

Unit 1

CULTURAL ISSUES AND VALUES

VOCABULARY: EXPRESSIONS OF DEFINITION

...is...

...refers to...

... is referred to as...

...is defined as...

...has been defined as...

...is the way of...

Cultural anthropology { **is**
refers to
is referred to as being
has been defined as } **the study of human culture.**

An anthropologist **is** an expert in anthropology.

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.

ASKING FOR CLARIFICATION:

.What does 'the verb'... mean ?

.What is another word for...?

A: What is another word for 'aware'?

B: Conscious.

Vocabulary: (p 12)

uneasy: uncomfortable

unlike: as opposed to

to obey: to respect, to abide by

dissimilarities: differences

natural: healthy

wrongly ≠ rightly

Conditional: types 1 and 2

If you pay attention in the classroom, you'll understand better.

I'll continue my studies abroad if I get high grades in my bac exams.

Mariam won't marry Nabil if he isn't an honest person.

If I were you, I'd give up smoking.

We wouldn't have so many car accidents if both drivers and pedestrians were careful enough.

If Souad had money, she could buy a new laptop.

Asking for, giving and responding to advice: (p 15)

Asking for advice	Giving Advice	Responding to advice
What do you think I should do?	I think you should...	That's a good idea. Thanks.
What do you suggest?	May be you should...	Thanks for your advice, but I really...
What would you do if...?	It's best not to...	Thank you for your advice, but I really...
What's your advice for...?	It's a good idea not to...	Sorry, I can't. I'm... ing...
What would you advise me to do?	Why don't you...?	It sounds like a good idea.
How can I ...?	If I were you, I would...	Thanks, but I've already...
What's the best...?	You'd better (not)...	Thanks, but I doubt whether...
I don't know what to do.	Whatever you do, don't...	
What should I do?	You should(n't)/ought(n't)to...	

Patient: I'm afraid I'm putting on weight, doctor. What do you think I should do?

Doctor: It's a good idea not to eat between meals and you'd better exercise at least three times a week. May be you should eat more vegetables and less fatty food.

Patient: It sounds like a good idea! Thanks for your advice, doctor.

Vocabulary: (18)

ADJECTIVE	MEANING
ambitious	hardworking, aspiring
broad-minded	open-minded
capable	competent, effective
cheerful	light-hearted, joyful
forgiving	willing to forgive others
helpful	working for the welfare of others
honest	sincere, truthful
imaginative	daring, creative
independent	self-reliant
logical	consistent, rational
polite	courteous, well-mannered
self-controlled	self-disciplined
courageous	standing up for your beliefs

Expressing lack of understanding, interrupting and asking for clarification:

Expressing lack of understanding	Interrupting	Asking for clarification
Could you say that again / repeat please?	Excuse me...	What do you mean by...?
I beg your pardon?	Sorry, but...	Do you mean...?
I'm not quite sure I follow you.	Excuse me for interrupting...	I'm not quite with you. What do you mean?
I'm not quite sure I know what you mean.	May I interrupt for a moment?	Could you clarify that, please?
I beg your pardon, but I don't quite understand.	Can I add something?	Could you be more explicit?
I don't quite see what you mean, I'm afraid.	Can I say something here?	Could you explain what you mean by...?
Sorry, I didn't quite hear what you said.	I'd like to say something, if I may?	Could you possibly give us an example?
I'm not quite sure I got your point.	Can I ask a question?	I wonder if you could say that in a different way?
Sorry, I didn't get your point, I'm afraid.	May I ask a question?	Could you be a little bit more specific, please.
I don't quite see what you're getting at.		

Expressions for clarifying one's point / idea:

- Let me explain that. - Let me put it another way. - Let me express that differently.	- Sorry, let me explain. - In other words, ... - In other terms...	- To say that differently, ... - To put it differently, ... - Let me explain that in more detail.
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Headmaster: Mobile phones are not allowed at school.

Student: Sorry, sir. I'm not quite sure I know what you mean.

Headmaster: In other words, you mustn't use your mobile at school because they are forbidden.

Student: I'm sorry, sir.

The Past Perfect vs. The Past Perfect Continuous: (p24)

Form:	P. Participle:	had + past participle of the verb
	P. Participle Continuous:	had + past participle + v...ing

After the cultural anthropologist had finished the lecture, he flew to Tangier.

By the time I went to see the doctor, I had been ill for at least two weeks.

Adib had bought a brand new car before he got his driving licence.

Once Ilham had read the advert about the job, she went to the Office of Admission.

Jane had done her homework before she went out.

When he arrived to the airport, there was no plane. It had already taken off.

She didn't go to bed until she had set her alarm clock.

"Why didn't you tell her that you had divorced your first wife?"

The fire had already spread to the neighbouring houses when the fire brigade arrived.

Mounia and Jamal had been e-mailing each other before they got married.

Jim had been studying computer science for three years before he graduated.

Phrasal Verbs: (p 24)

I've tried explaining how it works, but I just can't get through to him. (communicate with)

I'm taking the Baccalaureate this year, I will certainly get through. (pass)

I still don't know how to use Excel. Could you possibly go through the instructions again? (repeat)

One of my classmates has been very ill, but her doctor says she will pull through. (recover/survive)

I've looked through the editorial twice and can't see the issue the editorialist is arguing for. (read carefully)

UNIT 2

THE GIFTS OF YOUTH

Vocabulary: STRENGTHS OF YOUTH

NOUNS	ADJECTIVES	NOUNS	ADJECTIVES
ENERGY	ENERGETIC	AUDACITY	AUDACIOUS
PERSEVERANCE	PERSEVERANT	STRENGTH	STRONG
ENTHUSIASM	ENTHUSIASTIC	COMPETENCE	COMPETENT
PATIENCE	PATIENT	RELIABILITY	RELIABLE
FLEXIBILITY	FLEXIBLE	RESPONSIBILITY	RESPONSIBLE
SOCIABILITY	SOCIABLE	VITALITY	VITAL
OPTIMISM	OPTIMISTIC	ABILITY	ABLE
VIGOUR	VIGOUROUS	PUNCTUALITY	PUNCTUAL
IMAGINATION	IMAGINATIVE	PERSUASION	PERSUASIVE
CREATIVITY	CREATIVE	COOPERATION	COOPERATIVE
ADVENTURE	ADVENTUROUS	MATURITY	MATURE
INNOVATION	INNOVATIVE	EFFICIENCY	EFFICIENT
TALENT	TALENTED	SELF-CONFIDENCE	SELF-CONFIDENT
AMBITION	AMBITIOUS	AUTONOMY	AUTONOMOUS
INQUIRY	INQUISITIVE	REBELLION	REBELLIOUS
		INDEPENDENCE	INDEPENDENT

Although young people are **a heterogeneous group**, they can play responsible, determining roles in society. They are **the lifeblood of a country** and represent the most active and vital force in its development. They should be allowed **to voice their opinions** because they have as much to say about societal problems and potential solutions as others do.

Karim, our classmate, is known to be very **cooperative**. When we are assigned projects, he works well with us and always does his share of work.

A high percentage of young people no longer believe in their country's political parties; that's why they tend to **shy away** from politics.

The youth need their **independence** in order to grow into **responsible** adults.

The young man left the conference room with **a clear conscience**. He felt happy he had been able **to raise people's awareness** to the importance of community work.

UNIT 3

Advances in Science and Technology

Ahmed: What does **OFWT** stand for?

Nabila: It stands for **O**bserve, **F**orm, **W**atch and **T**est.

Ahmed: I think these are the four steps scientists normally follow in their work, aren't they?

Nabila: Yes, they are.

Vocabulary: (p48)

benefits = advantages

events = happenings

on your own = independently

pseudo = false, fake, not genuine

One of the advantages of being scientifically literate is that you can ask and find answers to questions derived from curiosity about everyday happenings. **Another advantage is that** you can understand how the world works and think critically and independently. **A third one is that** scientific literacy allows us to identify pseudo scientific claims.

Yousra: In your opinion, which is the most significant **breakthrough** in technology?

John: For me, the internet is the most significant one. I really can't do without it.

breakthrough = advances

EXPRESSING PURPOSE

Structure

to + infinitive

Souad goes jogging every morning **to keep fit** and healthy.

for + noun

Akram met Mr. Johnson **for an interview**.

for +ing

Posters and brochures are used **for** interviewing people to study.

in order to + infinitive

Adults go to literacy classes **in order to learn** how to read and write.

so that + modal

He trains very hard **so that he can** be ready for the next Olympic Games.

so as to + infinitive

She left home early **so as to be** on time for the interview.

We should all be scientifically literate **so as to** identify pseudo scientific claims.

Salma learnt Italian **so as to** get a better job.

Hicham likes to meet foreigners **so as to** practise his languages.

Journalists should be tactful **so as not to** offend readers.

They left home early **in order not to** miss the train.

Amina works very hard **so as not to** fail her exams.

I took off my shoes and walked upstairs **so as not to** wake my parents.

When I have a lot of homework, I sometimes do it immediately **in order not to** forget it.

He went out for a walk **in order not to** get sleepy.

Could you repeat the message slowly **so that** I can understand.

Other ways of expressing purpose:

An investigation is carried out **for the purpose of** determining the cause of the accident.

Research is being done **with the aim of** developing a cure to bird flu.

The association is raising money **with the objective of** building a street children center.

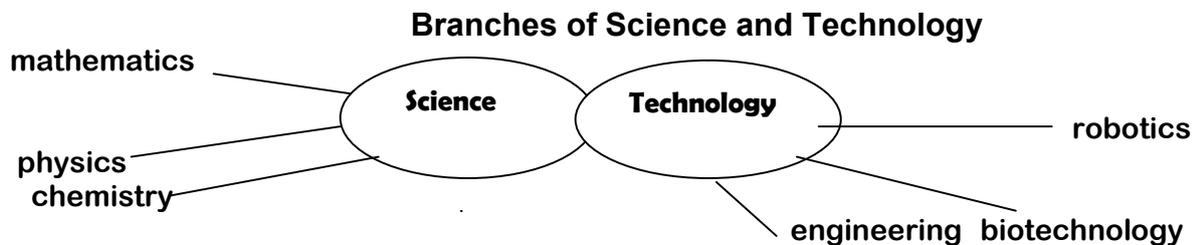
He went to the clinic **with the intention of** doing a general check-up.

Vocabulary: (p50)

fundamental : important

headways : progress, strides

Scientists are making **headways** in many technological fields such as biotechnology and cellular phones technology.



Technology is applied science. It focuses on designing tools and systems for practical purposes **whereas** science focuses on general knowledge by investigating natural phenomena.

The Simple Past Tense: (review)

When I **returned** home from work, I **decided** to watch TV. I **took** the remote controller and **zapped** to my favourite channel. But, the electricity **went** off a short time later. I **took** my mobile phone and **called** my friend to help me fix the problem. He **was** busy on his computer sending and replying to e-mails or chatting. I **couldn't** use the vacuum cleaner to clean the carpet, so I **had** to take a brush and do it manually. I **couldn't** use the microwave oven to heat my dinner and **was obliged** to have cold. After dinner, I **couldn't** use the dishwasher and again, with my own hands, I **washed** all the dishes.

Making and responding to complaints about behavior

COMPLAINING	APOLOGIZING	ACCEPTING/REFUSING APOLOGIES
Sorry to say it, but you..... Enough is enough! I'm not satisfied with the way you... I've been patient long enough, but... I just don't know how to say it, but... I'm afraid I have to make a serious complaint. Oh, I've got a bit of a problem here; you see... Sorry to bother you, but... Look, I'm sorry to trouble you, but...	I do apologise. Sorry about that. I'm very sorry. I'm awfully sorry. I'm terribly sorry. Sorry to hear that. Oh, dear. I'm really sorry. I just don't know what to say. I'm sorry. I didn't realize. I can't tell you how sorry I am.	It's O.K Never mind. It's not important. Don't worry about it. I see no reason why I should.

Rejecting a complaint

-Well, I'm afraid there's nothing we can do about it actually.
 -I'm afraid there isn't much we can do about it.

*Susan: **I wish you wouldn't** make so much noise when I'm busy working.
 Tom: **Oh, I'm terribly sorry! I didn't realize** you were working.

*Hamid: **I'm sorry to say this, but** I really didn't like the way you talked to your mother.
 John: **Oh, I'm awfully sorry. I didn't realize** I was so rude.

*Barbara: I was waiting for you in the coffee shop but you didn't come.
 Steve: **I'm awfully sorry**, darling. I really forgot it.
 Barbara: **Don't worry about it.**
 Steve: Another time perhaps.

At a hotel

*A: **Excuse me, but** there is a problem with the heating in my room.
 B: **Sorry to hear that** – I'll get someone to check it for you.

*Man: **I'm afraid I have to make a complaint.** Some money has gone missing from my room.

Receptionist: **We're terribly sorry, sir.**

Expressing Certainty and Uncertainty (p56)

EXPRESSIONS OF CERTAINTY	EXPRESSIONS OF UNCERTAINTY
undoubtedly – crystal clear – no one can deny – won't be – are sure – certainly – must be	may – could – might – unlikely – probably – I doubt if... – It's improbable that.....-I think /guess etc

Expressing certainty:

Here are some phrases you can use when you are sure that something will not happen in the future.

For example, to the question "Do you think that scientists will find a cure to AIDS in the near future?", you may respond as follows:

Yes	I'm	absolutely sure quite sure certain positive	they will.
	definitely. certainly. of course.		

No,	I'm	absolutely sure quite sure certain positive	they won't.
	definitely not. certainly not. absolutely not.		

Expressing uncertainty:

When you are not sure whether something will happen in the future, you can use these useful phrases:

Well,	it's possible. there might be. it could happen. it's not possible.	I suppose	but	I wouldn't like to say for certain. I'm not really sure. I doubt it. I have my doubts. it's doubtful. it's highly unlikely. it's improbable.
	you never know of course. no one can say for certain.			

Functional meaning of modals:

must: certainty, obligation, (100% necessary to do something.)

mustn't: prohibition (100% necessary not to do something.)

may: possibility – probability (it's about 50% possible)

might: possibility (less than 50% possible)

needn't: (lack of necessity)

should: advice (it's a good idea)

shouldn't: (it's a bad idea)

can't : impossibility

When I leave school, I may go to a university of science or I can even get a job at a laboratory.

This must be the laboratory – there are instruments and products of scientific research.

I'll probably come back to see the manager next week if I am free.

I think / guess they are going to offer me a job as I have the ideal profile.

They will certainly interview me about my past experience as they usually do.

I guess / think their wages are high and their technology is advanced.

I certainly will enjoy myself working in this laboratory; I am fond of science and technology.

Computers are likely to replace teachers in a few years' time.

It's positive that the problem of unemployment will be solved if drastic measures are taken.

I bet the rate of illiteracy in our country will decrease in the next decade.

We needn't raise taxes. We have made a lot of money out of phosphates sales this year.

PAST TENSE : simple and continuous (review)

I **was having** lunch in a small restaurant near the office. She **was sitting** at a table near the window. I **wondered** why she **was looking** at me. Did she know me? I **didn't think** I **had** ever seen her before.

Suddenly she **stood up** and **walked** slowly towards me. I still remember my feeling exactly. I **wanted** to run away, but I **knew** I **couldn't**. She **stopped** by my table and **smiled** down at me. She **had** on a purple dress. I think it **had** a flower pattern and she **was** amazingly beautiful. 'Excuse me,' she **said**. 'Have you got a pen?'

