. In some countries foreign influence can destroy the local way of life. On the other hand,

countries which do not encourage tourism may miss the benefits that foreign technology and investment can bring. In conclusion, it can be seen that tourism has both advantages and disadvantages; if it is controlled properly, it can be good for a country, but there will always be a danger that it may do a great deal of harm.

Humain rights

The concept of human rights has existed under several names in European thought for many centuries, at least since the time of King John of England. After the king violated a number of ancient laws and customs by which England had been governed, his subjects forced him to sign the Magna Carta, or Great Charter, which enumerates a number of what later came to be thought of as human rights. Among them were the right of the church to be free from governmental interference, the rights of all free citizens to own and inherit property and be free from excessive taxes. It established the right of widows who owned property to choose not to remarry, and established principles of due process and equality before the law. It also contained provisions forbidding bribery and official misconduct.

The political and religious traditions in other parts of the world also proclaimed what have come to be called human rights, calling on rulers to rule justly and compassionately, and delineating limits on their power over the lives, property, and activities of their citizens.

In the eighteenth and nineteenth centuries in Europe several philosophers proposed the concept of "natural rights," rights belonging to a person by nature and because he was a human being, not by virtue of his citizenship in a particular country or membership in a particular religious or ethnic group. This concept was vigorously debated and rejected by some philosophers as baseless. Others saw it as a formulation of the underlying principle on which all ideas of citizens' rights and political and religious liberty were based.

In the late 1700s two revolutions occurred which drew heavily on this concept. In 1776 most of the British colonies in North America proclaimed their independence from the British Empire in a document which still stirs feelings, and debate, the U.S. Declaration of Independence

The Human Development

The Human Development Index (HDI) is a comparative measure of life expectancy, literacy, education, and standard of living for countries worldwide. It is a standard means of measuring well-being, especially child welfare. It is used to determine and indicate whether a country is a developed, developing, or underdeveloped country and also to measure the impact of economic policies on quality of life.[1] The index was developed in 1990 by Indian Nobel prize winner Amartya Sen, Pakistani economist Mahbub ul Haq, with help from Gustav Ranis of Yale University and Lord Meghnad Desai of the London School of Economics and has been used since then by the United Nations Development Programme in its annual Human Development Report. Described by Amartya Sen as a "vulgar measure", because of its limitations, it nonetheless focuses attention on aspects of development more sensible and useful than the per capita income measure it supplanted, and is a pathway for serious researchers into the wide variety of more detailed measures contained in the Human Development Reports. The HDI measures the average achievements in a country in three basic dimensions of human development:

A long and healthy life, as measured by life expectancy at birth. Knowledge, as measured by the adult literacy rate (with two-thirds weight) and the combined primary, secondary, and tertiary gross enrollment ratio (with one-third weight). A decent standard of living, as measured by the log of gross domestic product (GDP) per capita at purchasing power parity

(PPP) in USD. Each year, UN member states are listed and ranked according to these measures. Those high on the list often advertise it (e.g., Jean Chrétien, Former Prime Minister of Canada [1]), as a means of attracting talented immigrants (economically, individual capital).

Immigration

Morocco recently saw a migration of the population of cities and villages especially in the last 50 years that happened since Morocco for independence. What are the reasons that drive housing villages to migrate to cities? And what are the causes of migrations out of the negative impact?

-There is a range of reasons why the villagers to the cities. Among them lack even the most basic means necessary: hospitals and transportation means. Finding work. Mestekarealthossein circumstances of living ect . The result eased the congestion entire towns and neighborhoods. Baladi shanties and Tahera begging and the use of young children. Resulting from the whole circumcison eased some tragic scenes

-Finally, I wish to state that changed everything in their power to stop the advance of the pious and out of control the situation

Immigration to the USA

Twenty seven million white immigrants entered the United States between 1880 and 1924. Two thirds of these so-called new immigrants came from different parts of Europe that were economically underdeveloped. In the first decade of the 20 th century, about six million immigrants arrived from Russia, Austria, Hungary and Italy. They were drawn by the flourishing manufacturing sector of the economy. They not only brought their labour force but also their skills that were vital to industries such as construction and textile. Nevertheless, their customs and culture struck native-born, Americans who considered them as impossible to assimilate.

That phenomenon did not last forever. With the end of the colonial empires in the fifties and sixties and emergence of independent Asian and African countries, a new law was voted: The 1964 Hart-Cellar Act. This law gave equal access to Asians, Africans, Latin-Americans and Europeans. Since then, over eight million legal immigrants have entered the United States, about half of them from the Third World.

The new immigrants are likely to change the composition of the American population. Some demographers predict that by 2030, American and Europeans roots will not be a majority. Even the dominance of the English language is seen as uncertain. The problem is whether the diversity of origins will continue to maintain American Society as united as it has been so far.

Americans

Among the reasons why immigrants have traditionally come to the USA is to have a better life – that is to raise their standard of living. It was properly the most important reason for leaving their homeland. Because of its abundant natural resources, the United States appeared to be a “land of plenty” where millions could come to seek their fortunes. Of course, most immigrants “didn’t get overnight” and many of them suffered terribly, but the majority of them were eventually able to improve their former standard of living.

Americans pay a price, however, for their material wealth: hard work. Hard work has been both necessary and rewarding for most Americans throughout their history. Because of this,

they have come to see material possessions as the natural reward for their hard work. In some ways, material possessions are seen not only as a clear evidence of people's work, but also of their abilities. Most Americans believe that if people work hard, they are likely to have a good standard of living.

Since people's status in society is frequently measured by how much they own, Americans often feel pressured to buy more than they need. They want to appear as prosperous as everyone else around them, and this means making a continuing effort to buy newer and better material.

In reality, some people have a better chance for success than others. Those who are born into rich families have more opportunities than those who are born in poorer families. Inheriting money gives a person a real advantage. In spite of laws designed to promote equality of opportunity for all races, many black Americans have fewer opportunities than the average white Americans.

Globalization

Globalization refers to increasing global connectivity, integration and interdependence in the economic, social, technological, cultural, political, and ecological spheres. Globalization is an umbrella term and is perhaps best understood as a unitary process inclusive of many sub-processes (such as enhanced economic interdependence, increased cultural influence, rapid advances of information technology, and novel governance and geopolitical challenges) that are increasingly binding people and the biosphere more tightly into one global system. There are several definitions and all usually mention the increasing connectivity of economies and ways of life across the world. The Encyclopedia Britannica says that globalization is the "process by which the experience of everyday life ... is becoming standardized around the world." While some scholars and observers of globalization stress convergence of patterns of production and consumption and a resulting homogenization of culture, others stress that globalization has the potential to take many diverse forms.

War

WAR is one of the worst crime that people have ever made to the humanity. that's why we should know why some idiot people can't stand leaving in peace because the best thing that can draw the smile on every one's face is the peace. but in reality we have a deferent image to the world, we see that no one want to respect the right of other or want's to enslave people or take there weals, and they make some silly reasons to get what they want exactly like what happend to

our brothers in iraq.

war also creat a very bad destarction and ruin in everywhere.

and from the main point we can say that poepl in stean of burning world they have to to learn how to leave in peace and creat the happiness instead of hate and killing.

Business

In economics, business is the social science of managing people to organize and maintain collective productivity toward accomplishing particular creative and productive goals, usually to generate profit.

The etymology of "business" refers to the state of being busy, in the context of the individual

as well as the community or society. In other words, to be busy is to be doing commercially viable and profitable work.

The term "business" has at least three usages, depending on the scope — the general usage (above), the singular usage to refer to a particular company or corporation, and the generalized usage to refer to a particular market sector, such as "the record business," "the computer business," or "the business community" -- the community of suppliers of goods and services.

The singular "business" can be a legally-recognized entity within an economically free society, wherein individuals organize based on expertise and skills to bring about social and technological advancement.

In predominantly capitalist economies, businesses are typically formed to earn profit and grow the personal wealth of their owners.

The owners and operators of a business have as one of their main objectives the receipt or generation of a financial return in exchange for their work — that is, the expense of time and energy — and for their acceptance of risk — investing work and money without certainty of success.

Notable exceptions to this rule include some businesses which are cooperatives, or government institutions.

However, the exact definition of business is disputable as is business philosophy; for example, some Marxists use "means of production" as a rough synonym for "business"; however a more accurate definition of "means of production" would be the resources and apparatus by which products and services are created.

Control of these resources and apparatus results in control of business activity, and so, while they are very closely related, they are not the same thing.

Socialists advocate either government, public, or worker ownership of most sizable businesses. Some advocate a mixed economy of private and state-owned enterprises. Others advocate a capitalist economy where all, or nearly all, enterprises are privately owned.

Business Studies is taught as a subject in many schools

Natural disaster

A is the consequence of when a potential natural hazard becomes a physical event (e.g. volcanic eruption, earthquake, landslide) and this interacts with human activities. Human vulnerability, caused by the lack of planning, lack of appropriate emergency management or the event being unexpected, leads to financial, structural, and human losses. The resulting loss depends on the capacity of the population to support or resist the disaster, their resilience.[1] This understanding is concentrated in the formulation: "disasters occur when hazards meet vulnerability".[2] A natural hazard will hence never result in a natural disaster in areas without vulnerability, e.g. strong earthquakes in uninhabited areas. The term natural has consequently been disputed because the events simply are not hazards or disasters without human involvement

Advertinsing

One the hand advertising makes consumers aware, of the new products on the market and helps them spend their money wisely it also as creates many jobs .

On the other hand advertising makes people feel frustrated, if they can't afford the products .it also increases the prise of goods what's more it urges consumers to buy unnecessary commodities .

A drought

A drought is a prolonged, abnormally dry period when there is not enough water for users' normal needs. Drought is not simply low rainfall; if it was, much of inland Australia would be in almost perpetual drought. Because people use water in so many different ways, there is no universal definition of drought.