Phrasal verbs (pages 56,57)

bump up: increase

turn down: (1) refuse an offer, reject an application. She turned down the new job because she didn't want to move.

turn down: (2) lower the volume or intensity of a TV, radio, or other machine. → I'm studying!
Please turn down the TV.

put down: insult, make someone feel stupid

ease off: reduce pressure

look forward to: be excited about the future

Phrasal verbs 2 (p58)

progress → along, behind, through, on

communication → across, through, over, between

relationships → together, up

getting involved in an activity → in, into

ignoring problems → around, aside, off

My project work is **coming along** nicely.

I've **fallen behind** with my work.

We **sailed through** our exams. We learnt a lot before the exams.

Just **keep on**. You have been doing a good job.

Let's all **join in** when I sing the Moroccan National Anthem.

When I can **get into** my work, I really enjoy it.

I can't **work round** this problem.

We need to **put aside** our differences.

I **laughed off** his criticism.

We **got together** in our first year at this school.

The whole group **rallied together** to protest against child labour.

Two students from each class **pair up** to produce a short play.

I don't seem to be able to **get through** to them.

The message **came over** clearly.

Something interesting **passed between** them.

She **eased off** the accelerator to let the car slow down.

Reading: (pages 60,61)

A: What did Graham Bell invent?

B: He invented the telephone.

To do any job well requires hard work, **perseverance** and the ability to focus on your aims without being distracted.

perseverance: determination

Abdellah: What would you like to be in the future?

Habiba: I'd like to be a laboratorial.

CONDITIONAL TYPE 3 + WISHES

Rule: Conditional type 3

FORM	USE	EXAMPLE
If + past perfect + would have + past participle	To describe hypothetical conditions in the past and the results that the speaker imagines were possible	If the leaders had been wiser, the war wouldn't have broken out.

Rule: Wishes

FORM	USE	EXAMPLE
I wish / wished / If only + past participle	To express past wishes	My grandfather wishes he had had a cell phone in his childhood.
	To express regret	If only there hadn't been many victims in the second world war.

Text: If I had time, I would have done it

"My brother Jamal won a national award for his latest scientific invention. We celebrated it last night. A lot of people came. We had a lot of food. Unfortunately, I ate so much that I had a stomach-ache. I couldn't get up in the morning because I didn't sleep early. I didn't go to school. I missed several lessons. I didn't do the test. The teacher gave me a bad mark because I forgot to do my homework."

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

If he **had slept** early, he **could have got up** in the morning.

He **wouldn't have missed** several lessons if he **had gone** to school.

If he **had gone** to school, he **would have done** the test.

The teacher **wouldn't have given** him a bad mark if he **had done** the homework.

I wish I hadn't eaten so much last night. I felt terrible then.

If I hadn't eaten so much last night, I **wouldn't have felt** terrible.

I wish my father **had bought** me computer last year. I could be a programmer then.

If my father **had bought** me a computer last year, I **could have been** a programmer then.

Health authorities **wish** people **got immunized**. They could improve their health then.

People **could have improved** their health if they **had got immunized**.

Nabil **wishes** his satellite receiver **hadn't stopped** working. He could watch the live conference about the nuclear danger on the environment.

Nabil **could have watched** the live conference about the nuclear danger on the environment **if** his satellite receiver **hadn't stopped** working.

Dialogue:

Student: **Could you give me an idea about** biotechnology, please?

Teacher: Yes, of course. Biotechnology (or bioengineering) **refers to** any change of an organism's genes for practical purposes like disease control, better crops, cloning of plants and animals, ... Biotechnology **is** closely **related to** genetics which **can be defined as** the scientific study of genes, i.e. variations in the characteristics – resemblances and differences – of organisms and how these characteristics are inherited from generation to generation. Modern genetics is as much concerned with the organism level of this process as it is with cellular and molecular levels.

Thanks to biotechnology, farmers are able **to get rid of** unwanted characteristics of plants and keep the ones that they desire. One example of these is the new type of potatoes that resist invasion by dangerous insects.

Advances in genetic engineering **have made it possible** to decrease the need for fertilizers by breeding plants that produce their own form of efficient fertilizers... **However**, there are some negative **side effects** that must be worked out. **An example of this**, is a decline in the quality of taste, which would definitely outweigh the benefits of a long shelf life or resistance to insects!

Student: Is it used to control some of the human diseases?

Teacher: Yes. The use of genetic engineering in humans promises some extraordinary benefits, **one of which** is cure and prevention of many types of diseases that come from faulty genes.

Student: Thank you very much, sir.

Teacher: Not at all.

Expressions of concession and addition:

Link your Sentences

When diplomats met to form the United Nations in 1945, one of the things they discussed was settling up a global health organizations. **As a result**, World Health Organisation was set up on 7 April 1948- a date we now celebrate every year as World Health Day. WHO is responsible for providing leadership on global health matters. It **also** accounts for shaping the health research agenda **such as** setting norms and standards, providing technical support to countries, monitoring and assessing health trends. **Since** health is a shared responsibility, WHO's job is to provide equitable access to essential care and collective defence against transnational threats. **In brief** WHO's greatest concern must always rest with disadvantaged and vulnerable groups; **that is to say**, the groups who often live in remote rural areas or shanty towns and have little political voice.

Although the school is far away, Zahra attends all afternoon classes.

Although he is rich, Adil does not give alms to the poor.

Although international organizations work hard, they can't solve all the problems.

Although globalization has a positive impact on Moroccan women's situation, there is still fear of losing local tradition.

Although it was raining, we went out.

Though the school is very far from her village, Fatima insists on attending all her lessons.

In spite of his wealth, Adil does not give alms to the poor.

In spite of the fact that he is wealthy, Adil does not give alms to the poor.

She gets higher marks **despite** studying in difficult conditions.

In spite of being illiterate, some women use the magazine's pictures as resources for dressmaking.

In spite of the rain, we went out.

In spite of the fact that it was raining, we went out.

Despite spending much time at work, working women are able to perfectly manage their households.

It's true that a lot of women and girls have access to education. **Yet**, their situation is far from perfect.

Along with being busy with his professional career, Rachid is a good father.

Zahra has got an award from the UNESCO **because** she was the first to fight illiteracy in her village.

Her parents were illiterate. **Consequently**, they didn't send her to school when she was young.

Fouad is **not only** good at volleyball **but** he is **also** a fantastic handball player.

Helen Keller was a woman of luminous intelligence, high ambition and great accomplishment. **In addition**, she devoted her life to helping others.

Moroccan women need education **as well as** health care.

Women have demonstrated considerable leadership in community, **as well as** in public office.

However, they still suffer from negative stereotyping.

UNESCO works to promote fields of interest **such as** education, science, and culture.

Greenpeace works to preserve the environment. **Besides**, it is a non-profit organization.

Some Moroccan women are illiterate. **However**, they benefit from pictures in magazines.

Educated women have a big influence on society. **Moreover**, they contribute to the welfare of their families.

Educated women look after their houses. They **also** work outside their homes.

UNIT 4

Women and Power

Many people are actively involved in many Moroccan **non-governmental organizations**. The Palestinians have been **struggling** for their independence since 1948.

to struggle: to fight

Meriam Chadid was the first woman to **set foot** on the Antarctica, where she patriotically and proudly raised Morocco's flag.

Nawal Almoutawakil is a UNICEF **goodwill** ambassador.

Women have demonstrated considerable leadership in community, **as well as** in public office. Moroccan rural women need education **as well as** health care.

However, they still suffer from negative stereotyping.

Our district has been short of water for about six months now. **However**, nothing has been done about so far.

Along with being busy with her professional career, Karima manages her family life.

Not only.....but.....also.....

Moroccan women's magazines are **not only** criticized for being elitist **but also** for focusing on urban issues.

Educated women have a big influence on society. **Moreover**, they contribute to the welfare of their families.

Educated women look after their houses. They **also** work outside their homes.

Despite spending much time at work, working women are able to perfectly manage their households.

In spite of the efforts made by the government to alleviate poverty, the problem still persists.

It's true that a lot of women and girls in Morocco have access to education. **However**, their situation is far from perfect.

Although, Globalization has a positive impact on women's status, they are still regarded as inferior in some societies.

Hamid takes after his father **whereas** Abdellah takes after his mother.

Regardless of their colour or religion, people must be treated equally.

Don't give up your project **regardless** of how much money it will cost you.

Contrary to what people think, the youth are not so selfish as they are portrayed.

No matter how they tried, they couldn't get to the other side of the sea-coast.

No matter what your social status, you must abide by the law.

Writing: Using Conjunctions

Talking About Australia

Australia is very hot in December, **but** cold in July. **Although** the country is big, there aren't many people living there. Australia has a lot of interesting animals. The koala is cute, **but** the crocodile is dangerous. Australia has a lot of open spaces, **and** the weather is good, **so** sport is very popular. Australian people often eat barbecued food.

Writing:

feminism: a movement which advocates the rights of women to have equal opportunities to those possessed by men.

gender: male or female

emancipation: freeing someone socially or politically

violence: actions or words which are intended to hurt someone

polygamy: having more than one spouse

stereotype: an exaggerated or wrong image of the characteristics of a particular group

self-confidence: belief in one's own abilities or skills

Examples:

Negative **stereotypes** are obstacles that hinder women's advancement in different domains. Thanks to the new Moroccan **family code**, the status of women has noticeably changed. According to the new 'Mudawana', **polygamy** can't be practised without the first wife's approval.

All over the world, women have always had a continuous struggle for **emancipation**.

The Red Crescent organization provides **humanitarian aid** for people in need, especially women and children.

UNIT 4

Insights into English

Asking for and giving opinion: (Please see p70)

Asking for opinion	Giving opinion
-What do you think about...? -What's your opinion about...? -What's your view about...? - How do you feel about...? -Do(n't) you think/ believe that...? -Do you really think/ believe that...? -Are you absolutely sure that...? -Am I right in thinking that...? -Would I be right in thinking that...? -etc	-To be honest,... -Well, if you ask me... -To my mind,.../ In my opinion,/ view,... -I really feel that... -Personally speaking, I think... -I'd like to point out that... -I strongly believe that... - From my point of you,.. -As far as I'm concerned,... -I think/ believe... / It seems to me that... - etc

Reported Speech:

DIRECT SPEECH	REPORTED SPEECH
Present simple Present continuous Past simple Present perfect Past continuous 'Will' future Can May Must	Past simple Past continuous Past perfect Past perfect Past perfect continuous 'would' conditional Could Might Had to

Time and place words changes reporting statements or questions: Here are some changes that may to be made:

now	then	yesterday	the day before
this	that	tonight	that night
these	those	tomorrow	the next day
here	there	next week	the following week
today	that day		

He	says thinks believes feels	that	it's nice to have faithful friends.
According to him, In his view,			

EXAMPLES :

“I’m awfully sorry I am late.”

He apologised for being late.

“Congratulations on having successfully passed this exam,”

My English teacher congratulated me for having successfully passed my exam.

“You’d better take up computer science next year,”

My classmate advised me to /that I should take up computer science.

“I will help you with your computer science,” I am a computer literate,”

My classmate also offered to help me with my computer science.

“You really must work harder to pass the mathematics test,”

My teacher of math ordered me to work harder.

“Anouar should go to university,”

The English teacher suggested that Anouar should go to university.

“Why don’t we go to the library?”

My friend suggested our going / that we should go to the library.

“It’s freezing cold today,”

My Mum complained about the freezing cold.

“Go on! You’ll never have another chance to visit Spain,”

The travel agent encouraged me to visit Spain.

“Hurry up!”

The headmaster ordered me to hurry up.

“Where Hassan Tower, please?”

He asked me where Hassan Tower is.

“Does the charter company run cheap flights to Japan?”

He asked me if the charter company runs cheap flights to Japan.

“Have you bought a Moroccan Arabic phrasebook?”

I asked him if he had bought a Moroccan Arabic phrasebook.

“How long are you going to stay in Morocco?”

I asked him how long he was going to stay in Morocco.

“Is Japanese easy to learn?”

I asked him if he thinks Japanese is easy to learn.

Reading: A long struggle for equality and freedom (p74)

A: When is the International Women’s Day?

B: It’s on March 8.

Vocabulary: (p74)

irrevocably: irretrievably; once and for all; forever

idealistic ≠ realistic

UNIT 5

BRAIN DRAIN

Brain drain: human capital migration

Brain drain is the departure of highly skilled people to more favourable, geographic, economic, or professional conditions.

Due to conflicts, political turmoil and lack of opportunities in their home countries, many talented and trained people emigrate to other countries to look for a better life.

Janet: Are you for or against brain drain?

Adila: I'm not in favour of brain drain because this human capital migration has very bad side-effects on the developing countries. It really empties these countries of their human resources. As far as I'm concerned, highly skilled people such as engineers, architects and doctors should return home after finishing their studies abroad. Governments should do their best to encourage these highly qualified people to return to their countries by creating a good working environment and more attractive opportunities for their graduates and researches to stop or at least to reduce this phenomenon.

Janet: I share your view.

MAKING REQUESTS AND OFFERS: (p83)

EXPRESSING REQUESTS	RESPONDING TO REQUESTS	MAKING OFFERS
<ul style="list-style-type: none">- (Do sth.fo me) , will you?- Will you please...?- I want you to + vb...- Can you...?- Could you please...?- Would you...?- Do you think you could...?- Could you possibly...?- Do you mind...?- Would you mind...?- I wonder if you could possibly...?	<ul style="list-style-type: none">- Yes, of course.- Sorry, I can't.- Certainly not.- Not at all.- Sure- Sorry, I'm afraid not.	<ul style="list-style-type: none">- Let me help you + vb...- Let me help you with...- Do you want me to...- Shall I...?- Would you like me to...?- If you like, I can...

Accepting offers	Declining offers
<ul style="list-style-type: none">- Yes, please (if you could)- Thank you.- Could you? That's very kind of you!- Thank you. I'd appreciate that.- That'll be fine. Thanks.- Oh, that'd be great. Thanks.	<ul style="list-style-type: none">- Thanks, but that won't be necessary.- Thanks, but please don't bother.- That's very kind of you, but...- That won't be necessary.- No, it's all right, thanks. I can manage.- No, thanks all the same.

A: Can you lend me your English book, please?

B: I'm sorry, I need it.

A: Thanks, anyway.

A: Could you type this letter for me, please?

B: Yes, I think so.

A: Thank you very much, indeed.

A: Could I borrow the magazine for a while?

B: I'm sorry, I'm afraid not.

A, Oh, I see. Well, thank you, anyway.

A: Sir, Would you mind my opening the window?

B: Not at all.

A: I wonder if you wouldn't mind word processing this article for me?

B: Not at all.

A: Will you please turn down the volume?

B: OK.

A: Thanks.

A: If you like I can help you carry your suitcase.

B: Could you? That's very kind of you.