Meteorologists monitor the extent and severity of drought in terms of rainfall deficiencies. Agriculturalists rate the impact on primary industries, hydrologists compare ground water levels, and sociologists define it on social expectations and perceptions

Families

It's not necessarily a fact that small families are the best, but the fact that raising just one child is extremely expensive. There is the hospital bill, one must have good medical/dental (very expensive) for those toothaches, possible braces, fevers, scrapes, childhood diseases, not to mention the many shots children get during their younger years. There is clothing, food, a good home to live in, education and other hidden costs. Your child is better adjusted if they (a boy) are put into a sport at the age of 5 or 6, or if it's a girl, into dancing, etc., to keeping them off the streets and also give them insight as to what the future can hold for them. It costs many thousands of dollars to raise one child, and I use to know the stats on it, but it has since changed.

If a family can afford more than 2 children (good to have sibling) then they should go for it. I have known families during the 50s to 70s where there were 5 - 8 kids in a family and they were all well adjusted kids, not to mention the oldest child always ends up helping mom and pop out. Large families can be fun, but if you can't afford it this can cause a great deal of pressure on the parents and either shorten their life span or end in divorce. To have a large family you have to be well organized

Right of women

Nowadays we take it for granted that women have the same rights as men before the first world war few people believed this.

As far as work was concerned there were jobs wich were regarded as women`s jobs and other wiche were regarded as men`s jobs. Women`s jobs were generally lower paid as men`s. Men did almost all the heavy jobs in industry or in transport.

Women had jobs like dress-making, cleanning or worked as servants.

Women`s main role was as being to raise children and look for their home. Women were not expected to take position of leadership. Women were not even allowed to vote in elections. Before the war some women had been struggling to achieve greater equality with men. The most famous of these had been the suffragettes who staggged a violent campaign against the government from 1905 to 1914 trying to achieve the right to vote.however, at the outbreak of war, the were still no near to success. Many men argued that women were unsuited to such responsibility that women could not be trusted to vote sensibly that women should not concern themselves with such male activities and voting.

During the war many things changed

Women

Millions of women throughout the world live in conditions of abject deprivation of, and attacks against, their fundamental human rights for no other reason than that they are women. Combatants and their sympathizers in conflicts, such as those in Sierra Leone, Kosovo, the Democratic Republic of Congo, Afghanistan, and Rwanda, have raped women as a weapon of war with near complete impunity. Men in Pakistan, South Africa, Peru, Russia, and Uzbekistan beat women in the home at astounding rates, while these governments alternatively refuse to intervene to protect women and punish their batterers or do so haphazardly and in ways that make women feel culpable for the violence. As a direct result of inequalities found in their countries of origin, women from Ukraine, Moldova, Nigeria, the Dominican Republic, Burma, and Thailand are bought and sold, trafficked to work in forced prostitution, with insufficient government attention to protect their rights and punish the traffickers. In Guatemala, South Africa, and Mexico, women's ability to enter and remain in the work force is obstructed by private employers who use women's reproductive status to exclude them from work and by discriminatory employment laws or discriminatory enforcement of the law. In the U.S., students discriminate against and attack girls in school who are lesbian, bi-sexual, or transgendered, or do not conform to male standards of female behavior. Women in Morocco, Jordan, Kuwait, and Saudi Arabia face government-sponsored discrimination that renders them unequal before the law - including discriminatory family codes that take away women's legal authority and place it in the hands of male family members - and restricts women's participation in public life.

Women working

There have been a lot of changes in our social life in the last decades .many more women working ,of course ,has the lifestyle of many families
Many people are worried whether a career women can properly care for the children the advantage of women working
women and men are equal and should also have the right have a job
women should help in the development of their country
career mothers are usually educated and so can help their family
the disadvantage of career women : women find it difficult to take very good care of children while working outside they usually return home tired often a day 's work outside they also have to deal with the house work they are left with little time to care for their children .
they affect a lot the whole family ,and may cause problems for children at schoole bc.
finally i say that at taking good care children of women /mothers alone
man/father should also share this responsibility with their wives
life is getting very expensive and women to help their family
Working children

Child labour is one of the problems that many countries face, there are various causes that drive children to work some of them drop out of school in order to help their poor or sick parents others have to work because they are orphans. In addition some parents are ignorant they think education is a waste of time.
Working children face a tough life; in factories and mines they work in bad conditions no fresh air, long hours they may be injured by machines they are also deprived of education and childhood

Old at twenty

The story of women in sports is like the story of women in many other activities. First they were ignored, and then gradually became accepted. Now they are just taken for granted as part

of any sporting events.

Take gymnastics, for instance. When women first took part in the Olympic Games in 1928, they were not allowed to do gymnastics. Women's gymnastics was then thought 'indecent'. The first woman to attract attention to this sport was a Russian girl called Olga Korbut. In the 1972 Olympic Games in Munich she amazed everybody and won a gold medal. The next girl who surprised the whole sporting world was the Romanian gymnast Nadia Comaneci. In the 1976 Olympic Games she won the overall title. She was then 14. Girls' popularity in this sport was here to stay.

However, if these girls get glory at such an early age, they pay for it. They work hard. What's more, they give their lives, quite often from the age of seven, to the sport. They are considered 'old' at the age of twenty.

Perhaps you are wondering what they do when they 'retire'. For some, fame continues. Olga Korbut, for instance, became a film star and married a Rock musician. Others fall back into obscurity and have to adapt to a new way of life.

When asked in an interview whether she regretted her career, Nelli Kim, an 'old' gymnast answered, "No. For the rest of your life you always remember the wonderful sensation of flying through the air, after a good routine on the bars. It really is a moment of perfection."

Smoking

When your parents were young, people could buy cigarettes and smoke pretty much anywhere - even in hospitals! Ads for cigarettes were all over the place. Today we're more aware about how bad smoking is for our health. Smoking is restricted or banned in almost all public places and cigarette companies are no longer allowed to advertise on buses or trains, billboards, TV, and in many magazines.

Almost everyone knows that smoking causes cancer, emphysema, and heart disease; that it can shorten your life by 14 years or more; and that the habit can cost a smoker thousands of dollars a year. So how come people are still lighting up!

Education

Education encompasses teaching and learning specific skills, and also something less tangible but more profound: the imparting of knowledge, good judgement and wisdom. Education has as one of its fundamental goals the imparting of culture from generation to generation (see socialization). Education means 'to draw out', facilitating realisation of self-potential and latent talents of an individual. It is an application of pedagogy, a body of theoretical and applied research relating to teaching and learning and draws on many disciplines such as psychology, philosophy, computer science, linguistics, neuroscience, sociology and anthropology.

The education of an individual human begins at birth and continues throughout life. (Some believe that education begins even before birth, as evidenced by some parents' playing music or reading to the baby in the womb in the hope it will influence the child's development.) For some, the struggles and triumphs of daily life provide far more instruction than does formal schooling (thus Albert Einstein's admonition to "never let school interfere with your education"). Family members may have a profound educational effect — often more profound than they realize — though family teaching may function very informally
, our food.

In conclusion, these problems are growing daily because people don't want to change their lifestyle. People need to be educated so they will stop damaging our planet.

Furthermore, governments should take actions to prevent individuals and companies from harming their environment

Languages

A language is a system used to facilitate communication among higher animals and/or computers. This article is about the fundamental features typically found in nearly all natural human languages. For information about artificial languages specifically for computers, please see instead machine code. Higher animals believed to employ audible language only, without symbols, include, but are not limited to, dolphins and whales. For information about this subject, please see "Animal communication" instead

English

World science is dominated today by a small number of languages, but English which is probably is the most popular global language of science and of modern technology that because many reason: first it is international language and the majority of country used it as their home language, In addition to that you can understand what happen in the world, in the other hand you can understand the new technology, moreover we see that the people that speak more than two language have a chance to get a better job than the other people who can speak just one. And also it is very important to student who want finish their Hight study in university.

Finally English will become more important in the future and more using in all things

Minorities

A minority or subordinate group is a sociological group that does not constitute a politically dominant plurality of the total population of a given society. A sociological minority is not necessarily a numerical minority — it may include any group that is disadvantaged with respect to a dominant group in terms of social status, education, employment, wealth and political power. To avoid confusion, some writers prefer the terms "subordinate group" and "dominant group" rather than "minority" and "majority".

In socioeconomics, the term "minority" typically refers to a socially subordinate ethnic group (understood in terms of language, nationality, religion and/or culture). Other minority groups include people with disabilities, "economic minorities" (working poor or unemployed), "age minorities" (who are younger or older than a typical working age) and sexual minorities (whose sexual orientation or gender identity differs from the sociological norm).

The term "minority group" often occurs alongside a discourse of civil rights and collective rights which gained prominence in the 20th century. Members of minority groups are subject to differential treatment in the society in which they live. This discrimination may be directly based on an individual's perceived membership of a minority group, without consideration of that individual's personal achievement. It may also occur indirectly, due to social structures that are not equally accessible to all. Activists campaigning on a range of issues may use the language of minority rights, including student rights, consumer rights and animal rights. In recent years, some members of social groups traditionally perceived as dominant have attempted to present themselves as an oppressed minority, such as white, middle-class heterosexual males.

Studies have consistently shown a correlation between negative attitudes or prejudice toward minorities and social conservatism (as well as the converse, positive attitudes and social

progressivism).[2] Minority groups in history, include Jews under Nazi Germany and African Americans in the Jim Crow period

Television



Nowdays ,TV viewers have a wide choice of channels .More and more people have got satellite TV not all of them are satisfied with it .
satellite TV has both advantages and drawbacks . whats is de advantages and drawbacks of TV,?

-satellite TV brings the whole world into your home there a variety of programmes to choose fromit helps people improve foreigs languages and there are lots of entertaining ...educating programmes. You may not feel bored.

-and the drawbacks of satellite TV :

People spend too mush time watching TV and they become passive and lazy there are too many channels and it is often dificult to choose the right programme and the people watch foreign TV channels and not their national TV .

Thy don't know what is happening in their country ,they might forget about their own culture and problem

Children don't do their homework ,don't read enough .

-satellite TV like any other technology is means to an end people should be selective and watch interesting programmes only.

Television

Television has became part of our every day life .what are its advantages and disadvantages On the one hand, TV has became the most influential means of the mass media because it has both sound and picture .it's also the most popular source of information education and international , in brief TV brings the whole word to us.

One the other hand TV develops passive and lazy viewers .it also prevents communication between the members of the family besides students don't their homework and may became aggressive when they watch films of violence.

Cinema

For the first twenty years of motion picture history most silent films were short--only a few minutes in length. At first a novelty, and then increasingly an art form and literary form, silent films reached greater complexity and length in the early 1910's. The films on the list above represent the greatest achievements of the silent era, which ended--after years of experimentation--in 1929 when a means of recording sound that would be synchronous with the recorded image was discovered. Few silent films were made in the 1930s, with the exception of Charlie Chaplin, whose character of the Tramp perfected expressive physical moves in many short films in the 1910's and 1920s. When the silent era ended, Chaplin refused to go along with sound; instead, he maintained the melodramatic Tramp as his mainstay in City Lights (1931) and Modern Times (1936). The trademarks of Chaplin's Tramp were his ill-fitting suit, floppy over-sized shoes and a bowler hat, and his ever-present cane. A memorable image is Chaplin's Tramp shuffling off, penguin-like, into the sunset and spinning his cane whimsically as he exits. He represented the "little guy," the underdog, someone who

used wit and whimsy to defeat his adversaries.

Eisenstein's contribution to the development of cinema rested primarily in his theory of editing, or montage, which focused on the collision of opposites in order to create a new entity. One of the greatest achievements in editing is the Odessa Steps sequence, in his film *Potemkin* (1925). Eisenstein intercut between shots of townspeople trapped on the steps by Czarist troops, and shots of the troops firing down upon the crowd. Members of the crowd became individual characters to viewers as the montage continued. Within the editing track the fate of these individuals was played out. A mother picks up her dead child and confronts the troops. Then she is shot. A student looks on in terror and then flees--his fate uncertain. An old woman prays to be spared, but she is killed by a soldier who slashes her face with his saber. When a woman holding her baby carriage is killed, she falls to the steps, and the carriage begins a precipitous decline--shots of the baby crying are intercut with wide shots of the carriage rolling down the steps. To Eisenstein, each individual shot contributed an energy within the editing track that yielded far more than the sum total of shots. In other words, the "combination" of shots through editing created a new entity, based on the expressive emotional energy unleashed through the editing process.

Terrorism

Terrorism is a term used to describe violence or other harmful acts. Terrorism expert Walter Laqueur in 1999 has counted over 100 definitions and concludes that the "only general characteristic generally agreed upon is that terrorism involves violence and the threat of violence". Most definitions of terrorism include only those acts which are intended to create fear or "terror", are perpetrated for an ideological goal (as opposed to a "madman" attack), and deliberately target "non-combatants".

As a form of unconventional warfare, terrorism is sometimes used when attempting to force political change by: convincing a government or population to agree to demands to avoid future harm or fear of harm, destabilization of an existing government, motivating a disgruntled population to join an uprising, escalating a conflict in the hopes of disrupting the status quo, expressing a grievance, or drawing attention to a cause.

The terms "terrorism" and "terrorist" (someone who engages in terrorism) carry a strong negative connotation. These terms are often used as political labels to condemn violence or threat of violence by certain actors as immoral, indiscriminate, or unjustified. Those labeled "terrorists" rarely identify themselves as such, and typically use other generic terms or terms specific to their situation, such as: separatist, freedom fighter, liberator, revolutionary, vigilante, militant, paramilitary, guerrilla, rebel, jihadi or mujaheddin, or fedayeen, or any similar-meaning word in other languages.

Terrorism has been used by a broad array of political organizations in furthering their objectives; both right-wing and left-wing political parties, nationalistic, and religious groups, revolutionaries and ruling governments.[1] The presence of non-state actors in widespread armed conflict has created controversy regarding the application of the laws of war.

An International Roundtable on Constructing Peace, Deconstructing Terror (2004) hosted by Strategic Foresight Group recommended that a distinction should be made between terrorism and acts of terror. While acts of terror are criminal acts as per the United Nations Security Council Resolution 1373 and domestic jurisprudence of almost all countries in the world, terrorism refers to a phenomenon including acts, perpetrators of acts of terror and motives of the perpetrators. There is a disagreement on definition of terrorism. However, there is an intellectual consensus globally that acts of terror should not be accepted under any

circumstances. This is reflected in all important conventions including the United Nations counter terrorism strategy, outcome of the Madrid Conference on terrorism and outcome of the Strategic Foresight Group and ALDE roundtables at the European Parliament

Leisure time

Recreation is very important for one health whoever we are we need leisure activities because they enable us our minds and bodies

If we go on working without a break we'll get bored and exhausted

Therefore we should spend our free time on the things we like doing much as listening to music and practising sport in this way we'll have energy to resume our studies and working

OK many I present you this object of the how can air pollution hurt my health. Air pollution can effect our health in many ways with a both short-term effects different groups of individuals are effected by air pollution in different ways .some individuals are much more sensitive to pollutants than are others. young children and elderly people after suffer more from effects of air pollution. people with health problems such as asthma .heart and lung disease may also suffer more when the air is polluted the extent to which in individual is harmed by air pollution usually depends on the total of the damaging chemicals i.e the duration of exposure and the concentration of the chemicals must be taken into account..this is the end of paragraph i wish to benefit it ok

Rap in Morocco

Known Arab societies .. great social transformations of the way to dress, language and music minor, the latter known for a profound transformation in the structure here in Morocco. Years ago there was Umm Kulthum and sisters in the Middle and "Beatles" and the other in the west .. And no one heard something called "Rabbi" .. And now each city task by the way has turned into a "comfort dance" and "Hip Hop." "Allah Kaen" months a bridge in Morocco, started from Meknes and then to the rest of the cities .. If followed a march this group since incorporation, we find that it began - eg other teams - singing vocabulary "Albdaeh" .. and the market talk, but after that started and appeared on the television market and publicity, turned to singing, "sharply less" .. Loser "His tongue Alsulait also describes himself, no one is safe from the" Staemah " .. by the government to the parliament .. to .. Islamists to others is not known. People say that they want to live and have a family of "Rabbi", and that he is not afraid and does not acquit anyone .. and songs that can not hear in the "House" oversupplied Albdaeh .. vary between talk the curriculum vitae .. and love for his country .. and an affront to its enemies .. and of course the ever-present talk begin. It is noted that the last Owl "west of death" or "Moroccans to death became a trademark task in Morocco .. "Losers" to defend himself after facing charges of using words begin : "that convey the pulse of the street .. and that something will come from Him." , Considers itself the representative of the song of youth and finds that the future of "bridge" .. A few months ago, Moroccan officials : "Rabbi is the future of Moroccan song," saying this was a storm of opposition from those who are still Etarbon songs "languages" and regarded Rabbi outsider Ttaghavina .. and "incompatible with morality." Rabbi entered politics from the door wide : months before hosting Youth Socialist Union Party in Morocco Magti Rabbi Tawfiq Hazb known "Balkhasr" so Yahya evening attended by senior officials of the party : with songs that contain insults and dictionary "under the belt". Opponents of the party said that the Socialist Union "exploited rap to attract young people after its failed to do so." Professor Abdul Ghani Mendip professor of sociology at the University of Mohammad Alhams is that of Rabbi "comes within the framework of social transformation which Arafa Morocco." Hence, we must Ntani in sentencing and study the

issue in a scientific and rational use away from the emotions. And among the finds that the phenomenon of Rabbi alien Ttaghavina and therefore must be cured .. zeolite, and the shift from the view that natural community .. And among the finds that the Rabbi is the future .. and the song of Moroccan considers summer cloud will pass soon ... Among all those views we have the right to ask : Does the fact created alternatives for youth to Governance.

Internet

The Internet is a worldwide, publicly accessible network of interconnected computer networks that transmit data by packet switching using the standard Internet Protocol (IP). It is a "network of networks" that consists of millions of smaller domestic, academic, business, and government networks, which together carry various information and services, such as electronic mail, online chat, file transfer, and the interlinked web pages and other documents of the world wide web.

The USSR's launch of Sputnik spurred the United States to create the Advanced Research Projects Agency, known as ARPA, in February 1958 to regain a technological lead.[1][2] ARPA created the Information Processing Technology Office (IPTO) to further the research of the Semi Automatic Ground Environment (SAGE) program, which had networked country-wide radar systems together for the first time. J. C. R. Licklider was selected to head the IPTO, and saw universal networking as a potential unifying human revolution.

Licklider had moved from the Psycho-Acoustic Laboratory at Harvard University to MIT in 1950, after becoming interested in information technology. At MIT, he served on a committee that established Lincoln Laboratory and worked on the SAGE project. In 1957 he became a Vice President at BBN, where he bought the first production PDP-1 computer and conducted the first public demonstration of time-sharing.

At the IPTO, Licklider recruited Lawrence Roberts to head a project to implement a network, and Roberts based the technology on the work of Paul Baran who had written an exhaustive study for the U.S. Air Force that recommended packet switching (as opposed to circuit switching) to make a network highly robust and survivable. After much work, the first node went live at UCLA on October 29, 1969 on what would be called the ARPANET, one of the "eve" networks of today's Internet. Following on from this, the British Post Office, Western Union International and Tymnet collaborated to create the first international packet switched network, referred to as the International Packet Switched Service (IPSS), in 1978. This network grew from Europe and the US to cover Canada, Hong Kong and Australia by 1981. The first TCP/IP-wide area network was operational by January 1, 1983, when the United States' National Science Foundation (NSF) constructed a university network backbone that would later become the NSFNet.

It was then followed by the opening of the network to commercial interests in 1985.

Important, separate networks that offered gateways into, then later merged with, the NSFNet include Usenet, BITNET and the various commercial and educational networks, such as X.25, CompuServe and JANET. Telenet (later called Sprintnet) was a large privately-funded national computer network with free dial-up access in cities throughout the U.S. that had been in operation since the 1970s. This network eventually merged with the others in the 1990s as the TCP/IP protocol became increasingly popular. The ability of TCP/IP to work over these pre-existing communication networks, especially the international X.25 IPSS network, allowed for a great ease of growth. Use of the term "Internet" to describe a single global TCP/IP network originated around this time.