LINKING WORDS: (p84)

Despite this, → nevertheless

In comparison to this, → by contrast

As I see it, → personally

It seems → apparently

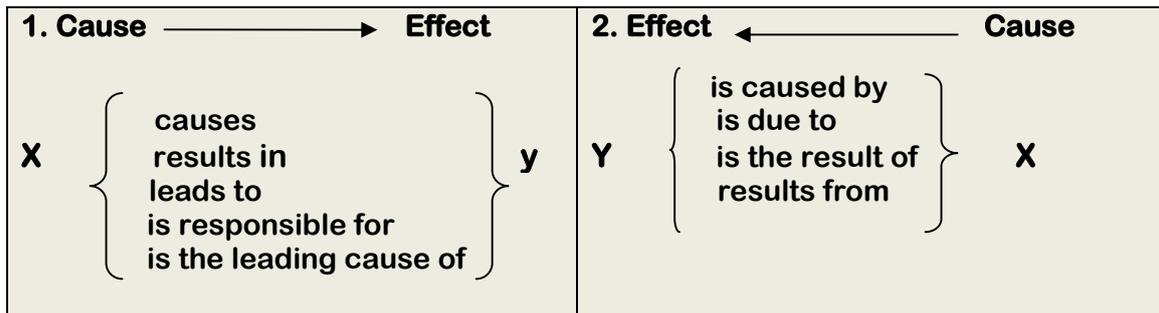
As a result of this, → consequently

For this reason, → therefore

It is easy to appreciate / grasp / see that → understandably

It certain that → undoubtedly

CAUSE AND EFFECT: (p 85)



The result / effect / consequence ofis.....
Because of this,.....
 Consequently,.....
 As a result,.....
 As a consequence,.....
 So,.....

Examples:

Smoking results in lung cancer. (Cause → Effect)

Lung cancer results from smoking. (Effect → Cause)

Careless driving leads to road accidents.

Road accidents are the result of careless driving.

Brain drain is due to the lack of opportunities in the home countries.

Schools are far from students.Consequently, absenteeism increases in rural areas.

One cause of underdevelopment is illiteracy.

One effect of illiteracy is large family size.

Due to drought and lack of public services, many people have left their villages to look for a better life in the cities.

As a consequence of this, cities have grown so large.

Educated women have fewer children because they plan their family well. As a result, they have better personal life and nutrition.

Scientists, engineers, **experts** and talented university students from poor countries are flocking to the **industrialized** world, drawn by the promise of better **salaries** and working conditions. But not everyone is happy with his situation. Governments of some developing countries regard the phenomenon as a **loss of human capital** that must be restricted. Others view the situation with some **optimism** as countries of origin might also gain some benefit.

VOCABULARY

tempting: highly attractive

skilled: having the ability to perform a task expertly and well

unskilled: not having special skill or training

A physicist: an expert in physics

income: revenue

gain: obtain something needed or wanted

The president of the World Bank **urged** developing countries to invest in education and economy and combat poverty effectively.

An estimated 900,000 of **highly skilled** professionals entered the American labour market between 1990 and 2000.

Talented professionals emigrate to developed countries to earn **tempting** wages and secure a better future.

A physicist is a scientist who studies the properties and interactions of matter and energy in all their forms (liquid, solid, gas and plasma).

COLLOCATIONS:

brain drain	developed countries
low pay	high technology
attract attention	skilled workers

Prefixes and their meanings:

PREFIXES	MEANING	EXAMPLES
inter	between, among	intercontinental, international
extra	outside, beyond	extraterrestrial, extraordinary
intra	within, over, inside	intracellular
under	less than, insufficient	underpaid, underdeveloped
over	excessively, more than	overpopulated, overcrowded
super	above, over, beyond	supersonic, supernatural
hyper	above, over, excessive	hypersensitive

etc

etc

etc

Examples:

Underpaid workers prefer to emigrate abroad to improve their salaries.

According to the **International Organisation for Migration**, Africa has been losing 20,000 professionals each year since 1990.

An immigrant scientist in the USA said that the mystery of Bermuda triangle is something **supernatural**.

The majority of highly talented professionals emigrate from **underdeveloped** to developed countries.

Some youths are **overexcited** about emigrating to Europe not knowing the problems they might face.

Many scientists and experts attended an **intercontinental** conference on brain drain.

An African scientist presented **extraordinary** ideas turn brain drain to brain gain.

EXPRESSING REGRET

« After spending two months in Canada, I began to feel homesick. It's too cold to live here. Also I didn't like the job. **If only I had stayed** in my country! I'm now longing for my country's climate and my family life. I can't come back because I lost my job in Morocco. **If I hadn't abandoned** my job there, **I wouldn't have stayed** here a day longer. I thought that immigrating to Canada would help me make a lot of money. Unfortunately, I was unlucky. **I should have thought** well before deciding to do that. I regret it now. **I wish I were** among my relatives.

Relative Clauses:

Study these two sentences and notice the difference:

a) My brother **who graduated from the university** emigrated to Canada.

I have more than one brother and I am speaking about the one who emigrated to Canada.

b) My brother, **who graduated from the university**, emigrated to Canada.

I have only one brother. He graduated from the university and emigrated to Canada.

{NB. The clause in sentence b) can be deleted without affecting the meaning of the sentence }

Lionel Messi **who is a talented football player** is from Argentina.

African writers **who write in English** settle down in England or the USA.

Graduates **whose grades are the highest** will be given jobs with tempting salaries.

The Pan African Conference, **which took place in Illinois**, USA on October 24, 2003 focused on reversing brain drain into brain gain.

Capital flight, **which is problematic as brain drain**, refers to financial capital that is no longer invested in the country where its owner lived and earned it.

One of the problems which **the Arab countries suffer from** is brain drain.

My uncle, **who got his university degree**, emigrated to Canada to continue his studies.

India, whose highly skilled labour is IT engineers, has remarkably succeeded in reversing brain drain to brain gain.

Experts who came around 50 African countries were given a special reception at the hotel. The United Nations is an international organisation whose mission is to maintain world peace and security.

The house, which has been empty for about a year, has just been sold.

The lady whom / that Ban Ki-Moon appointed to serve as his deputy is well qualified.

REMEMBER!

Two kinds of relative clauses can be distinguished: defining relative clauses and non-defining relative clauses. The relative pronouns used are: “who - which - whom - that - whose.”

In defining relative clauses, the relative can be left out if it is the object of the relative clause.

e.g. Did you like the present (which) I sent you? (“which” can be left out here).

If the relative pronoun is the subject of the clause, we cannot leave it out.

e.g. I met a woman who works for the UN Organisation. (“who” cannot be left out).

Non-defining relative clauses add extra information to a sentence and are set off by commas.

My grandmother, who is 75 years old, still goes jogging twice a week.

My car, which is 25 years old, often lets me down.

Relative pronouns cannot be left out of NDRC.

Paragraph writing: Problems of schooling in rural areas

Today in many parts of the world growing up in a rural region often means growing up without a decent education. School attendance is generally low and absenteeism is high, mainly among girls. This is not surprising, considering the distance many children have to walk daily, only to find a school in precarious areas, without furniture, learning materials, drinking water or toilets, and sometimes even without a teacher. Rural people are often caught in the vicious circle of having no access to the services and opportunities that might lift them out of poverty.

Test yourself:

1. legal: There is no doubt that cannabis will remain an _____ drug for the foreseeable future.
2. possible: It was quite _____ for us to drive all the way from Paris to Madrid in one one day.
3. successful: He made an _____ attempt to climb the highest mountain in the range.
4. responsible: To take the boat out with four children under the age of ten and with no life jackets on board was quite _____ of him.
5. appropriate: The dress she was wearing was quite _____ for the occasion.
6. polite: It was very _____ of him to insult his mother in front of his aunt.
7. religious: They were a completely _____ family and I never thought that one day I would marry one of the daughters.
8. honest: As a politician he was _____ and it was not long before nobody trusted him.
9. perfect: The goods were _____ and had to be returned to the store we bought them from.
10. contented: She was _____ with her life and decided that things had to change.

Answers: 1) illegal 2) impossible 3) unsuccessful 4) irresponsible 5) inappropriate 6) impolite
7) irreligious 8) dishonest 9) imperfect 10) discontented

PHRASL VERBS:

Phrasal verbs	Definitions / Synonyms
call off	cancel
break up	end a relationship with somebody
put up with	tolerate
get on with	have a good relationship with sb.
let somebody down	fail to help, disappoint
run out of something	have none left
take after	look like, resemble
put on	get dressed in
put up	increase, raise
put off	postpone, delay
put on	increase weight
put out	extinguish
give up	stop; abandon
check in	register
look forward to	long for, anticipate with pleasure
fill in	complete
set up	establish, start
turn down	reject
put somebody up	give accommodation to
cut down on	reduce
go on	happen
get over	recover from an illness
get rid of	throw away
look up	search for
look after	take care of
pull down	demolish
figure out	understand
go off	ring
	etc.

Examples:

. How are you getting on with your new neighbours? I hope they are as nice as the previous ones.

- . The price of petrol has been put up several times over the last two years.
- . We can't have lunch at home. We've run out of gas. We'd rather go to a restaurant and have lunch there.
- . I'm really thinking of moving to the country. I can't put up with the city noise any longer.
- . Put on your coat. It's cold outside!
- . I'm sorry to be nuisance, but could we put off our meeting until next week?
- . The manager is off sick, so we need to call off all his appointments today.
- . If you'd like to keep fit, cut down on fatty food and exercise three times a week.
- “All country women who are willing to set up their own businesses can now get loans from the bank.” said the social affairs minister in a recent interview.
- . On international flights, passengers need to check in about two hours before departure.
- . I've put on five kilos since last January. I ought to go on diet.
- . I miss you a lot. I'm really looking forward to seeing you soon.
- . You needn't stay at a hotel. We can put you up for a few days. We've got a spare room.
- . Mr and Mrs Jones, our next door neighbours, are making too much noise. I wonder what's going on over there. Perhaps they're arguing again.
- . “You'll have to give up smoking, otherwise your cough will get worse.” said the doctor to the patient.
- . Take off your coat and hang it up in the wardrobe.
- . I was rearranging my home library books when I came across an old school report of mine.
- . My brother is determined to emigrate somewhere. However, he hasn't made up his mind which country to go to.
- . Look at these abbreviations, Jacky. Do you know what they stand for?
- . Pick up that banana skin from the stairs and put it in the dustbin; somebody might slip on it.
- . The aircraft was refused permission to take off because of lack of visibility due to thick fog.
- . Look! There's a job advertisement in this newspaper. Why don't you apply for it?
- . I've been waiting here since 4 o'clock. Now it's round 5 now and he hasn't turned up yet.
- . Sorry, I can't make out the doctor's prescription. His handwriting is so terrible.
- . Will you please try on these new shoes? I've just bought them for you.
- . My car engine didn't start yesterday morning. The battery might have died out.
- . Most of NGO's in Morocco rely on benevolent donations only. They receive no financial support from the government.
- . Slow down, will you? Speed limit is limited here. It's only 40 km.
- . “I hope the USA will not carry out its threats to impose new sanctions on our country.” said the Iranian diplomat to a journalist.
- . Turn off the tap, will you? You're wasting too much water these days.
- .“Don't worry! Cheer up! Your son's all right. He's out of danger.” The doctor said to Jim's mother.
- . Love between married couples does not last long. It fades away with time.
- . Look out! You almost knocked out that old lady. How many times do I have to tell you to drive slowly and carefully?
- . Tommy knew he was in big trouble; so he made up a fabulous alibi to make the police believe he was innocent.
- . One of our classmates is mentally-retarded. He finds it difficult to keep up with the class.
- . My parents object to my moving homes and changing jobs now and again. They'd really like me to get married and settle down once for all.
- . When I got back home from work yesterday evening, I was surprised to find out that I had left the front door unlocked. How careless of me!
- . How's your mother? Has she got over from her illness or is she still in bed?
- . It took the fire fighters hours and hours to put out the fire in the forest.
- . Let's get the work done today. I hate putting off things to a later time.
- . The plane took off on time but landed 20 minutes late due to some technical problems.
- . “Could I add an other idea here?” “Sure. Go ahead.”
- . I'll ring you up in case I need you.
- . The song you're listening to dates back to the 70's. It's a very nice one.
- . Kate has thrown away every single letter her ex-fiancé wrote to her. She hasn't kept one.
- . Although they set off / out early in the morning, they didn't get to their destination until past midnight.
- . “I wonder if you could possibly look after my child while I'm away on holiday?” Mrs Jefferson said to her aunt.
- . I don't have the company's phone number. I must look it up in the directory.
- . As soon as he finished the telephone conversation, he took off his pyjamas, put on his suit and rushed out.
- . The city council is pulling down the old houses and in the city center and converting them into buildings

and shopping centres.

. If you try to open that safe door, the alarm will certainly go off.

Prepositions:

Adjective + preposition combinations:

pleased with certain about good at satisfied with clever at serious about optimistic about fed up with	hopeless at useless at bad at famous for impressed by late for ready for nervous about	capable of covered in frustrated with interested in lacking in skilled at responsible for frightened of	sorry for worried about afraid of fond of proud of different from dependent of terrified of	keen on astonished at accustomed to allergic to guilty of angry with compatible with etc.
---	---	--	--	--

Verb + preposition combinations:

apologize for complain about deal with congratulate on wait for hear of / from	apply for object to succeed in approve of abide by insist on	suffer from agree with disagree with comply with concentrate on be / get used to	protect (sb.) from warn (sb.) against / about arrest sb. For attribute sth. to etc.
---	---	---	---

Examples:

Our neighbour's daughter is excellent at all subjects. Her mother is proud of her.

My sister is really keen on playing the piano.

"Is there anything you're allergic to?" The doctor asked the patient.

Most people living in rural areas are pessimistic about the future. They feel the situation is getting worse.

Jack was accused of stabbing his wife to death.

The pilot was held responsible for the aircraft crash. He insisted on landing in bad weather conditions.

When will you sit for the entrance examination to the faculty of medicine?

Sara is suffering from insomnia. She'd better see a doctor.

Some Japanese are used to eating raw fish.

Moroccan cuisine is famous for its delicious dishes.

The student apologized for coming late.

Nabil was angry with his sister because she damaged his camcorder.

Although the exam questions were a bit difficult, Ali succeeded in answering all of them.

UNIT 6

HUMOUR

Some jokes are untranslatable because of cultural differences.

Some mental-experts think there is a correlation between optimism in an individual and having a good sense of humour.

Positive emotions	amusement – pleasure – happiness - joy – fun – merriment – jubilation –optimism –cheerfulness –gaiety – light-hearted -
Negative emotions	sorrow – sadness – pessimism – grief –loneliness – anger – depression – misery –bitterness – boredom – tension – down-heartedness

When my father laughs, his mouth stretches almost from ear to ear.

Life nowadays is more enjoyable than it was in the past.

“What was the play like?” “Great! We enjoyed it very much. We had lots of fun.”

“Do you know which people in Morocco are famous for joke telling?” “People from Marrakech. they excel at that!”

The story I read last night was so amusing that I couldn’t help laughing all along.

I know how you must be feeling, but I didn’t mean to hurt your feelings. I was just joking.