A revolution

A revolution (from Late Latin revolutio which means "a turn around") is a significant change that usually occurs in a relatively short period of time. Various defined revolutions have been happening throughout human history. They vary in terms of numbers of their participants (revolutionaries), means employed by them, duration, motivating ideology and many other aspects. They may result in a socio-political change in the socio-political institutions, or a major change in a culture or economy. Scholarly debates about what is and what is not a revolution center around several issues. Early study of revolutions primarily analyzed events in European history from psychological perspective[citation needed], soon however new theories were offered using explanations for more global events and using works from other social sciences such as sociology and political sciences. Several generations of scholarly thought have generated many competing theories on revolutions, gradually increasing our understanding of this complex phenomenon

PUNCTUATION

One of the biggest problems you students have with English is punctuation when you write and intonation when you speak. You should bear in mind that when we speak, we use intonation, it's that musicality which makes you give meaning to your sentences. With no intonation, you cannot be understood by anyone. Do you remember the game we had in class ? Have a look at it again:

Ready?

No.

Why?

Problems.

Problems?

Yes.

What?

Money.

If you don't use intonation correctly, the conversation loses its meaning and you cannot be understood. Do never forget that you are speaking , or writing , to convey a message to someone else who has to understand you. If the addressee doesn't understand you, it doesn't mean he or she is stupid but simply that you were not able to make them get you idea.

This very intonation which gives meaning to your sentences when speaking , is what we mean by punctuation when we write. I have seen students who write one loooooong sentence in a paragraph. I guess it's illogical and unconceivable too. My advice to all of you is to write short sentences first. The easiest way is to start with sb + vb + C. then with time you learn how to stretch your sentences by adding adjectives, ad verbs.....the best writers are those who know how write clearly and easily so that they can be understood and therefore have a large audience.

You should first know that:

1- **A – B – C** : Every sentence begins with a capital letter. Capital letters are also used for personal names, Countries, names of languages, nationalities.....

2- **,** : commas are used in writing at places where , in speaking , we pause.

3- **“ ”** : quotation marks show the words someone said or when a word is not English such as “Melwi” or “Harira”.

4- **?** : question marks are put at the end of all questions.

5- **!** : exclamation marks are put at the end of exclamations.

6- **'** : an apostrophe is always used with possessives and with contractions. e.g Ali 's book or Ali 's a student.

THE ENGLISH TENSES

Another problem is tenses. I always wonder why, as I think that English is much easier than Arabic or French which students can speak quite well . There is no “premier,deuxième or troisième groupe” . There is only one infinitive in English and from that infinitive we can have all the forms easily. Eg I *play*. (the same as the infinitive) I *played* (infinitive + ed) I am *playing* (infinitive + ing)

Remember the chart bellow whenever you are speaking or writing:

| | |
|--|--|
| <p><u>Simple present tense:</u></p> <p>I play soccer every week-end. (REPETITION)</p> <p>To show how often it is repeated, we can use</p> <ul style="list-style-type: none"> - always (100% repetition) - usually - sometimes - rarely - never (0% repetition) <p><u>Questions:</u> Do you understand ? (Do + sb + infinitive)</p> <p><u>Negation:</u> No, I don't understand. (sb + do not + infinitive)</p> | <p><u>Simple past tense:</u></p> <p>I played tennis yesterday. (finished) + (time expression :</p> <ol style="list-style-type: none"> 1- yesterday 2- last..... 3-ago 4- In + date 5- When.....(time-clause <p><u>Questions:</u> Did you do it ? (did + sb + infinitive)</p> <p><u>Negation:</u> No, I didn't do it. (sb + did not + infinitive)</p> |
| <p><u>Present continuous:</u></p> <ol style="list-style-type: none"> 1- I am playing <u>now/ at this moment.</u> 2- I am playing <u>tomorrow/ next.....</u> | <p><u>Future tenses:</u></p> <ol style="list-style-type: none"> 1- I shall play tomorrow. 2- I will play tomorrow. 3- I'll play tomorrow. 4- I am playing tomorrow. 5- I will be playing tomorrow. 6- I am going to play tomorrow. 7- I will have played by tomorrow. |
| <p><u>Present perfect tense:</u></p> <ol style="list-style-type: none"> 1- I have played tennis since 1994. I have played tennis for ten years. (not finished: I still play tennis) 2- I have just played tennis. I have already played tennis. I have not played tennis yet. | |

LINKING WORDS

Most students don't use any linking words when they are writing as they give more importance to their ideas not the way those ideas should be conveyed , supported or opposed In other words, they don't make their writing look beautiful as they don't know what a good style looks like. Please, do use linking words whenever you write. You'll see the difference and will savour the beauty of your style once you manage to use them correctly.

| | |
|--|--|
| <p><u>Addition:</u></p> <p>1- I speak French and English too. I speak French and English also. I speak French and English as well. I speak French as well as English.</p> <p>2- I speak French. What's more, I write it as well. I speak French . Furthermore, I write it too. I speak French . Moreover, I also write it l. I speak French. Besides (this), I write it well. I speak French . In addition to this, I write it well.</p> <p>3- I speak not only French but English too. I speak not only French but also English . Not only do I speak French but also English</p> | <p><u>contrast</u></p> <p>1- I Speak Berber but I don't write it. I speak Berber . Yet, I don't write it. I speak Berber . However, I don't write it. I speak Berber but I don't write it, however.</p> <p>2-(I am Zemmouri but I don't speak Berber.) Even if I am Zemmouri , I don't speak Berber. Even though I am Zemmouri , I don't speak Berber. Although I am Zemmouri , I don't speak Berber. Though I am Zemmouri , I don't speak Berber.</p> |
| <p><u>Expressing the cause:</u></p> <p>1- I come to school because I am a student. Because I am a student , I come to school.</p> <p>2- Amine is absent since he is sick. Since Amine is sick , he is absent.</p> <p>3- I study English a lot as I like it. As I like English , I study it a lot.</p> | <p><u>Expressing purpose:</u> (I come to school because I want to study)</p> <p>1- I come to school to study.</p> <p>2- I come to school in order to study.</p> <p>3 - I come to school so as to study.</p> <p>4- I come to school so that I can study. I come to school in order that I can study.</p> |
| <p><u>Neither...nor...</u></p> <p>1- Hajar doesn't cook. Ikram doesn't cook ,either. Neither Hajar nor Ikram cooks.</p> <p>2- Nada doesn't sing. She doesn't dance, either. Nada neither sings nor dances.</p> <p>3-Asma doesn't cook tajine. She doesn't cook couscous , either. Asma cooks neither tajine nor couscous.</p> | |

WRITING A PARAGRAPH

(One)

Here are some tips to help you write a paragraph:

- 1- Do always write a **topic sentence** that gives an idea about what the paragraph is about.
- 2- Give **supporting details** i.e. (explain the idea given in the topic sentence then add examples, statistics, facts...to clarify your idea)
- 3- Use **linking words** to connect your sentences and to make your style look more beautiful. (do never forget that you are going to be penalized for not using enough linking words i.e. less marks)
- 4- When you have finished, read your paragraph through and try to correct the mistakes you may have made in punctuation, spelling and grammar and so on.

Read this paragraph and give names to each element:

| | |
|--|--|
| | There are three categories of offence as “war crimes”. |
| | First, there are crimes against peace. |
| | For example, some individuals plot war against non-aggressive countries. |
| | Second, there are violations of the customs and laws of war. |
| | For instance, some soldiers murder prisoners, hostages and civilians. |
| | Finally, there are crimes against humanity. |
| | These crimes include extermination, enslavement and other inhumane acts committed against any civilian population. |

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WRITING A PARAGRAPH

(two)

The world Health Organization (WHO) intends to help all peoples achieve the highest possible level of health. Initially, WHO hopes to do this through disease eradication. For example, it helps to eradicate the scourge of centuries smallpox. Second, it aims at improving nutrition. For instance, WHO advertises the value of breastfeeding to make women aware of the importance of giving their milk to their infants. Finally, it helps poor people to get cheap or free medicine. To illustrate this, last year it changed the pharmaceutical giants by arguing for a list of two hundred key drugs that should be sold in developing countries, instead of the three to five thousand drugs marketed there previously. In brief,, WHO has continued actions to provide vaccinations, improved nutrition, and medicine for everybody.

| | |
|------------------------------|--|
| Topic sentence | |
| Supporting sentence 1 | |
| Supporting sentence 2 | |
| Supporting sentence 3 | |
| Concluding sentence | |

- How do organizations fight poverty in Morocco? Give three reasons.
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WRITING A PARAGRAPH

(three)

Read the following sentences then write down:

1-For example, when students want to learn more about a subject, they should use a foreign language, especially English to look for information.

2-In short , learning a foreign language opens up job opportunities, enlarges our knowledge and makes us open-minded.

3-For instance, job seekers should know English or Spanish if they want to have a respectable job.

4- Studying a foreign language broadens our horizons.

5- Finally, it helps us recognize that our way of viewing the world and doing things is not the only way.

6-First, it broadens our opportunities in careers.

7-So, our contacts will increase and our understanding and acceptance of other people’s ideas and cultures will expand.

8-Second, it broadens our intellectual potential.

| |
|--|
| <p><u>The topic sentence</u>:.....</p> <p><u>Supporting detail1</u>:.....</p> <p><u>Supporting detail 2</u>:.....</p> <p><u>Supporting example1</u>:.....</p> <p><u>Supporting example2</u>:.....</p> <p><u>Conclusion</u>:.....</p> |
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|--|

WRITING A PARAGRAPH

(four)

Although some parents don't allow their children to watch television, it can be good for them. First of all, I think that television is a cheap entertainment . On Sundays, when children drive their parents crazy, the TV can bring them some fun. Besides this, it is too expensive to take the whole family to the movies. For instance, the family can sit in their living room and watch a movie on television. Secondly, it is my conviction that television can be a good teacher. Studies show that these TV programmes help children do well in school. For example, small children can learn the alphabet and numbers on children's programmes. In addition to this, nature programmes teach them about our earth and how to care for it. In brief television is a useful medium for the entertainment and teaching of kids.

Task n° 1:

- 1- What is the main topic?.....
- 2- What is the main idea?.....
-

- 1-Topic sentence:.....
- 2-opinion 1:.....
- 3-support 2:.....
- 4:example:.....
- 5-opinion 2:.....
- 6-support 1:
- 7-support 2:.....
- 8-example :.....
- 9- concluding sentence:.....

Task n° 2

Complete the following paragraph with some of your own ideas:

Although some people don't like to watch television, it can be good for them. First of all, I think that television is a cheap entertainment . In the evening, when we
the TV can bring us some fun and consequently we can have a good time together. Besides this, it is too expensive to
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WRITING A COMPOSITION

These are the steps you should follow in order to write a composition:

- 1- Understand the topic and circle the questions / ideas they want you to write about.
- 2- Collect ideas (if you have problems with English, write them in Arabic, or French).
- 3- organize your ideas and plan your writing (topic sentence, supporting details.....).
- 4- Write the first draft.
- 5- Revise the first draft (the form, then punctuation. After that go to the verbs and check your tenses....)
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WRITING A COMPOSITION

These words are usually found in the topics given in the exam paper:

| | |
|-------------------|--|
| argue | Present the case for and against |
| compare | Look for similarities and differences |
| discuss | Consider all the sides of the problem. |
| define | Bring out the meaning |
| summarize | Describe without details, in a short way. |
| illustrate | Make clear with examples |

Globalisation enables rich countries to buy and sell any product in any country in the world; however, it creates problems to developing countries.

Write an article to your school magazine to discuss the advantages and drawbacks of globalisation.

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These phrases may be of great help if you manage to learn how to use them correctly. I advise all of you to learn them by heart first, then use as many as you can whenever you are writing. You'll see how beautiful your style will be in a few weeks "Inshallah" .

To introduce an idea

A great deal of writing has been devoted to.....
It's generally said / thought/ assumed that.....
Nowadays we take it for granted that.....
It's a known fact that.....
Gone are the days when.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

To introduce a paragraph

One *advantage* ofis
Another *advantage* of.....is.....

One *disadvantage* ofis.....
Another *disadvantage* of.....is.....

Another point in favour ofis.....
Another point against...is.....

A further *advantage*.....is.....
A further *disadvantage* of.....is.....

To conclude

To sum up.....
In brief
All in all
In a nutshell.....
.....
.....
In conclusion one can say that.....
At this point one can say that
one can conclude by saying that.....
.....
.....

These are some of the phrases we have seen in the text book this year:

-For many hundreds of years,

Introduction:

Gone are the days when woman was considered as a rag in the kitchen. Nowadays she goes out to work and can have independence and a strong personality. ____
_However, to what extent does going out to work have only advantages for women?

Body:

When woman goes out to work, she loses her children and husband too. That is to say that those children miss their mother who has to spend the whole day out of home. Mother knows that her children need affection, love and above all her presence near them all the time . Since she can't afford all that, she buys their love by giving them money and buying them whatever they want. This money can lead children to spend all their time in the street buying sweets and playing. With time these sweets become cigarettes ; and these latter can become drugs and mother can say goodbye to her kids.

Another disadvantage of going out to work is that woman loses her womanhood. Some women who do men's jobs can become like men in their way of thinking; their way of speaking and even in their physique.....

Conclusion:

At this point can say that even if woman has gained independence and self-confidence, she has lost a lot of things among which her family and perhaps the most cherished quality of women, femininity.

These phrases may be of great help if you manage to learn how to use them correctly. I advise all of you to learn them by heart first, then use as many as you can whenever you are writing. You'll see how beautiful your style will be in a few weeks "Inshallah" .

| | |
|---|--|
| <p>To introduce an idea or a paragraph</p> | <p>A great deal of writing has been devoted to..... It's generally said / thought/ assumed that..... Nowadays we take it for granted that..... It's a known fact that..... Gone are the days when.....</p> <p>One advantage ofis Another advantage of.....is..... One disadvantage ofis..... Another disadvantage of.....is..... Another point in favour of ...is..... Another point against...is..... A further advantage/disadvantage of.....is.....</p> |
| <p>To oppose an idea before</p> | <p>However, Yet , Nevertheless Although, though, even though, even if In spite of , despite</p> |
| <p>To support an idea before</p> | <p>Besides, Moreover, Furthermore, Moreover What's more, in addition to this.....</p> |
| <p>To conclude</p> | <p>In conclusion one can say that..... To sum up..... In a nutshell..... At this point, one can say that At this point, one can conclude by saying that.....</p> |

What are the advantages and disadvantages of nuclear energy?

Introduction:

A great deal of writing has been devoted to the problem of.....but to what extent can we say that.....has so many disadvantages and advantages as well?

Body:

One advantage ofis that (topic sentence)
+ (Explain)
+ (give examples.)

Another point in favour of.....is that.....(topic sentence)
+ (explain)
+ (give examples)

On the other hand,has so many disadvantages . One of these drawbacks is (topic sentence)
+ (explain)
+ (give examples)

A further point againstis (topic sentence)
+ (explain)
+ (give examples)

Conclusion:

At this point, one can say that even ifhas so many advantages , it also has drawbacks that..... So, one

EXPOSITORY

If you could change one thing to make the world a better place, what would it be ?

Think about the things you would change and why.

Introduction : (why would you like to change the world and what would you like to change?)

Body :

(Why would you like to change the world ? what are the things you'd like to change ? Why ?)

(what do you think about the world today ? Give the things you'd like to change in detail and give reasons)

(What is the most important thing you want to change ? Why ?)

Conclusion : (give a summary of the ideas discussed then give advice to people to keep the world safe.)

These phrases can help you :

The world nowadays is.....
We are living in world characterized by....
I have always dreamt of a world....
What pushed me to.....is.....
What urged me to take this decision is....

To conclude :

All in all / in a nutshell /
To sum up all what has been said, I believe....
To put it all together, people should.....

For further practice:

EXPOSITORY WRITINGS

- 1- What is the best or the worst day you have ever spent with your family ?
- 2- Everyone has an idea about what they would like to do when they grow up. Think about the career you would like to do when you finish school.
- 3- Everyone has thought about trips they might take and places they would like to visit. Write a paper telling where you would like to go if you could.
- 4- Best friend are special people in our lives. Think about your best friend and reasons that you like in him/her.
- 5- People learn things at school and in life. What is the most important thing you have learned ?
- 6- Everyone is afraid of something –heights, spiders or flying. What do you fear the most ? Write a story about a situation in which you had to face your fear.

DESCRIPTIVE WRITING

Imagine that someone gave you a very special ring. What does this ring look like as it sits on your finger?

Describe this ring down to the reader to the last detail so that your reader can picture it on your hand.

Introduction: *(what are rings good for? When did someone give you a very special ring?)*

.....

Body:

(what does it look like? How does it feel? Is it heavy? Does it smell?)

.....

(tell about an experience you had: when? Why did you use it? Did it serve or not?)

.....

.....

Conclusion: *(summarize what happened. What's the moral of the story?)*

.....

Useful phrases

People have always used simple things to symbolize big things.
 Rings have always been synonym of.....
 It is common to hear about objects with special power, but to possess one like this is beyond magic.
 The ring had the power of.....
 Everything seemed alright until.....

The moral:

Greatness lies within.....
 I am what I think of myself everyday....
 I learnt that with special powers come big responsibilities.

For further practice:

DESCRIPTIVE WRITING

1-Each season of the year is beautiful in some way. Think of which season is your favourite, Summer, spring, spring or fall ?

2-Imagine that someone gave you a special ring. What does this ring look like as it sits on your finger?

3- Imagine

NARRATIVE WRITINGS

Definition and strategies:

In brief , it's an essay in which you tell a story. Most of the time , it's an event or an experience in your life. What you have to do is just use your memory and try to remember and share all the details of the story with your reader.

The best technique is to think small and then make it bigger and bigger. You should build your writing gradually, step by step, detail after detail until it is complete. Don't forget to use colourful adjectives and detailed sentences to make your story exciting to your reader.

For further practice:

1-Imagine that you were out for a walk and came across an animal that could talk to you. Write the conversation you and that animal would have.

2- imagine that one day you wake up to find that you had grown two extra arms. Write a story about a day in your life with these extra arms.

3-Where would you go if you could fly anywhere that you wanted for 48 hours ?

4- What if you were invisible ? What are the advantages and disadvantages of being invisible ?

5-There are many stories about people getting three wishes that come true.

Write a story about how you received three wishes and what you wished

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PERSUASIVE WRITING

Definition and strategies:

Most of the time you are asked to write a letter to convince somebody to do or not do something.

First of all, define the person you want to convince, why you want to do so. Then write down the reasons or benefits that will support your position.

- After that:*
- 1- set the ground
 - 2- define the problem
 - 3- give your solution to the problem
 - 4- show that this solution has more benefits
 - 5- in the end , you add the most important benefit in your opinion and you tell the readers what you want them to do.

For further practice:

- 1- In order to save money, your principal is thinking about closing the school library, or media centre. Write a letter to your principal persuading him/her to keep it open. Give as many reasons as you can to support your position.
- 2- Your family is moving and wants your opinion on where to buy a new house. Should it be in a neighbourhood in a city or on a farm in the country? Where would you like to live. Write a letter to your family persuading them to choose a house in the place you want to live.
- 3- A wealthy donor plans to build a new facility that will benefit young people in your area. The donor is not sure what kind of facility would be most useful, a swimming-pool, a theatre, an art school or any other facility. Write a letter to the donor in which you identify the type of facility you would like to have built.