RESPONDING TO GOOD AND BAD NEWS: (p93)

RESPONDING TO GOOD NEWS	RESPONDING TO BAD NEWS
That’s great! / Congratulations! / That’s wonderful! / I’m glad to hear that/ Great news!/ Incredible!! Superb!/ Sounds great! / Lucky you! / Oh, how wonderful! / Really? I can’t believe that! / Wow! That sounds exciting! / That’s fantastic!	I’m awfully sorry that... / I’m sorry to hear that. / I hope there is nothing wrong. / I’m ever so sorry. / It’s such a frightening experience. / I’m sorry to hear such terrible news/ My goodness! / I can’t believe it! Poor you! / I’m awfully sorry to hear that. / I do sympathize with you. / Please, accept my deepest sympathy. / I know how you must be feeling. / that must be awful!

Examples:

Rim: I’ve passed my driving test.

Ilias: **That’s great!**

Rim: Thank you very much.

Karima: I’ve learnt all my irregular verbs by heart.

Souad: **That’s wonderful!**

Karima: Thanks.

Loubna: What’s the problem, Oualid?

Oualid: My father had a bad car accident this morning.

Loubna: **I’m sorry to hear such terrible news.**

Jalila: You look pale, Lamiae! Are you sick?

Rajae: No, but somebody wanted to steal my handbag a few minutes ago. I was so scared because

he was holding a knife, but fortunately he ran away when he saw a policeman coming towards us.

Jalila: **It’s such a frightening experience.**

Rachid: We’ll establish a clean-air association in our town. Would you like to join us?

Samy: **Superb!** I wouldn’t miss such an initiative.

Son: Did you hear that? A new civil war has broken in central Africa.

Father: **My goodness!** I hope it won't last for long.

Son: But, the UN will send soldiers to establish order there.

Father: **Great!** They'll surely calm down things there.

Rachid : We'll establish a clean-air association in our town. Would you like to join us?

Samy: **Superb!** I wouldn't miss such an initiative.

Amal: What was yesterday's anti-globalisation rally like?

Salim: Some angry boys clashed with the police!

Amal: **I can't believe it!** I hope there weren't any casualties!

Salim: Fortunately, there weren't.

UNIT 7

CITIZENSHIP

A: Who and when were the lyrics of the Moroccan National Anthem written by?

B: They were written by Ali Skalli in 1970.

A: Do you feel patriotic when you hear our national anthem?

B: Yes, I do. I think schools should teach their students to respect their flags and anthems.

FUNCTIONAL EXPRESSIONS

How do you feel when..... ?

Is having..... important?

Who was it..... by?

Who were they.....by?

A: How do you feel when you see some African people starving?

B: I feel sad and very sorry for them.

A: Is having a lot of friends important to you?

B: No, I prefer to have one or two good and intimate friends.

A: Who was the Moroccan National Anthem composed by?

B: It was composed by Léo Morgan.

'**Citizenship**' refers to the status of being a citizen. In this sense, it has to do with certain rights and obligations that are defined by law, such as the right to vote, the obligation to pay taxes and so on.

VOCABULARY (p104)

aware: conscious

to abide by: to respect

keep abreast of: stay informed about

altruistic: caring about the goods of others

to be proud of: to take satisfaction in

We should be **proud of** our Moroccan cultural heritage.

We should **abide by** all laws whether we like them or not.

Ahmed is optimistic over the future of Morocco.

Many people work and **keep abreast of** public affairs.

A good citizen has to be **altruistic** and cooperative.

All citizens should be **aware** of their rights and obligations.

Expressing probability, ability, obligation and making deductions: (Please see the examples on p109)

Samir: What are you planning to do next weekend?

Hamid: I **may** go to Ifrane to practise skiing.

Lotfi **might** continue his studies abroad. He hasn't taken a decision yet.

Rachid isn't at home now. He **must be** with his friends.
 We **could have spent** a longer time in Rabat, but we didn't.
 She **can't have been** a university student.
 We **should** have a medical check-up from time to time.
 When he was younger, Nabil **could** swim very well.
 Omar **could have gone** on a picnic with his friends.
 Laila **had to** stay at home yesterday to look after her sister's baby.

*A: Where is Amal?

B: I don't know for certain. She **might be working** on her project.

Vocabulary: **USING AFFIXATIONS:** (Please see the guide on pages 111 and 11 for more examples)

PREFFIX	MEANING	EXAMPLE
re-	do again / back	reread - rewrite
en-	make - cause to be - put into	enlarge - enrich - encircle
de-	remove	demotivate - debone
pre-	before / earlier	pretest - preplan - prehistoric
post-	after	post-war ; post-graduate
pro-	for / in favour of	pro-abortion - pro-American
anti-	against	anti-war - anti-nuclear weapons
over-	too much / excessively	oversleep - over-populated
under-	not enough / too little	underpaid - undercook - underworked
mis-	wrongly / badly	misunderstand - mishear
self-	by oneself	self-educated - self-sufficient
non-	not connected with / not	non-governmental - non-violence
ex-	former	ex-president - ex-wife
sub-	under	submarine - subway - submarine
co-	together / with	co-manage - co-author
bi-	two / twice	bilingual - biannual
out-	more than / outdo another	outnumber - outweigh
hyper-	very / above / over	hyper-critical - hyper-sensitive
auto-	of or by oneself / self	autograph - autobiography

Examples:

Salma didn't get the job because of her **inexperience** in marketing.
 It **illegal** to sell drugs.
 Irregular school attendance is a bad thing.
 I don't like **dishonest** people.
 Football hooliganism is a **antisocial** behaviour. We should stamp it out.
Citizenship often implies working towards the betterment of one's community.
 Morocco is a member of the Islamic organization.
 In 1953 the Moroccan people did not accept the replacement of Sultan Mohammed V by the **unpopular** Ben Arafa, Whose reign was illegitimate.
 Last week I read the **autobiography** of my favourite playwright.
 Morocco recovered its political **independence** on March 2, 1956.
 Passengers must **fasten** their belts before the planes take off land down.
 The students asked the teacher to **simplify** the instructions for them.
 My friend Amina decorated her bedroom beautifully.
 The freedom of speech, democracy, **collaboration** and happiness are some of the values Yassine believes in.
 Catchy: 1. attractive or appealing → A catchy idea for a TV series.
 2. easily remembered → A song with a catchy tune.
 3. tricky; deceptive → A catchy question on an exam.

Writing:

Sports as a means of building body and character:

It's given fact that practising sports has a very great importance. Sport contributes to building our bodies perfectly. It's the best solution to obesity .It also leads to intelligence because a sound reason is in a sound body. Sports also accustom us to great values such as team-work, co-operation, punctuality, self-reliance and ambition. Nowadays, the government gives due care to sports activities. New clubs and stadiums are set up all over the country. Sports competitions are hold everywhere to encourage our youth to do their best and become a strong generation. Unless you practise sport, you will be weak, lazy and aimless.

UNIT 7

CITIZENSHIP

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When he was younger, Nabil **could** swim very well.

Omar **could have gone** on a picnic with his friends.

Laila **had to stay** at home yesterday to look after her sister's baby.

*A: Where is Amal?

B: I don't know for certain. She **might be working** on her project.

Vocabulary: **USING AFFIXATIONS:** (Please see the guide on pages 111 and 11 for more examples)

PREFFIX	MEANING	EXAMPLE
re-	do again / back	reread - rewrite

en-	make - cause to be - put into	enlarge - enrich - encircle
de-	remove	demotivate - debone
pre-	before / earlier	pretest - preplan - prehistoric
post-	after	post-war ; post-graduate
pro-	for / in favour of	pro-abortion - pro-American
anti-	against	anti-war - anti-nuclear weapons
over-	too much / excessively	oversleep - over-populated
under-	not enough / too little	underpaid - undercook - underworked
mis-	wrongly / badly	misunderstand - mishear
self-	by oneself	self-educated - self-sufficient
non-	not connected with / not	non-governmental - non-violence
ex-	former	ex-president - ex-wife
sub-	under	submarine - subway - submarine
co-	together / with	co-manage - co-author
bi-	two / twice	bilingual - biannual
out-	more than / outdo another	outnumber - outweigh
hyper-	very / above / over	hyper-critical - hyper-sensitive
auto-	of or by oneself / self	autograph - autobiography

Examples:

Salma didn't get the job because of her **inexperience** in marketing.

It **illegal** to sell drugs.

Irregular school attendance is a bad thing.

I don't like **dishonest** people.

Football hooliganism is a **antisocial** behaviour. We should stamp it out.

Citizenship often implies working towards the betterment of one's community.

Morocco is a member of the Islamic organization.

In 1953 the Moroccan people did not accept the replacement of Sultan Mohammed V by the unpopular Ben Arafa, Whose reign was **illegitimate**.

Last week I read the **autobiography** of my favourite playwright.

Morocco recovered its **political independence** on March 2, 1956.

Passengers must **fasten** their belts before the planes take off land down.

The students asked the teacher to **simplify** the instructions for them.

My friend Amina decorated her bedroom **beautifully**.

The freedom of speech, democracy, **collaboration** and **happiness** are some of the values

Yassine believes in.

Catchy: 1. attractive or appealing → A **catchy** idea for a TV series.

2. easily remembered → A song with a **catchy** tune.

3. tricky; deceptive → A **catchy** question on an exam.

Writing:

Sports as a means of building body and character:

It's given fact that practising sports has a very great importance. Sport contributes to building our bodies perfectly. It's the best solution to obesity .It also leads to intelligence because a sound reason is in a sound body. Sports also accustom us to great values such as team-work, co-operation, punctuality, self-reliance and ambition. Nowadays, the government gives due care to sports activities. New clubs and stadiums are set up all over the country. Sports competitions are hold everywhere to encourage our youth to do their best and become a strong generation. Unless you practise sport, you will be weak, lazy and aimless.

Page 109	EXAMPLES	FORM	TIME REFERENCE
Ability Probability Obligation obligation Ability	I can work hours and hours. I may apply for a scholarship. I should have a medical check-up. I had to wear a tie for the interview. When I was younger, I could play football well.	Modal + Simple verb (infinitive without to)	Present Future Past
Probability Making deduction	He might be joking! You must be joking!	Modal + continuous form	Present
Making deduction Probability Ability	You can't have been serious! My classmate might have gone on holiday. I could have sent him an e-mail.	Perfect Modals	Past
Ability	They might have been making arrangements for their holiday up north.	Perfect Modals	Past

Dialogue: (page 110)

Journalist: The team coach has been away for a week now. When is going to return home.

Press secretary: Well, I can't really be certain. He may / might stay longer. perhaps three more days.

Journalist: Is he having a good time?

Press secretary: He must be having a wonderful time because he simply does not want to leave.

Journalist: What did he do this morning?

Press secretary: I can't say for sure, but he might have talks with a Moroccan player in Liverpool.

Journalist: What is he doing now?

Press secretary: He may be resting, or he may be talking to English coaches. I don't know for certain.

Dialogue: Advice please!

A: Can't you see children dying?

B: What do you think I should do?

A: I think you should help them.

B: What do you suggest to help these children?

A: May be you should help feeding them and curing their illness.

B: What would you do in this situation?

A: If I were you, I would participate in building shelters and hospitals for them.

He asks me if I can do it

Reporting statements, questions and commands in the present and the past

“Citizenship includes civic virtues and duties,” the teacher always states.
The teacher always states that citizenship includes civic virtues and duties.

“What is fairness? Some students ask the teacher.
Some students ask their teacher what fairness is.

“Always express your gratitude,” my mother often reminds me.
My mother often reminds me **to** always **express** my gratitude.

“How do you define a good citizen?”, Brahim asked his friend.
Brahim **asked** his friend **how he defined** a good citizen.

“Is civility similar to politeness?”, Brahim wonders.
Brahim wonders **if** civility **is** similar to politeness.

“Responsibility means being in charge of our choices and our lives.”
The quote **states that** responsibility means being in charge of our choices and our lives.

“What does fairness involve?”
Students **ask** their teacher what fairness involves.

“Fairness involves issues of equality and impartiality”
The teacher **replies that** fairness involves issues of equality and impartiality.

“Never judge others without prior knowledge. Judge them only on their character, abilities and conduct.”
He always **warns** them not to judge others without prior knowledge, and to judge them only on their character, abilities and conduct.

“Did you watch yesterday’s show about citizenship?”
My friend **wants to know if** I watched yesterday’s show about citizenship.

“Fill in this application form to become a member.”
A member of the association **told the volunteer** to fill in the application form to become a member?

“How can help in sensitizing people to become good citizens?”
The volunteer **wanted to know** how he could help in sensitizing people to become good citizens.

“Don’t underestimate voluntary work.”
He **advised the audience** not to underestimate voluntary work.

“A lot of people participated in the campaign.”
He reported that a lot of people had participated in the campaign.

“I will participate in a conference on citizenship.”
Ann **told Betty that** she would participate in a conference on citizenship.

“Are you invited there?”

Betty **asked Ann** whether she was invited there.

“How long are you going to stay there?”

She **wanted to know** how long she was going to stay there.

“Please, bring me a copy of the annual report.”

She **begged her to** bring her a copy of the annual report.

Read this excerpt from Kofi Anna's speech and notice the changes.

“Leadership is needed more than it was 60 years ago. In these days, the security of every one of us is linked to that of everyone else. Global solidarity is both necessary and possible. Powerful states have a special responsibility to take account of global views and interests. We can only do all these things by working together... We have achieved much since 1945, but much remains to be done tomorrow.”

A spokesperson of the UN has reported K. Annan's speech. Study and notice the changes.

Kofi Annan said that leadership **was** needed more than it had been 60 years **before**. He added that in **those days**, the security of every one of us **was** linked to that of everyone else. He stated that global solidarity **was** both necessary and possible. He also stressed that powerful states **had** a special responsibility to take account of global views and interests. He insisted that they **could** only do all these things by working together... Finally, he declared that they **had achieved** much since 1945, but much **remained** to be done the **day after**.

UNIT 8

International Organizations

VOCABULARY:

The following acronyms stand for:

UN → the United Nations

UNESCO → The UN Educational, Scientific and Cultural Organisation

UNICEF → The UN Children's Emergency Fund

UNHCR → The UN high Commissioner for Refugees

WHO → World Health Organisation

FHO → Food and Agriculture Organisation

ICRC → International Committee of the Red Cross / Crescent

TI → Transparency International

AI → Amnesty International

WTO → World Trade Organisation

DWF → Doctors Without Frontiers

The United Nations was established in the 40s to maintain international peace and security. According to its charter, member states are supposed to refrain from the use of force against other member states. This document also calls on countries to settle bilateral disputes by peaceful means. **That is to say**, international discords should be solved by diplomacy and negotiations. Any violations of this principle **can result in** severe economic and political sanctions. The UN has a court in The Hague (Holland) whose function is **to look into** conflicts between countries.

Amnesty International is an independent pressure group. It **campaigns** for the release of imprisoned or maltreated people because of their political or religious beliefs. The movement was **founded** in 1961 and has its **headquarters** in London. Amnesty International has a **network** of voluntary local groups and individual members throughout the world. To keep its independence from governmental influence, AI is financed by **donations** and benevolent contributions. AI's activities include campaigns and **lobbying** for political and religious freedom.

To achieve security in the world, populations must be protected from **genocide, war crimes, ethnic cleansing** and **crimes against humanity**.

Through **solidarity**, countries can be stable and secure.

Poor countries should benefit from the world's wealth **as much as** rich countries.

Useful Expressions:

The UN **came into existence** on 24 October 1945.

The UN aims at **resolving international conflicts peacefully**. It also aims at saving succeeding generations from **the scourge of war**.