A personal letter

An official letter

| | |
|--|--|
| <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto 20px auto;">My address</div> <p style="text-align: center;">Thur, march 29th</p> <p>Dear friend.../sister.../(name)</p> <p>Para1</p> <div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;">reason for writing</div> | <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto 20px auto;">Their address</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto 20px auto;">My address</div> <p style="text-align: center;">Thur, March 29th</p> <p>Dear Sirs/ Sir or Madam</p> <p>Para1</p> <div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;">reason for writing</div> |
|--|--|

| | |
|--|--|
| <p>Para2 /3</p> <p>Principal message (what do you want to tell the addressee, news, invitation...)</p> | <p>Para2 / 3</p> <p>: Principal message (details about the main topic why you are writing your letter.</p> |
| <p>Para4</p> <p>Polite wish (My best wishes to you and to your family. Say hi/hello to everybody for me. I'm looking forward to hearing from you soon.)</p> | <p>Para4</p> <p>Waiting for an answer, I hope would be favourable, please accept all my respect. I am looking forward to hearing from you an answer that would be favourable.</p> |
| <p>Faithfully yours. Nour</p> | <p>Sincerely yours. Nour</p> |

Topic:

Your principal has asked students to suggest a school rule that should be changed. Think of one that you would like to have changed . write a letter convincing your principal that this rule should be changed . Be sure to support your opinion with convincing reasons and evidence.

| | |
|---|-------------------|
| <p>Their address</p> | <p>My address</p> |
| <p>Today's date</p> | |
| <p>Dear Sir Sirs Sir or Madam</p> | |
| <p>Paragraph 1</p> <p>Reason for writing: (stated in the topic) 1- <i>I should be more than honoured/ pleased to write to you.....</i> 2- <i>It's with great pleasure that</i></p> | |
| <p>Paragraph 2</p> <p>What is the rule you want to change? 1- <i>As clear as it is to you, students are complaining about.....</i> 2- <i>I would like to inform you that.....</i> Give reasons why you want to change it. 1- <i>I think this has a great/ negative impact/ influence on.....</i></p> | |
| <p>Paragraph 3</p> <p>Say how the change of this rule would make student love their school more.</p> | |

1- *This would positively affect.....*
Say how this change would make your school a better place.

Paragraph 4

Cloze the letter.

(choose one of the closing sentences of formal letters)

- 1- *I am looking forward to hearing from you an answer that I hope would be favourable.*
- 2- *Waiting for an answer, I hope would be favourable, please accept all my respect.*

Sincerely yours

Nour

Exercise:

Read the following sentences then write down:

1-For example, when students want to learn more about a subject, they should use _____ a foreign language, especially English to look for information.

2-In short , learning a foreign language opens up job opportunities, enlarges our knowledge and makes us open-minded.

3-For instance, job seekers should know English or Spanish if they want to have a respectable job.

4- Studying a foreign language broadens our horizons.

5- Finally, it helps us recognize that our way of viewing the world and doing things is not _____ the only way.

6-First, it broadens our opportunities in careers.

7-So, our contacts will increase and our understanding and acceptance of other people’s ideas and cultures will expand.

8-Second, it broadens our intellectual potential.

| |
|--|
| <p>The topic sentence:.....</p> <p>Supporting detail1:</p> |
|--|

.....
Supporting detail 2:
.....

Supporting example1:.....

Supporting example2:.....

Conclusion:.....

.....
..
Read the following sentences then write down:

1-For example, when students want to learn more about a subject, they should use a foreign language, especially English to look for information.

2-In short , learning a foreign language opens up job opportunities, enlarges our knowledge and makes us open-minded.

3-For instance, job seekers should know English or Spanish if they want to have a respectable job.

4- Studying a foreign language broadens our horizons.

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8-Second, it broadens our intellectual potential.

The topic sentence:.....

Supporting detail1:
.....

Supporting detail 2:
.....

Supporting example1:.....

Supporting example2:.....

Conclusion:.....

BIOGRAPHY

“Famous people make history, so we need to know how they managed to do so”.

Write a biography about a famous national or international scientist, sportsman, actor, artist, etc.

These elements are supposed to be found in a biography:

Dates ,places of birth and death / Education

Career / aims / achievements

Beliefs / personality / Reasons for fame

Introduction:

Paragraph one: When and where was he/she born and die?

Ho did his/her education and milieu influence his/her outlook on life

Paragraph Two: What did this person do in his/her professional life?

What were this person’s plans in life?

What did this person achieve?

**Paragraph Three: What did this person believe in?
What sort of person was he/she?
Why do people still remember him or her?**

Conclusion:.....

BIOGRAPHY

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What were this person’s plans in life?
What did this person achieve?**

**Paragraph Three: What did this person believe in?
What sort of person was he/she?
Why do people still remember him or her?**

Conclusion:.....

| INFINITIVE | PAST | P.PARTICIPLE | ARABIC TRANSLATION | FRENCH TRANSLATION |
|------------|-----------|--------------|---|------------------------------|
| abide | abode | abode | يبقى. يتحمل. يصمد. يسكن بخلص . يقيم. ينتظر | demeurer |
| arise | arose | arisen | ينهض..يرتفع. يظهر للعيان. ينشأ | survenir |
| awake | awoke | awoken | يدرك. يستيقظ. يعى. ينهض. يوقظ | s'éveiller, éveiller |
| be | was | been | .يبقى. يصبح. يكون. يوجد | être |
| bear | bore | borne | يتصل بـ. يثبت ل يحتمل. يحتوي على يحمل. ينمر. بدلي بـ يسلك. يصمد ل يطبق. يشق | porter, supporter |
| beat | beat | beaten | بهزم . ينتصر على. يهك يتقدم بصعوبة . يخير. يخذع يدوس على. يرهق يمشي على | battre |
| become | became | become | يصبح . يلائم. يليق بـ | devenir |
| befall | befell | befallen | يحدث لـ. يصيب. يقع | arriver à, survenir à |
| beget | begot | begotten | يسبب . ينجب. يولد | engendrer, causer |
| begin | began | begun | يأخذ فى. يؤسس . يبتدع . يبدأ . يخترع . يستهل. يشرع ينشأ . ينشئ | commencer |
| behold | beheld | beheld | يشاهد . يلاحظ. ينظر. انظر | voir (archaïque) |
| bend | bent | bent | ثنى . التواء. انثناء. انحناء. منعطف " فى " طريق عقدة فى حبل . يخضع يعقد العزم . يشد وتر القوس | courber, plier |
| beseech | besought | besought | يتضرع . يتوسل . يلتمس | implorer, supplier, conjurer |
| beset | beset | beset | يرصع , يرزع يفلق . يكتنف يهاجم من جميع الجهات يحدق بـ | assaillir |
| bet | bet | "bet | رهان . ما يراهن عليه. مراهنه . يراهن على | parier |
| bid | bid | bid | أمر. دعوة. عطاء. محاولة يأمر . يدعو. يزايد. يعرض . يصدر أمراً إلى . يناقص يعرض سعراً | ordonner |
| bind | bound | bound | يعوق عن الحركة . يقى. يقيد يلزم . يوثق ارتباطاً رباط . رباط . مازق. يربط. يتماسك يجعله يتماسك . يصبح صلباً يصمد . يعصب | lier, relier |
| bite | bit | bitten | يلدغ . يلسع . يلذغ . يمزق | mordre |
| bleed | bled | bled | يستخرج العصارة. يستنزف يفصد. يفيض. ينفطر حزناً ينرف | saigner |
| blow | blew | blown | يشكل الزجاج بالنفخ . يصفر آله نفخ موسيقية . يعصف يطير مع الريح . يعزف على . يغادر . يفتشى. يلطم. يلعن يلهث . ينسف. ينشر. ينور | souffler |
| break | broke | broken | يتفرع . يتفوق على. ينقب يتكسرالموج . يجرح. يحل يحملة على الإقلاع عن يحل رموز الشيفرة . يجزئ .يحدث . يحرث. يحطم يخرق | casser |
| Breed | bred | bred | يفقس . يلد. يلقح. ينتج. يهجن | élever (enfant) |
| bring | brought | brought | يعود على صاحبه بسعر معين . يجلب . يجتذب. يغل. يحمل. يحضر. يحدث. يسبب. يرافق. يجيء بـ بدلى بـ . يعيد إلى. يعزى | apporter |
| broadcast | broadcast | broadcast | إذاعة صوتية . إذاعى. يذيع | diffuser (radio) |
| browbeat | browbeat | browbeaten | يرهب بالمصباح يرهب بالعيوس | intimider |
| build | built | built | بنية . يبنى. يشيد. يقيم. يعزز | construire |
| burn | burnt | burnt | يصبىء . يكوي. ينير. يعصب يعمل بوقود معين . يغش. يتلف . يبدد. يرزعج. ينير | brûler |
| burst | burst | burst | .يطفح بـ . يفجر. يندفع بقوة | éclater |

Frequently used Phrasal Verbs

Phrasal Verbs with:

[break](#), [bring](#), [call](#), [carry](#), [come](#), [do](#), [fall](#), [get](#), [go](#), [keep](#), [look](#), [make](#), [put](#), [run](#), [set](#), [take](#), [turn](#)

| break | |
|---------------|-------------------------------------|
| break down | fail to function |
| | have a physical or mental collapse |
| break in | interrupt a discussion |
| | burgle |
| | soften with use (shoes) |
| break off | discontinue (therapy, relationship) |
| break out | escape from prison, begin suddenly |
| break up | end a relationship |
| bring | |
| bring about | cause to happen |
| bring forth | give birth to |
| bring forward | draw attention to sth |
| bring on | cause to happen or appear |
| bring round | persuade |
| | cause to recover consciousness |
| bring up | rear, educate a child |
| | mention |
| | vomit |
| call | |
| call back | return a phone call |
| call for | require |
| call in | communicate by phone |
| | consult a specialist |
| call off | cancel |
| call out | read names aloud |
| | order workers to strike |
| call on | request sb to do sth |
| call up | reach by phone |
| | summon for military services |
| carry | |
| carry away | remove |
| | inspire, affect emotionally |
| carry off | take away (by force) |
| | win |
| | remove, degrade (earth) |
| carry on | continue |
| carry out | accomplish, make |
| carry through | complete |
| | bring out of difficulties |

| come | |
|-----------------|-----------------------------------|
| come about | happen, to be achieved |
| come across | find/meet by chance |
| come after | follow |
| come at | attack |
| | reach, discover |
| come back | return |
| come by | pass, go past, visit |
| | buy, get |
| come down | fall (price) |
| come down to | mean, signify |
| come down with | fall sick with |
| come in | enter, be received |
| | prove to be |
| come in for | receive, be object of (criticism) |
| come off | become detached |
| come out | become known, be published |
| | be removed (stain) |
| come over | come from a distance |
| come round | visit sb |
| | recover consciousness |
| come to | amount to |
| | arrive/reach a place |
| come up | be mentioned/discussed |
| | (problem) arise |
| come up against | be faced with (problems) |
| come upon | find/meet by chance |
| come up to | match (a standard) |
| come up with | produce an idea |
| do | |
| do away with | abolish |
| | kill |
| do up | dress up |
| | fasten, secure (clothing) |
| do with | need |
| do without | not require |
| fall | |
| fall apart | fall into pieces |
| fall behind | fail to keep up pace |
| fall for | be in love with |
| | be deceived by |
| fall in with | meet by chance |
| | coincide with |
| fall off | decrease |
| | drop from |
| fall out | quarrel |

| fall | |
|---------------|------------------------------------|
| fall out with | quarrel with |
| fall through | fail, miscarry |
| fall to | start an activity eagerly |
| get | |
| get across | communicate (an idea) |
| get along | be in good terms with somebody |
| get away | escape |
| get away with | escape (punishment) |
| get by | manage, cope |
| get down to | turn one's attention to sth |
| get in | enter (car, taxi) |
| get off | disembark (bus, train etc.) |
| get on | enter (bus, train etc.) |
| get out | disembark (car, taxi) |
| get over | recover (illness, upset) |
| get through | pass (an exam) |
| | be connected on the phone |
| get to | reach |
| get up | rise from bed after sleeping |
| go | |
| go against | be contrary to (principles, rules) |
| go along with | take the same view |
| go away | depart |
| go down | become less |
| | decrease in price |
| | sink (ship) |
| | set (sun) |
| go for | pick up, go and get |
| go off | explode |
| | deteriorate (food) |
| | begin to sound (alarm) |
| go on | continue |
| go out | leave the house |
| | strike |
| go over | inspect the details of sth |
| go past | pass |
| go round | visit informally |
| go through | deal with |
| | discuss in detail |
| | experience sth (usually bad) |
| go up | increase in price |
| | explode |
| go with | match |
| keep | |
| keep away | prevent from / avoid being near |

| keep | |
|-----------------|--------------------------------------|
| keep back | withhold |
| keep down | not to increase |
| keep off | avoid (a topic) |
| | stay away |
| keep on | not stopping doing sth |
| keep up | continue, carry on |
| keep up with | not to fall behind sb |
| look | |
| look after | take care of |
| look down on | regard with a feeling of superiority |
| look for | seek |
| look forward to | anticipate with pleasure |
| look into | investigate (a crime) |
| look on | be a spectator |
| | regard |
| look out | be careful |
| look over | inspect hastily |
| look through | pretend not to see |
| | examine the contents of sth |
| look up | consult a reference book |
| look up to | respect |
| make | |
| make for | have/produce a particular effect |
| make off | run away |
| make out | recognise, distinguish |
| make up | constitute, form |
| | invent a lie |
| | put together, prepare |
| | apply cosmetics |
| make up for | compensate |
| | regain (time) |
| put | |
| put across | express in an understandable way |
| put back | put sth to its proper place |
| | lay money aside for the future |
| | move back the hands of a clock |
| put by | save for later use |
| put down | repress |
| | write down |
| | store (food) |
| put down to | give as a reason, attribute to |
| put forward | move forward the hands of a clock |
| | suggest, propose |
| put in for | be a candidate for an election |
| put on | dress oneself with |

| put | |
|----------------|------------------------------|
| | tease |
| | gain (weight) |
| put off | postpone |
| put out | extinguish (a fire, light) |
| put through | connect sb by phone |
| put up | build |
| | raise (hand) |
| | provide accomodation for |
| | offer for sale |
| put up with | tolerate, accept |
| run | |
| run after | chase |
| run away | escape, flee |
| run down | knock down, collide with |
| | feel weak due to overwork |
| run in | imprison |
| run into | meet by chance |
| run off | escape, flee |
| run out | run outside |
| | become used up |
| run out of | exhaust one's stock |
| run over | overflow |
| | study quickly |
| | pass over, knock down |
| run up against | meet with difficulties |
| set | |
| set aside | reserve for later use |
| set back | hinder, slow down a progress |
| set down | write down |
| set off | cause to explode |
| | start a journey |
| set up | start business |
| take | |
| take after | follow sb as an example |
| | resemble in appearance |
| take down | write down |
| take in | understand (meaning) |
| | deceive |
| take off | undress |
| | begin flight (plane) |
| take to | develop a habit |
| take up | continue, proceed |
| | become interested in |
| take up with | begin to associate with |

| turn | |
|------------------|----------------------------------|
| turn down | diminish the intensity |
| | reject |
| turn in | hand in |
| turn off | switch off |
| turn on | switch on |
| turn out | switch off |
| turn over | bring the reverse side up |
| turn up | increase the intensity |
| | make an appearance |

| phrasal verbs | their meanings |
|--|--|
| 1. <input type="checkbox"/> start out | A. finish,so there nothing left |
| 2. <input type="checkbox"/> take out | B.make someone unconscious |
| 3. <input type="checkbox"/> lock out | C.be careful,watchful |
| 4. <input type="checkbox"/> knock out | D.choose |
| 5. <input type="checkbox"/> pick out | E. sell everything, |
| 6. <input type="checkbox"/> run out of | F. discover, |
| | |
| 7. <input type="checkbox"/> look out | G. ask someone to go out with you to have fun, |
| 8. <input type="checkbox"/> throw out | H. discard,out in the garbage. |
| 9. <input type="checkbox"/> sell out | I. not to return home, |
| 10. <input type="checkbox"/> stay out | J. go early on a journey or trip, |
| 11. <input type="checkbox"/> find out | K. prevent from entering a building or a room |

EXERCISE (2):

Fill in the blanks with a phrasal verb from the list:

switn on,get on,look for,fill in take off,throw away,turn down,put out,look after.

- 1.Quick! the bus. It's ready to leave.
2. I don't know where my book is. I have to it.
3. It's dark inside. Can you the light, please?
4. the form, please.
5. I need a dictionary to this English word?
6. It's warm inside. your coat.
7. This pencil is really old. You can it .
8. It's so loud here. Can you the radio, please?
9. The firemen were able to the fire in Church Street.
10. My parents are out. So I have to my baby-brother

EXERCISE (3)

Fill in the gaps with the correct form of the phrasal verbs below:(use the correct form of the verbs)

look after / grow up / bring up / get on

1. Could you the baby while I go to the shops? - it's too cold outside to take him with me.
2. Older children don't always with their new brother or sister at first. .
3. He was by very strict parents, but treated his own children much more leniently.
4. He told his parents that when he he wanted to be a an actor, or a journalist.

EXERCISE (4)

(take after _/turn on _/looking forward to _/put up with _/makes up-/put off-/turn dow _/look after)

1. When you have an unpleasant friend in class, you simply have to him and hope that you won't have him with you in the same class the following year.
2. Everyone tells me that I my father. I am very much like him, both physically and psychologically.
3. Every morning before she leaves her home, she ; that means that she puts powder, colour and lipstick on her face.
4. When you come into a dark house, one of the first things you do is to the light
5. When we can't do a test one week, we sometimes doing it till the following week
6. My parents are taking me to New York for my next holidays; I am really my trip

7. Mrs Smith is looking for someone to her baby when she is at work.

8. She couldn't the job she was offered a week ago.

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1. Adjective Clauses

Adjective clauses are also called relative clauses. They come after nouns and modify them. In other words, they tell the listener or reader more about the person or thing that the noun refer to. The pronouns that often begin adjective clauses are called relative pronouns (that, which, who, whom, whose, where) For example:

A person who sweeps the floor on buildings is known as janitor.

A person who sails is a sailor.

The man who sold the red house is a friend of mine.

2. Reducing Adjective Clauses to Adjective Phrases

If the subject relative pronoun is followed by the verb be in any tense, both the relative pronoun and the verb *be* can be omitted. For example:

The realtor who is selling the house is Ann.--> The realtor ~~who is~~ selling the house is Ann.

The garment that is worn by priests is usually white.-> The garment ~~that is~~ worn by priests is usually white.

3. Relative pronouns as objects

The object relative pronouns for people are who, whom, that. Whom is more formal than who. The object relative pronouns for things are which, that. For example:

The candidate who more votes gets become the president.

The first time that I voted was in 1982.

You may omit the relative pronoun in restricted adjective clauses. For example:

The first time I voted was in 1982.

4. Restricted/Nonrestricted Relative Clauses

The two main types of adjective clauses--restrictive and nonrestrictive-- have distinct meanings and uses.

A restrictive adjective clause gives information that helps to uniquely identify the noun that it describes. For example:

My sister who attends KU is very shy. (I have two sisters. one attends KU , the other doesn't)

A Nonrestrictive adjective clause, on the other hand, adds extra information about the noun it modifies. This information is not necessary to identify the noun. For example:

Mary, who attends KU, is very shy.

Summary

| Noun in main Clause | Relative Clause | Rest of main Clause |
|---------------------|-------------------------|-------------------------------|
| The man | who called | is an old friend of mine. |
| The woman | whom I met | lives near my house |
| The letter | that Mary received | was very important. |
| The book | which we discussed | was a best-seller. |
| The writer | whose book we discussed | will visit with us next week. |

1. Adjective Clauses

"The woman who is dressed in red is my mother"

2. Adjective Phrases

"The woman dressed in red is my mother."

3. Restrictive /Nonrestrictive Relative Clauses

"My brother who is 10 years old starts working today." (restrictive)

"My brother, who is 10 years old, starts working today." (nonrestrictive)

1. Noun Clauses as Subjects

Noun clauses are that clauses that have a subject and a verb. There is no comma between the main clause and the that clause. For example:

That several students came late to class annoyed the professor.

The fact that you are from South America made you ideal for the job.

It is common in speaking to move the noun clause to the end of the sentence and to put it in the subject position e.g. It annoyed the teacher that Albert smoked in class.

2. Noun Clauses as Objects

In this case, the word that is put before the clause, but it is not required e.g. The teacher reported that Albert smoked in class. or The teacher reported that Albert smoked in class.