The UN provides assistance to developing countries and encourages *sustainable development* and self-sufficiency. Furthermore, it is considered a leader in promoting democracy human rights.

Despite of the fact that it doesn't have enforceable legal authority over member states, the UN remains an influential organization. For example, it can recommend that member states impose *arms embargoes* or wide-ranging sanctions against nations which threaten to *disrupt international peace*.

Amnesty International is a *non-profit organization*.

Salma: When was the League of Nations formed?

Alae: It was formed in 1919.

Salma: When did the UN officially come into existence?

Alae: It officially came into existence on 24 October 1945.

Salma: Where was the United Nations Charter signed?

Alae: It was signed in San Francisco, USA.

A: Where are the headquarters of the UN based?

B: They are based in New York, USA.

Vocabulary: (page115)

to govern: to administer

to draft: to write

to set forth: to present

considerable: thoughtful

to have a moral force: it is considered right, a good thing. It is not illegal

Collocations: (page 117)

to resolve conflicts peacefully

to save generations from the scourge of war

maintain international peace disrupt international peace

natural disasters

sustainable development

to encourage self-sufficiency

non-profit organization

highly valued

Abbreviations: (p119)

GMT → Greenwich Mean Time

MARWAN → Moroccan Academic and Research Wide Area Network

AIDS → Acquired Immune Deficiency Syndrome

NATO → North Atlantic Treaty Organization

Vocabulary: (page 120)

You should install an antivirus in order to prevent computer viruses.

It takes only a few minutes to set up a blog. There are some elements to bear in mind, though.

We always settle our conflicts in our class peacefully.

We all agree to help each other, don't we?

We are allowed to use only English in our classroom.

The UN has played a prominent role in maintaining international peace. It has also

been a leader in a wide range of other fields such as providing humanitarian assistance, improving medical treatment, promoting democracy and human rights.

Dialogue: The United Nations

Son: Why was the UN formed?

Father: It was formed to provide nations with a way to resolve conflicts peacefully and to provide assistance to nations in crisis.

Son: Don't you see that the UN has failed to stop international conflicts?

Father: You know that's not true. Since 1945, the UN has carried out peacekeeping operations in many international crisis. Thanks to the interventions of this organization, many countries are now living in peace and harmony. Don't you think so?

Son: Yes, of course there is that, but I still believe that the UN hasn't got a real power to solve all the regional and international conflicts. Has it found a solution to the problem of our Moroccan Sahara? Does it have enough power to settle peace in Somalia and Sudan for example?

Father: I agree with you, but you shouldn't underestimate the role the UN has played to resolve these problems and many other conflicts peacefully...

Some useful expressions to ask for and give opinion: (page 120)

Don't you see that...? You must know that... Are you telling me that...? Yes, that's all very well, but... Yes, of course there is that, but... That makes no difference!	You know that's not true. In my opinion,... I guess,... I trust,... I definitely think that...
--	--

*A: Cigarettes advertisements are a danger to public health. **What do you think?**

B: **To my mind**, they should be banned.

*A: **What's your opinion about** the Moroccan comedian, El Jem?

B: **I really feel that** he's the funniest actor in Morocco.

Vocabulary: (page 123)

immediate: prompt

non-lucrative: non-profit

the poor : the needy

irrespective of: without regard to

vulnerable: physically or emotionally weak

as a consequence of: due to

The Moroccan Red Crescent (MRC) is a non-profit making, voluntary relief organization. Due to their continuing assistance to the needy and prompt disaster relief activities, MRC and the Red Cross have a world renowned reputation. They serve vulnerable people and those in need without regard to race, religion, class or political belief.

EXPRESSIONS OF AGREEMENT AND DISAGREEMENT: (p123)

Agreeing	Disagreeing
I agree.	I'm afraid I don't agree.

I agree entirely / completely.
I certainly agree with that.
I couldn't agree more.
That's a good point.
I share the same view.
That's exactly what I was thinking myself.
I quite agree with you
You're definitely / absolutely right.
You're quite right
That's just how I see it.
I suppose so.

I disagree with you.
I'm sorry, but I disagree.
Sorry to say it, but you're wrong.
Yes, that's quite true, but...
I don't share this view.
I don't share this view with you.
I'm afraid you're wrong there.
I'm not sure I quite agree with you here.
Perhaps, but don't you agree...?
I see what you mean, but...
I suppose not.

A: Our school handball team is the best.

B: *I suppose so.* (partial agreement)

A: They have done a good job.

B: *I suppose not.* (partial disagreement)

THE GERUND: (p 124)

The Malhoun

Playing Malhoun involves remembering hundreds of musical phrases and singing them properly. Unlike poets, novelists and painters, Malhoun musicians aren't accustomed to working alone. Because of the true nature of Malhoun, for most of them, playing and practising must be with other musicians. Some Malhoun musicians are skillful at improvising. Singing and using Moroccan dialect is a lot of fun for them.

I greatly enjoyed listening to the last song of the concert. It was certainly worth listening to. However, I admit not liking all of it.

I certainly appreciated your inviting me to the concert.

Hamid enjoys fishing and jogging.

Amina is interested in reading magazines.

Salim's father can't stand watching Egyptian movies.

Would you mind opening the window, please?

I hope you'll enjoy visiting the museum.

Salah thinks it's not worth wasting time on watching some Moroccan football matches.

A: Let's have a tagine with lamb and prunes.

B: I'm fed up with lamb! I suggest having fish and a mixed salad.

Uses of the gerund and infinitive (p125)

Excluding women from the political scene is a hindrance to women empowerment.

On my way to work, I usually stop to pick up hitchhikers, whatever they look like.

I stared to read an article about the United Nations.

Our English teacher doesn't allow using languages other than English.

My father doesn't allow my little brother to use his laptop.

Halima prefers having couscous on Fridays.

Halima prefers to have couscous on Fridays.

Not knowing what to do, I went to look for somebody to help me.

*A: I'm going to see Casa Negra.

B: Is it worth seeing?

B: No, it's a part-time one.

A: Is any experience needed?

B: I don't think so. You just need to send your CV and salary expectations. Will you apply for it?

A: I think I'm not qualified enough to get it. I wish I were fluent in English.

B: You should be self-confident. For me, your English is much better than mine. If I were you I wouldn't miss such an opportunity.

B: Thanks for the advice.

WRITING: Curriculum Vitae (See p 139)

Remember!

A letter of application should be an original or a word-processed copy, not a photocopy. It should be neat and free from grammatical and spelling errors. Try to be brief, but express your interest in the particular job you are applying for.

Layout :

The address of the person you are writing to	Your address Date
Dear Sir or Madam,	
.....	
.....	
.....	
.....	
Yours sincerely,	

Non-defining relative clauses: review (Please see page 141 for more examples)

Mohamed Khairredine, **whose** all works I am going to read, was a poet.

Agoun'chich, **which** was his seventh and last novel, was published in France seven years after his death.

Critics compare him to Rimbaud, the French writer, **whom** I like very much.

Expressing addition: (see p 140)

UNIT 10

Sustainable Development

Vocabulary: (pages 143→145)

sustain: maintain

sustainable: able to continue over a period of time.

Despite his shyness Khalid seems to find it easy to sustain relationship with neighbours.

The Minister of finance think that the economy of Morocco will sustain its growth for the next few years.

That sort of diet is not sustainable over a long period of time.

As far as I am concerned, making wise use of national resources such as water and energy is very important.

Global problems such as *climate change*, the damage to *the ozone layer* and *the extinction of wildlife species* affect all of us. They are *real threats* to our survival.

We should do something to stop the extinction of dolphins.

Air pollution is a serious threat to health.

It is frightening to see people throw garbage in public places.

Hard work is rewarding; that is, it pays off.

I've been working hard for the exam. I don't squander one minute of my free time.

I will pursue all my aims simultaneously through my life.

Each and everyone of us has a valuable role in sustainable development.

Citizenship relies on us taking part in sustainable development.

Writing: (p 147)

▲ Film review

'The Grass is Greener Here' is Moroccan romance film. It is the true story of Halim – a Moroccan brain drainer, aged 34 who is back home because he thinks that human development is the concern of all Moroccans. He set up a building firm and recruits five young architects to work on an affordable housing projects for new teachers in the north of Morocco in gratitude for what his former teachers have done for him. The project goes very well. In the closing scene, Halim gets married to Halima – an excellent architect and a niece of one of his former teachers of mathematics. They promise each other to live happily until death parts them. The soundtrack is superb. I love all the songs, particularly those sung at the wedding party. This film is unquestionably worth seeing.

The Passive Voice:

TENSE	SUBJECT	VERB TO BE	PAST PARTICIPLE	
Present Simple	The UN document	are	translated	into six languages
Present Continuous	The article on sustainable development	is being	translated	into Korean
Past Simple	The proposal	was	discussed	by the UN members yesterday
Past Continuous	This proposal	was being	discussed	when the TV crew arrived
Present Perfect	The date of the conference on sustainable development	has been	announced	
Future	You	will be	invited	to participate in this conference

The Passive with modals (page 150)

The passive with models is formed as follows:

Subject + + + Past Participle

All literary books	should	be	returned	to the library before 1st July
The article	must		word-processed	now
The General Assembly	can may might		called	for an emergency session

Examples:

You must switch off the computer after use.

The computer must be switched off after use.

You must keep medicines out of the reach of children.

Medicines should be kept out of the reach of children.

You must sign the visa application.

The visa application must be signed.

You can fill it out in Arabic, too.

It can be filled in Arabic, too.

You may send it by post or e-mail it.

It may be sent by post or e-mailed.

We could inform you about your visa application either by e-mail or phone.

You could be informed about your visa either by e-mail or by phone.

We can only process complete applications for admission.

Only complete applications can be processed for admission.

We speak Arabic in Morocco.

Arabic is spoken in Morocco.

**The father drives his children to school every day.
The children are driven to school every day by the father.**

**Nadia decorated the bedroom beautifully.
The bedroom was decorated beautifully by Nadia.**

**The mechanic is repairing my brother's car.
My brother's car is being repaired by the mechanic.**

**They are building new schools in our village.
New schools are being built in our village.**

**My mother was cooking lunch when I got home yesterday.
Lunch was being cooked by my mother when I got home yesterday.**

**They have taken the injured man to the hospital.
The injured man has been taken to the hospital.**

**The maid had done the housework before we arrived.
The housework had been done by the maid before we arrived.**

Active / Passive Verb Forms

Forme

INFINITIF	
infinitif actif	to clean (nettoyer)
infinitif passif	to be cleaned (être nettoyé)
passé de l'infinitif	to have cleaned (avoir nettoyé)
passé de l'infinitif passif	to have been cleaned (avoir été nettoyé)

	Simple	Continu
présent	<i>is cleaned</i>	<i>is being cleaned</i>
prétérit	<i>was cleaned</i>	<i>was being cleaned</i>
futur	<i>will be cleaned</i>	<i>will be being cleaned</i>
Present Perfect	<i>has been cleaned</i>	Ne s'emploie pas
Past Perfect	<i>had been cleaned</i>	

EXEMPLES	
Actif	Passif
A sees B	B is seen by A
A is seeing B	B is being seen by A
A saw B	B was seen by A
A was seeing B	B was being seen by A
A has seen B	B has been seen by A
A will see B	B will be seen by A

Notes :

- A la forme simple (present simple, past simple, etc.) la forme est *'to be' conjugué + participe passé (c'est-à-dire V-ed)*, Ex. The car was cleaned yesterday (La voiture a été nettoyée hier).
- A la forme continue (present continuous, past continuous, etc.) la forme est *'to be' conjugué + being + participe passé (c'est-à-dire V-ed)*, Ex. At 9 o'clock this morning, my car was being cleaned (A 9h00 ce matin, on était en train de nettoyer ma voiture).

- Avant d'ajouter *-ing* ou *-ed*, il faut doubler la consonne finale si les deux conditions suivantes sont remplies:
 - le verbe se termine par une seule voyelle suivie d'une seule consonne,
 - la dernière syllabe est accentuée, ou il n'y a qu'une syllabe — pour savoir si la dernière syllabe est accentuée ou non, il faut consulter un dictionnaire.
- Le complément à la voix active devient sujet à la voix passive — **actif:** Peter cleaned my car; **passif:** My car was cleaned by Peter.
- A la voix passive, le sujet subit l'action du verbe; si on mentionne l'agent (= sujet à la voix active), il faut l'introduire après le verbe par la préposition *by*.

Sentences can be active or passive. Therefore, tenses also have "active forms" and "passive forms." You must learn to recognize the difference to successfully speak English.

Active Form :

In active sentences, the thing doing the action is the subject of the sentence and the thing receiving the action is the object. Most sentences are active.

[Thing doing action] + [verb] + [thing receiving action]

Examples:

The professor	teaches	the students.
subject doing action	verb	object receiving action
John	washes	the dishes.
subject doing action	verb	object receiving action

Passive Form :

In passive sentences, the thing receiving the action is the subject of the sentence and the thing doing the action is optionally included near the end of the sentence. You can use the passive form if you think that the thing receiving the action is more important or should be emphasized. You can also use the passive form if you do not know who is doing the action or if you do not want to mention who is doing the action.

[Thing receiving action] + [be] + [past participle of verb] + [by] + [thing doing action]

Examples:

The students **are taught** by the professor.
 subject receiving action passive verb doing action

The dishes **are washed** by John.
 subject receiving action passive verb doing action

Active / Passive Overview

	Active	Passive
Simple Present	Once a week, Tom cleans the house.	Once a week, the house is cleaned by Tom.
Present Continuous	Right now, Sarah is writing the letter.	Right now, the letter is being written by Sarah.
Simple Past	Sam repaired the car.	The car was repaired by Sam.
Past Continuous	The salesman was helping the customer when the thief came into the store.	The customer was being helped by the salesman when the thief came into the store.
Present Perfect	Many tourists have visited that castle.	That castle has been visited by many tourists.
Present Perfect Continuous	Recently, John has been doing the work.	Recently, the work has been being done by John.
Past Perfect	George had repaired many cars before he received his mechanic's license.	Many cars had been repaired by George before he received his mechanic's license.
Past Perfect Continuous	Chef Jones had been preparing the restaurant's fantastic dinners for two years before he moved to	The restaurant's fantastic dinners had been being prepared by Chef Jones for two years before he moved to

	Paris.	Paris.
Simple Future <i>will</i>	Someone will finish the work by 5:00 PM.	The work will be finished by 5:00 PM.
Simple Future <i>be going to</i>	Sally is going to make a beautiful dinner tonight.	A beautiful dinner is going to be made by Sally tonight.
Future Continuous <i>will</i>	At 8:00 PM tonight, John will be washing the dishes.	At 8:00 PM tonight, the dishes will be being washed by John.
Future Continuous <i>be going to</i>	At 8:00 PM tonight, John is going to be washing the dishes.	At 8:00 PM tonight, the dishes are going to be being washed by John.
Future Perfect <i>will</i>	They will have completed the project before the deadline.	The project will have been completed before the deadline.
Future Perfect <i>be going to</i>	They are going to have completed the project before the deadline.	The project is going to have been completed before the deadline.
Future Perfect Continuous <i>will</i>	The famous artist will have been painting the mural for over six months by the time it is finished.	The mural will have been being painted by the famous artist for over six months by the time it is finished.
Future Perfect Continuous <i>be going to</i>	The famous artist is going to have been painting the mural for over six months by the time it is finished.	The mural is going to have been being painted by the famous artist for over six months by the time it is finished.
Used to	Jerry used to pay the bills.	The bills used to be paid by Jerry.

<p>Would Always</p>	<p>My mother would always make the pies.</p>	<p>The pies would always be made by my mother.</p>
<p>Future in the Past <i>Would</i></p>	<p>I knew John would finish the work by 5:00 PM.</p>	<p>I knew the work would be finished by 5:00 PM.</p>
<p>Future in the Past <i>Was Going to</i></p>	<p>I thought Sally was going to make a beautiful dinner tonight.</p>	<p>I thought a beautiful dinner was going to be made by Sally tonight.</p>

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**

9All you need for grammar bac

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>Questions: Do you understand ? (Do + sb + infinitive)</p> <p>Negation: 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>Questions: Did you do it ? (did + sb + infinitive)</p> <p>Negation: 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. 2- I come to school in order to study. 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>

Neither...nor...

- 1- Hajar doesn't cook. Ikram doesn't cook, **either**.
Neither Hajar **nor** Ikram cooks.
- 2- Nada doesn't sing. She doesn't dance, **either**.
Nada **neither** sings **nor** dances.
- 3-Asma doesn't cook tajine. She doesn't cook couscous, **either**.
Asma cooks **neither** tajine **nor** couscous.

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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Topic sentence	
Supporting sentence 1	

Supporting sentence 2	
Supporting sentence 3	
Concluding sentence	

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

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.

<u>The topic sentence:</u> <u>Supporting detail 1:</u> <u>Supporting detail 2:</u> <u>Supporting example 1:</u> <u>Supporting example 2:</u> <u>Conclusion:</u>
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The topic sentence:.....
 Supporting detail1:.....
 Supporting detail 2:.....
 Supporting example1:.....
 Supporting example2:.....
 Conclusion:.....

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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on television. Secondly, it is my conviction that television can be a good school. Studies

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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....)
- 6-Write your final draft.

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

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</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>To introduce a paragraph</p>	<p>One <i>advantage</i> ofis Another <i>advantage</i> of.....is..... One <i>disadvantage</i> ofis..... Another <i>disadvantage</i> of.....is..... Another point in favour ofis..... Another point against...is..... A further <i>advantage</i>.....is..... A further <i>disadvantage</i> of.....is.....</p>
<p>To conclude</p>	<p>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..... </p>

Should woman go out to work? Write an article to show the disadvantages of going out to work.

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 of ...is 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 tois.....
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="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto 10px 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; margin-bottom: 10px;"><u>reason for writing</u></div> <p>Para2 /3</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><u>Principal message</u> (what do you want to tell the addressee, news, invitation...)</div> <p>Para4</p> <div style="border: 1px solid black; padding: 5px;"><u>Polite wish</u> (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.)</div>	<div style="display: flex; justify-content: space-between;"><div style="border: 1px solid black; padding: 2px; width: 40%; margin-bottom: 10px;">Their address</div><div style="border: 1px solid black; padding: 2px; width: 40%; margin-bottom: 10px;">My address</div></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; margin-bottom: 10px;"><u>reason for writing</u></div> <p>Para2 / 3</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><u>: Principal message</u> (details about the main topic why you are writing your letter.<p>Para4</p></div>
--	--

Faithfully yours. Nour	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.
	Sincerely yours. Nour

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.

Their address		My address
Today's date		
Dear Sir Sirs Sir or Madam		
Paragraph 1 <div style="border: 2px solid black; padding: 5px;"> <p><u>Reason for writing:</u> (stated in the topic)</p> <p>1- <i>I should be more than honoured/ pleased to write to you</i>.....</p> <p>2- <i>It's with great pleasure that</i></p> </div>		
Paragraph 2 <div style="border: 2px solid black; padding: 5px;"> <p><u>What is the rule you want to change?</u></p> <p>1- <i>As clear as it is to you, students are complaining about</i>.....</p> <p>2- <i>I would like to inform you that</i>.....</p> <p><u>Give reasons why you want to change it.</u></p> <p>1- <i>I think this has a great/ negative impact/ influence on</i>.....</p> </div>		
Paragraph 3 <div style="border: 2px solid black; padding: 5px;"> <p><u>Say how the change of this rule would make student love their school more.</u></p> <p>1- <i>This would positively affect</i>.....</p> <p>Say how this change would make your school a better place.</p> </div>		
Paragraph 4 <div style="border: 2px solid black; padding: 5px;"> <p><u>Cloze the letter.</u></p> <p style="text-align: center;">(choose one of the closing sentences of formal letters)</p> </div>		

- 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.

The topic sentence:.....
Supporting detail1:.....
Supporting detail 2:.....
Supporting example1:.....
Supporting example2:.....
Conclusion:.....

.....
..

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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:.....

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english tenses

tense	Affirmative/Negative/Question	Use	Signal Words
Simple Present	A: He speaks. N: He does not speak. Q: Does he speak?	<ul style="list-style-type: none"> action in the present taking place once, never or several times <ul style="list-style-type: none"> facts actions taking place one after another action set by a timetable or schedule 	always, every ..., never, normally, often, seldom, sometimes, usually if sentences type I (If I talk, ...)
Present Progressive	A: He is speaking. N: He is not speaking. Q: Is he speaking?	<ul style="list-style-type: none"> action taking place in the moment of speaking action taking place only for a limited period of time action arranged for the future 	at the moment, just, just now, Listen!, Look!, now, right now
Simple Past	A: He spoke. N: He did not speak. Q: Did he speak?	<ul style="list-style-type: none"> action in the past taking place once, never or several times actions taking place one after another action taking place in the middle of another action 	yesterday, 2 minutes ago, in 1990, the other day, last Friday if sentence type II (If I talked, ...)
Past Progressive	A: He was speaking. N: He was not speaking. Q: Was he speaking?	<ul style="list-style-type: none"> action going on at a certain time in the past actions taking place at the same time action in the past that is interrupted by another action 	when, while, as long as
Present Perfect Simple	A: He has spoken. N: He has not spoken. Q: Has he spoken?	<ul style="list-style-type: none"> putting emphasis on the result action that is still 	already, ever, just, never, not yet, so far, till

		<ul style="list-style-type: none"> going on action that stopped recently finished action that has an influence on the present action that has taken place once, never or several times before the moment of speaking 	now, up to now
Present Perfect Progressive	<p>A: He has been speaking. N: He has not been speaking. Q: Has he been speaking?</p>	<ul style="list-style-type: none"> putting emphasis on the course or duration (not the result) action that recently stopped or is still going on finished action that influenced the present 	all day, for 4 years, since 1993, how long?, the whole week
Past Perfect Simple	<p>A: He had spoken. N: He had not spoken. Q: Had he spoken?</p>	<ul style="list-style-type: none"> action taking place before a certain time in the past sometimes interchangeable with past perfect progressive putting emphasis only on the fact (not the duration) 	already, just, never, not yet, once, until that day if sentence type III (If I had talked, ...)
Past Perfect Progressive	<p>A: He had been speaking. N: He had not been speaking. Q: Had he been speaking?</p>	<ul style="list-style-type: none"> action taking place before a certain time in the past sometimes interchangeable with past perfect simple putting emphasis on the duration or course of an action 	for, since, the whole day, all day
Future I Simple	<p>A: He will speak. N: He will not speak. Q: Will he speak?</p>	<ul style="list-style-type: none"> action in the future that cannot be influenced 	in a year, next ..., tomorrow If Satz Typ I

		<ul style="list-style-type: none">• spontaneous decision• assumption with regard to the future	(If you ask her, she will help you.) assumption: I think, probably, perhaps
--	--	---	--

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 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 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
	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

Linking Words

Linking words, les mots de liaison (1ère partie)

Les linking words, ce sont tous ces petits mots qui servent de liaison entre deux phrases, deux paragraphes, qui servent à exprimer une idée bien précise en l'amenant de la manière la plus appropriée. Nul besoin d'ajouter que ces outils vous seront précieux pour l'écriture de vos citizen stories ou pour perfectionner votre aisance à l'oral.

1. Début et fin

A l'entame d'un nouveau chapitre dans une explication, il convient d'utiliser ces expressions :

- **First, firstly, in the first place, to begin with:**

- First I'd like to talk about Russia.

- Tout d'abord je voudrais évoquer la Russie.

- **First of all, first and foremost:**

- We will speak first and foremost of the cease-fire agreements.

- Avant toute chose nous parlerons des accords de cessez-le-feu.

A l'inverse, pour conclure un raisonnement, on emploiera :

- **To conclude, in conclusion, as a conclusion, at last, finally:**

- As a conclusion, I would say that ...

- En guise de conclusion, je dirais que...

- **In brief (en somme), in short (en résumé), to put it in a nutshell (pour faire court), last but not least (le meilleur pour la fin) :**

- ... and last but not least the driving licence issue.

- ... et pour terminer, comment ne pas évoquer le thème du permis du conduire.

2. Développer une idée, étayer

Après l'introduction, on peut énumérer les idées suivantes ainsi :

- Secondly, thirdly, then, next:

- Next we will focus on the American civilization.

- Puis nous allons nous attarder sur la civilisation américaine.

Pour argumenter, on emploiera :

- at first sight (à première vue), on second thought (à la réflexion), as a matter of fact (en fait), in fact, in any event (en tout cas), in any case, in most cases (dans la plupart des cas), anyway (de toute façon), actually (effectivement), in this respect (à cet égard) :

- At first sight it seems to be efficient, but on second thought it is really questionable.

- A première vue cela semble efficace, mais à y réfléchir de plus près, c'est vraiment critiquable.

Pour évoquer une opinion nuancée ou un domaine particulier :

- to some extent (dans une certaine mesure), as far as X is concerned (en ce qui concerne ...), from a technical point of view (d'un point de vue technique) :

- To some extent I consider that smoking is criminal.

- Dans une certaine mesure, je considère que fumer est criminel.

Pour donner des exemples, on utilise for instance, for example, such as (tel que), like, namely (c'est-à-dire), that is to say, above all (surtout) :

- Gordon Brown is not the most popular. For instance, David Cameron would be a better Prime Minister according to recent polls

- Gordon Brown n'est pas le plus populaire. Par exemple, David Cameron ferait un meilleur Premier Ministre, si l'on en croit les derniers sondages.

Pour ajouter un élément à son argumentation, il conviendra de penser à :

- In addition to (en outre), moreover, furthermore, what is more, on top of that, besides (d'ailleurs), also (aussi), too, similarly (de même), into the bargain (par-dessus le marché).

- He is handsome. On top of that he is clever.

- Il est beau. Et en plus il est intelligent.

3. Expression temporelle

Beaucoup de mots de liaison servent à indiquer une notion de temps. On retiendra since (depuis que), sometimes ou at times (parfois), while (pendant que), as soon as (dès que), until (jusqu'à ce que), once (une fois que) et whenever (chaque fois que) :

- As soon as I get enough money, I will buy a huge house.

- Dès que j'aurai assez d'argent, j'achèterai une maison immense.

Pour exprimer un intervalle de temps ou un temps d'attente, on emploiera meanwhile (pendant ce temps-là) et in the meantime (entre temps) :

- She looked at her watch. In the meantime he had escaped.

- Elle jeta un coup d'œil à sa montre. Entre temps il s'était enfui.

Pour se projeter dans le futur, et pour exprimer une intention, un but, on utilisera to, in order to, so as to :

- Bakers wake up early, in order that customers to have bread for breakfast.

- Les boulangers se lèvent tôt pour que les clients aient du pain au petit-déjeuner.

Modals
Généralités

Modal	Nature	Contraire	Exemples
<i>be able to</i>	possibilité	<i>cannot</i> ou <i>be unable to</i>	I <i>was able to</i> prevent the theft but I <i>was unable to</i> arrest the thief.
<i>can</i>	possibilité, capacité	<i>cannot</i>	Birds <i>can</i> fly; monkeys <i>cannot</i> .
	permission	<i>cannot</i> ou <i>may not</i>	<i>Can</i> I watch TV? No, you <i>can't</i> .
<i>could</i>	possibilité, capacité	<i>could not</i>	<i>Could</i> there be a virus in this file? No, there <i>couldn't</i> ; I ran the anti-virus.
	possibilité (passé)	<i>could not</i>	<i>Could</i> dodo birds fly? No, they <i>couldn't</i> .
	permission	<i>cannot</i> ou <i>may not</i>	<i>Could</i> I open the window? No, you <i>may not</i> .
<i>had better</i>	conseil	<i>had better not</i>	You <i>had better</i> get moving, if you don't want to be late. You <i>had better not</i> be late.
<i>have to, have got to</i>	obligation (origine externe)	<i>must not</i>	I <i>have to</i> pay my taxes before the end of March. Origine externe: les lois de l'état.
<i>must</i>	nécessité, forte probabilité	<i>cannot</i>	A is bigger than B which is bigger than C, so A <i>must</i> be bigger than C. C <i>cannot</i> be bigger than A.
	obligation (origine interne)	<i>must not</i>	Teacher to pupil: "You <i>must</i> come to school on time; you <i>must not</i> be late". Origine

Modal	Nature	Contraire	Exemples
			interne: le professeur qui parle décide.
<i>may</i>	possibilité	<i>cannot</i>	It <i>may</i> rain. It <i>can't</i> possibly be 8 PM, I'm only half ready.
	permission, requête	<i>cannot</i>	<i>May</i> I speak to Mrs X, please? No, you <i>can't</i> , she's not in.
<i>might</i>	possibilité (faible)	<i>cannot</i>	I <i>might</i> come to your party if I can get off work on time.
	permission	<i>may not</i>	<i>Might</i> I borrow your laptop?
<i>ought to</i>	devoir, conseil	<i>ought not to</i>	You <i>ought to</i> apologize to your sister for having hurt her feelings.
	déduction logique	<i>cannot, could not</i>	That <i>ought to</i> be enough petrol to last us until we get to Lyons.
<i>should</i>	conseil	<i>should not</i>	You <i>should spend</i> more time on your homework.
	déduction logique	<i>cannot, could not</i>	
€5 <i>should</i> be enough to leave as a tip.			

Détails

Le tableau en haut n'est qu'un résumé des auxiliaires modaux. En voici les détails des différents modaux:

Can, Could & Be Able to

Can est employé pour parler de ce qui est possible. **Could**, le prétérit de **can**, est aussi employé pour parler du possible, soit maintenant (où il a la valeur d'un conditionnel) soit dans le passé. Lorsqu'on emploie **could** pour parler de ce qui est possible maintenant, il a un sens plus atténué que **can** ('pourrait' plutôt que 'peut'). **Be able to** a le même sens que **can** mais il a cette différence qu'on ne l'emploie pas pour parler d'une capacité, seulement d'une action qui peut être accompli à un certain moment. Il s'emploie à tous les temps. On peut employer **can** et **could** aussi pour la permission.