3. Noun Clauses made from Questions

Questions can made into noun clauses and become subjects and objects. Noun clauses that are made from information question usually begin with the question word when, who, why, etc. e.g. Amanda wondered why Nick broke up with her.// It is a mystery why Nick broke up with Amanda.

Noun clauses that are made from yes-no questions begin with if, whether e.g. Amanda wonders if Nick will talk to her again. it is unknown whether the weather will be warm or rainy.

4. Reported Speech- Pronouns

We can tell about what someone said in two ways. We can use the exact words of the speaker or writer. This is called quoted speech. We must put quotations marks at the beginning and at the end of the quote. For example:

"I don't like your attitude," Joanna said to Jill.

Another way to tell about what someone said is to change the quote into a noun phrase. This is called reported speech. For example:

Jill said that it wasn't his fault.

5. Reported Speech-Statements

The most common verbs used to report statements are say and tell. When tell is used in reporting speech, it is always followed by a noun or a pronoun indicating the person spoken to. For example:

Mike said that we were going to the beach on the weekend.

Mike told us that we were going to the beach on the weekend.

Other reported speech verbs commonly used are: add, admit, claim, declare, explain, indicate, mention, observe, state, reply, point out, etc.

it is important to note that if a statement was put into reported speech, the reporting verb is usually in the simple past and the verb in the reported statement is usually changed to a past tense.

Simple past =====> simple past

present progressive =====> past progressive

present perfect =====> past perfect

will =====> would

can =====> could

6. Reported Speech- Questions

Yes/No questions in reported speech begin with the word if or whether. Information questions (Who, what, etc.) in reported speech begin with the question word and also use the statement word order.

The most common verb to report questions is ask. For example:

"Is the fire under control?" (Mike to John)

Mike asked John if the fire was under control.

"How did you pass the test?" Mary to Pete.

Mary asked Pete how he had past the test.

7. Reported Speech-Imperatives

When we report orders, suggestions, or requests, we can use a verb like tell, order, request, ask, warn, urge plus a noun or pronoun followed by an infinitive. For example:

"Drive carefully," the man said to Cris.

The man told Cris to drive carefully.

"Don't touch the art works," the teacher warned the kids.

The teacher warned the kids not to touch the art works.

An adverb may be a single word such as quickly, here or yesterday (see the page [Adverbs](#)), or a phrase such as the day before yesterday or to see my mother (see the page [Adverb Phrases](#)). However, adverbs can also be clauses, containing a subject and a full verb. This page will explain the basic types of adverb clauses (sometimes called "adverbial clauses") and how to recognize them.

Adverbs, adverb phrases, and adverb clauses

I saw the movie yesterday.

I saw the movie on Friday.

I saw the movie before I left for Calgary.

In the first sentence, "yesterday" is a one-word adverb, "on Friday" is an adverb phrase, and "before I left for Calgary" is an adverb clause. All of them answer the question "When?", but the adverb clause has a subject ("I") and a full verb ("left"). It is introduced by "before", so it is a dependent clause. This means that it cannot stand alone: "Before I left for Calgary" would not be a full sentence. It needs a main clause ("I saw the movie"). An adverb clause, then, is a dependent clause that does the same job as an adverb or an adverb phrase.

Types of adverb clause

There are many types of adverb clauses. Here are some examples of the most common types:

| Type | Question answered | Example |
|------------|--|--|
| Place | Where? | Wherever there are computers, there is Microsoft software. |
| Time | When? | After the fruit is harvested, it is sold at the market. |
| Cause | Why? (What caused this?) | I didn't call her because I'm shy. |
| Purpose | Why? (What was the reason for doing this?) | She took a computer course so that she could get a better job. |
| Concession | Why is this unexpected? | Although Jay has a Master's degree, he works as a store clerk. |
| Condition | Under what conditions? | If you save your money, you will be able to go to college. |

As you can see from the examples above, most adverb clauses can be recognized because they are introduced by a particular word or phrase (such as "when", "so that", etc.). These words and phrases are called subordinating conjunctions, and there are many of them, including these:


Subordination conjunctions

**after, before, until, while, because, since, as, so
that, in order that, if, unless, whether, though,
although, even though, where**

Irregular Verbs List

Irregular Verbs List

This is a list of some irregular verbs in English. Of course, there are many others, but these are the more common irregular verbs.

| V1 Base Form | V2 Past Simple | V3 Past Participle |
|---|---------------------------|-------------------------------|
| awake | awoke | awoken |
| be | was, were | been |
| beat | beat | beaten |
| become | became | become |
| begin | began | begun |
| bend | bent | bent |
|  bet | bet | bet |
| bid | bid | bid |
| bite | bit | bitten |
| blow | blew | blown |
| break | broke | broken |
| bring | brought | brought |
| broadcast | broadcast | broadcast |
| build | built | built |
| burn | burned/burnt | burned/burnt |
| buy | bought | bought |
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |

| | | |
|---------|----------------|--------------------------------|
| cost | cost | cost |
| cut | cut | cut |
| dig | dug | dug |
| do | did | done |
| draw | drew | drawn |
| dream | dreamed/dreamt | dreamed/dreamt |
| drive | drove | driven |
| drink | drank | drunk |
| eat | ate | eaten |
| fall | fell | fallen |
| feel | felt | felt |
| fight | fought | fought |
| find | found | found |
| fly | flew | flown |
| forget | forgot | forgotten |
| forgive | forgave | forgiven |
| freeze | froze | frozen |
| get | got | got (<i>sometimes</i> gotten) |
| give | gave | given |
| go | went | gone |
| grow | grew | grown |
| hang | hung | hung |
| have | had | had |
| hear | heard | heard |
| hide | hid | hidden |

| | | |
|-------|----------------|----------------|
| hit | hit | hit |
| hold | held | held |
| hurt | hurt | hurt |
| keep | kept | kept |
| know | knew | known |
| lay | laid | laid |
| lead | led | led |
| learn | learned/learnt | learned/learnt |
| leave | left | left |
| lend | lent | lent |
| let | let | let |
| lie | lay | lain |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| pay | paid | paid |
| put | put | put |
| read | read | read |
| ride | rode | ridden |
| ring | rang | rung |
| rise | rose | risen |
| run | ran | run |
| say | said | said |
| see | saw | seen |

| | | |
|------------|------------|--------------|
| sell | sold | sold |
| send | sent | sent |
| show | showed | showed/shown |
| shut | shut | shut |
| sing | sang | sung |
| sit | sat | sat |
| sleep | slept | slept |
| speak | spoke | spoken |
| spend | spent | spent |
| stand | stood | stood |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| tear | tore | torn |
| tell | told | told |
| think | thought | thought |
| throw | threw | thrown |
| understand | understood | understood |
| wake | woke | woken |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |

ORMAL, NON-FORMAL AND INFORMAL EDUCATION

Earlier this year I did some applied research on the differences between formal, non-formal and informal education in both the sciences, as well as literacy and language education.

These terms have been used by the OECD (Organization for Economic Cooperation and Development) as well as researchers and practitioners around the globe. Here's a simplified explanation:

Formal education - Organized, guided by a formal curriculum, leads to a formally recognized credential such as a high school completion diploma or a degree, and is often guided and recognized by government at some level. Teachers are usually trained as professionals in some way.

Non-formal learning - Organized (even if it is only loosely organized), may or may not be guided by a formal curriculum. This type of education may be led by a qualified teacher or by a leader with more experience. Though it doesn't result in a formal degree or diploma, non-formal education is highly enriching and builds an individual's skills and capacities. Continuing education courses are an example for adults. Girl guides and boy scouts are an example for children. It is often considered more engaging, as the learner's interest is a driving force behind their participation.

Informal learning - No formal curriculum and no credits earned. The teacher is simply someone with more experience such as a parent, grandparent or a friend. A father teaching his child to play catch or a babysitter teaching a child their ABC's is an example of informal education.

These may be overly simplified explanations. There are times when the lines between each type of learning get blurred, as well. It isn't always as cut and dry as it seems, but these definitions give you a general idea of each type of learning.

- Culture **is the way of** life of a particular group of people.
- A stereotype **is defined as** being a belief about an individual or a group based on the idea that everyone in a particular group will behave in the same way.
- Hospitality and tolerance are values that are **deeply rooted** in the Moroccan culture.
- If you happen to go to live in a foreign country with a different culture, you have to **adjust** to it, otherwise you will feel as a fish out of water.
- Different cultures have different values. Values **vary** from culture to culture.
- People from rural areas **stick** to customs and traditions more than urban people.
- Cultural issues arise when groups of people believe another group behaves **wrongly**.
- Culture is learned and **transmitted** from generation to generation.
- **Deeper insights** into other people's customs, values and ideas minimize conflict **due to** ignorance and intolerance.

Culture shock

An emigrant is everyone who moves from his own country to another country. S/he moves for several purposes. One of the main reasons is to get a job or finish studies. However, this emigrant should be prepared to face several problems like homesickness and culture shock.

Whenever a person leaves his hometown, he misses his family and his friends. In a foreign country he may encounter some problems such as language difficulties, this makes him feel homesick. Since he is not able to communicate with others, he feels strange because he can't adapt to the norms and rules of the new society. This is the reason why he wishes to return to his hometown. However, he has no choice because the objective is to find a job and improve the conditions of his life. So the factor of learning a foreign language helps a lot to fight homesickness to some extent. When someone speaks a language, he can make friends and companions. As a result this helps him to get involved in the host country.

The second problem is culture shock. We know that each country has its customs and traditions. Also a language carries its culture with it, this implies that when we learn other languages we should also know their cultures. Moroccan people have certain norms that English people or French people don't have; therefore, whenever they see Moroccans hug and kiss each other they find it strange and peculiar. We celebrate parties in different ways, so we shouldn't refute or stereotype some norms in the host country. But we should put up with their customs and rules. To adapt to a foreign country, one has to acquire all the norms

used. Any educated person should know about the types of cultural aspects through the language taught at school. This is in fact the implications of learning languages.

To sum up, culture shock is an embarrassing situation that one can encounter. Nowadays we are supposed to co-exist with Europeans or Africans or Americans, so we should learn not only languages but also their cultures and social norms.