- **He can play the piano.** Il peut jouer du piano. (Je parle de sa capacité.)
- **I could beat you at chess.** Je pourrais vous battre dans une partie d'échecs. (Je parle de ce qui est possible maintenant.)
- **When I was younger, I could run for miles without getting out of breath.** Lorsque j'étais plus jeune, je pouvais courir des miles sans être hors d'haleine. (Je parle de ce dont j'étais capable dans le passé.)
- **When it stops raining, we will be able to go out for a walk.** Lorsqu'il s'arrêtera de pleuvoir, nous pourrons sortir nous promener. (Je parle de ce qui sera possible bientôt - dans l'avenir.)
- **Can I borrow your newspaper?** Puis-je emprunter votre journal? (Je demande la permission. **Could** serait plus soutenu; je pourrais aussi employer **may**.)

May & Might

May est employé pour parler de la possibilité. Le prétérit, **might**, est employé aussi pour la possibilité lorsque les chances sont moindres. Les deux, **may** et **might**, sont employés aussi pour parler de la permission ou pour faire une requête - **might** étant plus soutenu que **may**.

- **It may rain.** Il se peut qu'il pleuve. (On parle d'une possibilité.)
- **We might win the lotto.** Nous pourrions, peut-être, gagner le lotto. (C'est possible, mais pas probable - donc **might** plutôt que **may**.)
- **May I speak to Mr Connell?** Puis-je parler avec Monsieur Connell? (Je demande la permission. **Can** et **could** sont également possible ici.)
- **Might I borrow your laptop?** Pourrais-je emprunter votre ordinateur portable? (Je demande la permission; j'emploie la façon plus soutenue. C'est assez rare d'employer **might** comme cela aujourd'hui; cela peut être considéré comme prétentieux ou sarcastique.)

Must & Have to

Must est employé pour les obligations dites 'internes', c'est-à-dire que l'obligation vient de celui qui parle ou écrit: il est l'autorité. Son contraire est ***mustn't***. ***Have to***, en revanche, est employé pour les obligations dites 'externes', c'est-à-dire que l'obligation vient d'une autorité externe, comme les lois d'un état, le règlement d'une école, ou des parents. Son contraire est ***do/does not have to***. ***Must*** est aussi employé pour parler de la nécessité ou d'une forte probabilité; son contraire, dans ce cas, est ***can't***.

- ***Teacher: "You must do your homework for next Thursday"***. Professeur: "Il faut que vous fassiez le devoir pour jeudi prochain". (Obligation interne. Le professeur est l'autorité; l'obligation vient de lui.)
- ***Pupil: "I have to do my homework for next Thursday"***. Elève: "Je dois faire mon devoir pour jeudi prochain". (Obligation externe. C'est toujours le professeur qui est l'autorité; l'élève parle d'une obligation qui lui a été imposée. Il en informe ses parents, par exemple.)
- ***It must be late as it's already dark***. Il doit être tard puisqu'il fait noir déjà. (Nécessité. Il est nécessairement tard puisqu'il fait noir; ou c'est fortement probable.)
 - ***You mustn't be late***. Vous ne devrez pas être en retard. (Obligation négative. Celui qui parle est l'origine de l'obligation.)
- ***You don't have to work on Sundays***. Vous n'êtes pas obligé de travailler le dimanche. (Absence d'obligation. Celui qui parle n'est pas l'origine de l'obligation, il en parle simplement. On peut aussi employer ***needn't***.)
- ***It can't be 10 o'clock because the sun is still shining***. Il ne peut pas être 22h00 puisque le soleil brille toujours. (Impossibilité ou improbabilité. D'après celui qui parle, il n'est pas possible qu'il soit 22h00; ou c'est très peu probable.)

Il ne faut pas confondre ***mustn't*** et ***don't have to***: le premier concerne une obligation négative (quelque chose qu'on ne devrait pas faire), tandis que le dernier parle de l'absence d'une obligation (quelque chose qu'on n'est pas obligé de faire.)

Ought to & Should

Pour donner un conseil, on emploie soit ***ought to***, soit ***should***. La différence entre eux est que le premier est plutôt moralisateur; on

insiste plus sur la vertu de ce qui est conseillé. Les deux sont aussi employés pour parler de la probabilité.

- ***You ought to save your money instead of spending every penny you earn.*** Tu devrais économiser ton argent au lieu de dépenser chaque sou que tu gagnes. (Conseil. Ici le ton est plutôt moralisateur.)
 - ***You should brush your teeth after every meal, if possible.*** Tu devrais te brosser les dents après chaque repas, si cela est possible. (Conseil. C'est juste un bon conseil; il n'y aucune notion de moralité.)
 - ***This book ought to [should] be heavy enough to keep the door open.*** Ce livre doit être assez lourd pour garder la porte ouverte. (Probabilité. J'estime que le livre est assez lourd pour être placé contre la porte de façon à l'empêcher de se fermer.)
-

Had better & Needn't

Pour donner un conseil, on peut employer ***had better***. Lorsqu'on veut signaler que quelque action n'est pas obligatoire, on peut employer ***needn't***.

- ***You had better hurry, or you'll be late.*** Vous feriez mieux de vous presser, sinon vous serez en retard. (Conseil. On peut aussi employer ***should*** et ***ought to***.)
- ***You needn't hurry; there's plenty of time.*** Ce n'est pas la peine de vous précipiter; il reste beaucoup de temps. (Absence d'obligation. On peut aussi dire ***don't have to***.)

No change family	
Infinitive	Simple past
Cost	Cost
Cut	Cut
Hit	Hit
Hurt	Hurt
Let	Let
Put	Put
Shut	Shurt
read	read

The « ght » family	
Infinitive	Simple past
Bring	Brought
Buy	Bought
Fight	Fought
Think	Thought
Catch	Caught
Teach	taught

The « T » family	
Infinitive	Sipmle past
Lend	Lent
Send	Sent
Spend	Spent
Build	Built
Burn	Burnt
Learn	Learnt
Smell	Smelt
Feel	Felt
Leave	Left
Meet	Met
Dream	Dreamt
Mean	Meant
Keep	Kept
Sleep	Slept
Lose	Lost
light	lit

The « D » family	
Infinitive	Simple past
Sell	Sold
Tell	Told
Find	Found
Have	Had
Hear	Heard
Hold	Held
Say	Said
Pay	Paid
Make	Made
Stand	Stood
Understand	Understood

Phrasal verbs, Prepositional verbs with special meaning (A-H)

Here we have listed verbs with adverbs and prepositions. These verbs have a special meaning, therefore we have used them in sentences.

A --- H	I --- R	S --- Z
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Phrase	Example
A	
agree to	I wish she would agree to my proposal.
agree with	I agree with him on that point.
ask after	Mr. Smith asked after John.
ask in	He was asked in.
ask over	Yes, you can ask your friend over.
B	
back off	She was told to back off.
be in	Are your parents in?
be off	I'm off now.
bear (up) on	These facts do not bear on this matter.
bear with	Please bear with him for a moment while he tries to put this straight.
beg off	I'm sorry, I have to beg off.
black out	And then she just blacked out.
blame on	Don't blame it on her.
blow up	The bomb might have blown up.
(break away break free break loose)	At last, the hostage could break away from his captors.
break down	Finally her sister broke down.
break off	I didn't mean to break off anything.
break up	Sue and Tim broke up last year.
bring along	This year has brought along some significant changes.
bring down	(1) Taxes were never brought down. (2) The president was brought down by this scandal.
bring in	My job brings in 400 dollars per week.
bring up	(1) She was brought up in Wisconsin. (2) Why do you have to bring that up?
build up	He needs to do some exercises to build himself up.

burst in with	She burst in with the bad news.
butt in	How can we talk when you keep butting in all the time?
C	
call down	The teacher called down all the students who were late.
call in	He called Kelly in.
call off	I had to call off the barbecue because of the bad weather.
calm down	Please calm down.
carry on	Please carry on with your homework.
catch up (on)	I need some time to catch up on that incident.
check out	I will check it out.
check up (on)	There is no need to check up on me.
clean down	My hands were covered with mud, and so I cleaned them down.
clean off	Can you clean off the table, please?
clean up	Can you clean your room up a little?
clear away	Please clear your stuff away.
close down	The shop was closed down by the police.
close in (on)	She closed in quietly.
close up	The restaurant was closed up by the health department.
come around	I knew he would come around in the end.
come back	Will the good old days ever come back?
come by	(1) My aunt came by yesterday. (2) I hope he came by this money honestly.
come over	Why don't you come over next weekend?
cool down / off	(1) It began to cool off after the thunderstorm. (2) Cool down guys!
count (up) on	Can we count on you?
cut back (on)	I have to cut back on the water usage.
cut out	Cut it out!
D	
decide (up) on	I decided on ice tea.
die off/out	That species died out million years ago.
dirty up	Don't dirty your pants up!
do in	He tried to do his father in.
do over	I probably wouldn't do it over.
do up	(1) Do up the present quickly. (2) Please do up your buttons.
do without	I guess I will have to do without lunch today.

draw near	As the time drew near,...
dress down	His father dressed him down again.
drink up	Drink up, and let's going.
drive at	Well, you must see what I'm driving at.
drive on	We drove on till night.
drop by	I hope you guys can drop by our house some time.
drop in (on)	I can't believe who dropped in on us last night.
drop off	You can drop me off at the next red light.
dry out	The clothes finally dried out.
E	
ease off	The storm eased off a little.
eat up	Eat up, and let's get going.
edge away	The students laughed and edged away from him.
end up	When will all this end up?
enter (into)	We need more members to enter our team.
even out	The surafce of the road was evened out.
even up	Can they even up the score tonight?
F	
face up (to)	You have to face up to challenges.
fall apart	The whole thing falls apart.
fall back on	I had to fall back on my savings.
fall behind (in/on) get behind (in/on)	He's falling behind in his car payments.
fall through	I hope my party next Saturday doesn't fall through.
fasten up	Please fasten up your jacket.
feel for	I really feel for you.
fight back (at)	It's hard for him to fight back.
fight down	I fought down the anger.
figure on	I figure on the extra income.
figure out	I just can't figure her out.
fill in	(1) I better fill the cracks in with something. (2) Would you fill in the form, please?
fill in (for)	I will have to fill in for him till he gets back from his vacation.
fill out	Would you fill out the form, please?
fill up	(1) The hole filled up with water and had to be pumped. (2) We will fill up at the next gas station.

finish off	Finish off your cup of coffee, please.
finish up	I will finish my homework up in a few minutes.
fit in(to)	It just doesn't fit in.
fix up	Is my bike fixed up yet?
fly in(to)	When did you fly in?
fool around	Stop fooling around.
G	
gather up	Let's gather our things up and leave.
get across	How can I get it across to you
get along with	He couldn't get along with her mother-in-law.
get at	What exactly is he getting at?
get back	When will you get back?
get back at	He will get back at him someday.
get back to	I will get back to you in a minute.
get by (on)	She can't get by on that much money.
get down to	Now, let's get down to homework.
get into	He managed to get himself into the class he wanted.
get off	I have to get off all my packages.
get on	How are you getting on?
get on with	(1) I need to get on doing my homework. (2) How do you get on with Sam?
get out of	You've got to get out of there.
get over	(1) It took him a long time to get over the heart attack. (2) He couldn't get over the huge rock in the path, so he went around it.
get through	I tried calling you, but I couldn't get through.
get up	(1) Today I got up at 10 am. (2) We got up a team on very short notice.
give away (to)	(1) He gave his car away to his brother. (2) Don't give the answer away.
give in (to)	Why does she always give in to her brother?
give up	Are you sure you want to give up your career?
glance over	My teacher just glanced over my homework today.
go after	He went after the man who mugged him.
go along with	I'll go along with you on that decision.
go around	There's not enough milk to go around.

go away	Please go away!
go back	I'll never go back.
go in	They went in after us.
go in for	He goes in for playing soccer.
go off	(1) The bomb went off. (2) My party went off as planned.
go off with	I guess she went off with her new boyfriend.
go out (with)	Will she go out with Mike next Friday evening?
go through	(1) The truck wouldn't go through the tunnel. (2) He went through his pockets, looking for his wallet. (3) How can you go through all the chocolate so fast? (4) You won't believe what I've went through. (5) I guess we need to go through the whole song a few more times.
go under	(1) I was afraid that our ship would go under. (2) The company went under.
go without	I just cannot go without some candy from time to time.
H	
hand down	(1) The court has not yet handed down a ruling. (2) He will hand this down to his granddaughter.
hand out	The teacher handed out the test to the surprised students.
hang around (with)	I usually spend much time hanging around with my friends.
hang on	(1) Hang on, please. (2) They couldn't hang on much longer.
hang up	Why did you hang up on me?
happen (upon)	I just happened upon her.
heal up	My injury healed up in around no time.
hear out	Hear me out, will you? I have more to tell.
heat up	How soon will lunch be heated up?
help out	Can you help me out?
hide away	Can you hide this book away where no one will find it?
hide out (from)	Ben was hiding out from the police.
hit back (at)	He hit me, but I didn't hit back at him.
hit on	Tom was hitting on Mike's fiancée.
hit (upon)	I guess I have hit upon something.
hold back (on)	They hold back on signing the new deal.
hold on	Hold on a minute! I have to check this first.
hold out	I don't know how long they can hold out.
hold up	Some moron tried to hold me up.

hurry on/up

Hurry on, will you? I got some errands to run today.

Relative Clauses

Les relatifs

'Who' et 'which'

'Who'

La subordonnée relative nous dit de quelle chose ou personne (ou de quel genre de chose ou personne) on parle dans la principale.

Ex. *The man who lives here is a scientist.* L'homme qui habite ici est un scientifique.

La subordonnée (*who lives here*) nous précise de quelle homme (*The man*) on parle. Sans la subordonnée, on a : *The man is a scientist.* On ne sait pas de quel homme on parle. La subordonnée nous informe que c'est l'homme qui habite ici. Le pronom relatif *who* renvoie à *The man*. On peut en tirer deux propositions :

- *The man is a scientist.*
- *The man lives here.*

'Which'

Lorsqu'il s'agit d'une chose et non pas d'une personne, le pronom relatif est *which*.

Ex. *The car which is parked outside is new.* La voiture qui est garée dehors est neuve.

- *The car is new.*
- *The car is parked outside.*

Le pronom relatif dans la subordonnée renvoie à *The car*. Puisqu'il s'agit d'une chose, on emploie *which* et non pas *who*, qui renvoie seulement à une personne.

Sujet ou complément ?

Le pronom relatif de la subordonnée peut être le sujet ou le complément de la subordonnée. Dans les deux exemples ci-dessus, il est le sujet. Voici des exemples où il est le complément.

Ex. *The man who I mentioned is a scientist.*

- *The man is a scientist.*
- *I mentioned the man.*

Ex. *The car which John owns is outside.*

- *The car is outside.*
- *John owns the car.*

'Whom'

Pour le complément, on peut écrire *whom* à la place de *who* dans le langage écrit très soutenu (par exemple, dans une lettre commerciale). Dans le langage parlé, on évite *whom*. Après une préposition, on doit mettre *whom* mais on peut l'éviter — voici un exemple:

Ex. *The woman to whom you were speaking is a doctor.* (pronom relatif après préposition — très formel)

=

The woman who you were speaking to is a doctor. (pronom relatif avant préposition)

Deux sortes de relatif

Il y a deux sortes de subordonnée relative : (1) celles qui définissent le nom auquel elles renvoient et (2) celles qui donnent seulement une information supplémentaire à son propos. Dans le deuxième cas, il faut séparer la subordonnée de la principale avec des virgules. Les exemples que nous avons vus sont tous de la première sorte : par exemple, dans *The car which John owns is outside*, la subordonnée (*which John owns*) précise de quelle voiture on parle; on ne doit pas employer des virgules.

Voici des exemples où la subordonnée donne simplement des informations supplémentaires et ne sert pas à déterminer de quelle chose ou personne on parle.

Ex. *John's car, which is parked outside, has a great hi-fi system.*

- ***John's car has a great hi-fi system.***
- ***John's car is parked outside.***

Ici, la principale nous dit déjà de quelle voiture on parle (celle de John) ; la subordonnée nous donne une information supplémentaire, à savoir que cette voiture est garée devant l'endroit où l'on parle. La subordonnée ne nous permet pas de savoir de quelle voiture il s'agit ; d'ailleurs nous le savons déjà puisque l'information est contenue dans la principale.

Pour les subordonnées qui définissent :

- on peut employer *that* au lieu de *who* ou *which*
- on peut supprimer *that, who* ou *which* mais seulement lorsqu'il s'agit du complément de la subordonnée. Ici on peut parler du relatif zéro.

Ex. *The man who I mentioned is a scientist.*

Ex. *The man whom I mentioned is a scientist.*

Ex. *The man that I mentioned is a scientist.*

Ex. *The man I mentioned is a scientist.*

Pour les subordonnées qui donnent une information supplémentaire :

- on ne peut pas employer *that*
- il faut utiliser *who* ou *which*

'Whose', 'where', et 'what'

'Whose'

Le pronom relatif *whose* renvoie à un adjectif possessif (*his/her/their*) :

Ex. *The man whose car is parked outside our house is a doctor.* L'homme dont la voiture est garée devant notre maison est médecin.

- ***The man is a doctor.***
- ***The man's car is parked outside our house. (ou *His car is parked...*)***

***Whose* peut renvoyer à une personne ou à une chose mais ce dernier est rare.**

'Where'

Le pronom relatif *where* renvoie à un endroit :

Ex. *The town where they stopped was by the sea.* La ville où ils sont arrêtés est au bord de la mer.

- *The town was by the sea.*
- *They stopped there. | They stopped in the town.*

'What'

Le relatif *what* signifie *tout ce que* ou *ce que*.

Ex. *I believe what you said.* Je crois ce que vous avez dit.

Ex. *What you said is right.* Ce que vous avez dit est vrai.

Reported Speech

On emploie le **discours indirect (reported speech)** pour dire ce que quelqu'un a dit. Il y a deux façons de faire cela:

- Vous pouvez répéter les mots (**discours direct**): *He said: "I'm watching TV"* (Il a dit: "Je regarde la télé").
- Ou vous pouvez employer le **discours indirect**: *He said (that) he was watching TV* (Il a dit qu'il regardait la télé).

Le mot *that* est entre parenthèses parce qu'il n'est pas obligatoire.

En général, lorsque nous employons le **discours indirect**, nous parlons du passé. D'ordinaire donc nous mettons le verbe (ou auxiliaire) au **prétérit**.

Exemples:

Discours direct	Discours indirect
"Mary <i>is</i> happy."	He said (that) Mary <i>was</i> happy.
"I <i>want</i> to buy a new computer, but I <i>don't know</i> which one to buy."	He said (that) he <i>wanted</i> to buy a new computer but <i>didn't know</i> which one to buy.
"I <i>am going</i> to buy a car."	He said (that) he <i>was going</i> to buy a car.
"It <i>is</i> cold in here; I <i>will</i> close the window."	He said (that) it <i>was</i> cold; he <i>would close</i> the window. Note: <i>would</i> est le prétérit de <i>will</i> .
"I <i>have lost</i> my watch."	He said (that) he <i>had lost</i> his watch.

La plupart des modaux (*could, might, must, ought, should, would*) restent inchangés dans le **discours indirect**. En revanche, *can* devient *could* et *may* devient *might*.

En général, le **prétérit simple** (*I did*) reste inchangé dans le **discours indirect**, mais vous pouvez le changer au **past perfect** (*I had done*):

Discours direct	Discours indirect
I <i>didn't go</i> to school on Thursday because there	He said he <i>hadn't gone</i> (ou <i>didn't go</i>) to school on Thursday because

Discours direct	Discours indirect
<i>was</i> a train strike.	there <i>had been</i> (ou <i>was</i>) a train strike.

Parfois, on ne modifie pas le verbe lorsqu'on emploie le **discours indirect**. Si ce que vous rapportez est toujours vrai, vous n'êtes pas obligé de changer le temps du verbe:

Discours direct	Discours indirect
"Diamonds <i>are</i> more expensive than pearls."	He said (that) diamonds <i>are</i> (ou <i>were</i>) more expensive than pearls.
"Computers <i>have gone down</i> in price."	He said (that) computers <i>have</i> (ou <i>had</i>) <i>gone down</i> in price.

Dans ces deux exemples on peut mettre le verbe au **prétérit** (ou **past perfect**) ou le laisser comme il est.

Mais on est obligé d'employer le **prétérit** lorsqu'on n'est pas d'accord avec ce que on rapporte (si on estime qu'il est faux).

Discours direct	Discours indirect
"France <i>is</i> bigger than Canada."	He said (that) France <i>was</i> bigger than Canada.
"Ireland <i>have never beaten</i> England at rugby."	He said (that) Ireland <i>had never beaten</i> England at rugby.

Say et tell

Après *say* on n'est pas obligé d'employer un complément d'object indirect (COI); après *tell* on est obligé d'en employer un. Donc, si vous mentionnez avec qui vous parlez, employez le verbe *tell* comme ceci:

- **Correct:** He *told* me [COI] (that) he didn't know the answer.
 - **Incorrect:** *He said me he didn't know the answer.

Sinon, employez *say*:

- **Correct:** He *said* (that) he didn't know the answer.
 - **Incorrect:** *He told he didn't know the answer.

Si on emploie *say* avec un **COI**, on est obligé d'employer la préposition *to*, mais cela est rare. Voici un exemple:

- **Correct:** He said **to me** that he didn't know the answer.

A la différence de *say* (ou *said*), après *tell* (ou *told*) on peut avoir différentes structures:

COI + mot en WH: what, who, when, where, why, how	He told me <i>what</i> he wanted.
COI + infinitif	He told me <i>to go</i> home.
COI + mot en WH + infinitif	He told me <i>where to go</i> .
COI + groupe nominal	He told me <i>the truth</i> .

On emploie **l'infinitif** dans le **discours indirect**, surtout avec *tell* et *ask* (pour des ordres et des requêtes):

Discours direct	Discours indirect
My boss said: " <i>Finish</i> that project by Friday." (ordre)	The boss <i>told</i> me <i>to finish</i> the project by Friday.
She said: "Please <i>be</i> quiet while the baby is asleep." (requête)	She <i>asked</i> me <i>to be</i> quiet while the baby was asleep.
He said: "Can you pass me the salt?" (requête)	He <i>asked</i> me <i>to pass</i> the salt.

The 3rd Conditional

Il y a trois conditionnels : le premier est pour parler des choses qui sont susceptibles de se produire ; le deuxième est pour parler des choses qui pourraient se produire mais ne sont pas très probables ; et le troisième est pour parler des choses qui auraient pu se produire mais en fait ne se sont pas produits. Examinons cela :

Le 1er Conditionnel

- La forme :
 - Condition : *if* + présent simple
 - Conséquence : *will* + base verbale
- Exemple :
 - *If I see John, I will tell him you are looking for him.* Si je vois John, je lui dirai que tu le cherches.
 - *I will tell John you are looking for him if I see him.* Je dirai à John que tu le cherches si je le vois.

Il y a une réelle possibilité que je verrai John, par exemple parce qu'il travaille avec moi. Notez que tout de suite après *if* on ne mets pas le futur bien que l'on parle de l'avenir ; on le mets seulement lorsqu'on parle des conséquences.

Comme vous pouvez le voir dans l'exemple, on peut mettre la condition en premier (c'est-à-dire commencer avec *if*), ou on peut inverser l'ordre (conséquence, puis condition).

Le 1er conditionnel peut aussi être utilisé pour faire une promesse ou une menace (ou un avertissement) :

- Une promesse : *If you help me wash my car, I will buy you lunch.* Si tu m'aides à laver la voiture, je t'achèterai un déjeuner.
- Une menace : *If you damage my bicycle, I will never speak to you again.* Si tu endommages mon vélo, je ne te parlerai plus jamais.

Le 2ème Conditionnel

- La forme :
 - Condition : *if* + prétérit modal
 - Conséquence : *would* + base verbale
- Exemple :

- *If I won a million dollars, I would buy a yacht.* Si je gagnais un million de dollars, j'achèterais un yacht.
- *I would buy a big yacht if I won a million dollars.*
J'achèterais un gros yacht si je gagnais un million de dollars.

Il est peu probable, hélas, que je gagnerai un million de dollars comme prix, donc au lieu de mettre le présent simple, je mets le prétérit modal ; je dit 'modal' parce qu'il s'agit de l'emploi du prétérit, non pas pour parler du passé, mais pour parler d'un présent imaginaire ou d'un avenir imaginaire. Dans sa forme, le prétérit modal est le même que le prétérit réel sauf dans deux cas qui concernent le verbe *to be* : on peut dire *I were* et *he/she/it were* où d'ordinaire on met *was* (mais cela n'est pas obligatoire). Donc, *If I were rich* ou *If he were rich* parce que ni moi ni lui ne sommes riches.

Dans la partie de la phrase (après la virgule) où je parle de la conséquence, j'utilise *would* au lieu de *will*. Je fais ceci parce que *would* est le prétérit de *will*, donc il correspond au prétérit dans la première partie : *I won* est concordant avec *I would buy*, tout comme *I see* l'est avec *I will tell* (dans le 1er conditionnel ci-dessus).

En français, on parle de l'iréel du présent.

Le 3ème Conditionnel

- La forme :
 - Condition :
 - *if* + plus-que-parfait modal (past perfect modal),
ou
 - *had* + sujet + *participe passé* (sans *if*)
 - Conséquence : *would have* + *participe passé*
- Exemple :
 - *If I had gone to the party, I would have met Burt.* Si j'étais allé à la fête, j'aurais rencontré Burt.
 - Ou : *Had I gone to the party, I would have met Burt.*
 - *I would have met Burt if I had gone to the party.* J'aurais rencontré Burt si j'étais allé à la fête.
 - Ou : *I would have met Burt had I gone to the party.*
 -

Je ne suis pas allé à la fête mais je peux imaginer ce qui aurait pu se produire si j'avais décidé d'y aller : j'imagine le passé autrement. Pour le passé imaginé, on n'emploie pas le prétérit comme on fait pour le passé réel ; on emploie le *past perfect* (ou plus-que-parfait) pour signaler que l'on parle d'un passé imaginaire. Dans la partie de la phrase où l'on parle des conséquences, on emploie *would + have + participe passé*.

En français, on parle de l'irréel du passé.

Uses of capital letters and punctuation

+Capital letters:

We use capital letters:

- To begin a sentence or statement: We're meeting for lunch tomorrow.
- When we want to call people by their title: Mrs. Brown, Mum, Aunt Kelly, Miss Ana...
- For the names of people: Mary, Ahmed, Fatima...
- For the personal pronoun "I": Can I borrow your Camera?
- For the names or abbreviations of organizations: United Nations, Educational Scientific and Cultural Organization "UNESCO"....
- For the titles of films and books: So Long Mr. Wrong, Rhapsody, Barefoot, She's the man...
- For the names of places (countries and towns): Morocco, Singapore, Paris, London...
- For nationalities and languages: English, Chinese, Moroccan...
- For days, months, celebrations: Thursday, April, New Year...
- For adjectives made from proper nouns: China, Chinese, Morocco, Moroccan...

+Punctuation:

- Full stop (.):
 - ✓ At the end of statement or a phrase (information and instruction) and after a polite request: "My hearing is getting worse as I get older.", "Please forgive me."
 - ✓ In some abbreviations to show that some letters at the end of a specific word are missing: Pl. (Plural), approx. (approximately), Fri. (Friday).
 - ✓ In modern British English, full stops are not usually added when the abbreviation contains the last letter of the full word: Mr (=Mister); Dr (=Doctor); Rd (=Road); Ave (=Avenue).
 - ✓ Full stops are not used after abbreviation of scientific units: cm, km, g, kg, sec, min...
- Comma (,):
 - ✓ To represent a brief pause in the middle of a long sentence: It's been hot everyday so far, so we've spent most of the time on the beach along with everyone else.
 - ✓ In lists of adjectives that appear before a noun: a hot, sunny, long day.
(Note: It's also correct to leave out commas in this case)
 - ✓ In lists of two or more items: I bought some tomatoes, some mushrooms, and a pumpkin.
(Note: The last comma before "and" can be left out).
 - ✓ After linking words at the beginning of a phrase: First of all, let me introduce you the plan.
 - ✓ Before and after linking words in the middle of a statement: chris, on the other hand, did not approve.
 - ✓ When we give additional information that can be left out: Ahmed, who is known as being lazy, woke up at 11.30.
 - ✓ Before questions tags: you did your homework, didn't you?
 - ✓ To separate the speaker from the words spoken: Kelly said, "I'll be right back."
 - ✓ In large numbers to separate sets of digits: 2.300 18.700 450.060 5.000.000
- Semicolon (;):
 - ✓ To join two sentences with related meanings together: We need better technology;

better technology costs money.

✓ To separate long items in a list: Students are asked not to leave bicycles by the entrance; not to eat chewing gum in the classroom; and not to be late for school.

• □ □ □ □ □ □ □ □ Colon (:):

✓ To represent an explanation of the previous part of the sentence: At the end, we had to stop: we were tired and it was very dark.

✓ To introduce items in a list: We ask you to provide us one of the following pieces of identification: a passport, a student's card and a driving licence.

✓ To give examples in the middle of a sentence.

• □ □ □ □ □ □ □ □ Quotation marks (" "):

✓ Around direct speech: "what time is it?" Susie asked

✓ Around words you want to emphasize or treat: what is "Globalization"?

• □ □ □ □ □ □ □ □ Question mark (?):

✓ After a question: How are you?

• □ □ □ □ □ □ □ □ Exclamation mark (!):

✓ To express strong emotions like joy, anger and surprise: you will not believe it! I get my driving licence!

✓ With commands that should be obeyed: Stop laughing!

✓ With short exclamations called interjections: Help! Ouch!

• □ □ □ □ □ □ □ □ Apostrophe ('):

✓ With an 's' to show who or what someone or something belongs to or is connected with: Chris is having dinner with Kelly's sister.

✓ To show that some letters are missing (contractions or short forms): I can't (cannot) believe you anymore, you're (you are) so exciting!

Those explanations will definitely help you to structure and build your writing in a more organized way.

Advanced Grammar



How to succeed to pass the

**ECL (ALCPT),
TOEFL, SAT, GRE,
GMAT**



*as well as high level and
advanced tests.*

.3.



.3.





WRITING

Strategy:

strategy text:

writing is a good exercise to detect, work on, and correct grammar errors .



Free writing activity:

Write about a strange or funny experience that you have undergone or that one of your friends or relatives has undergone in the past.

V E R B S

Verbs are defined as words that with nouns make a statement, a command or a request, or ask a question about someone or something.

I/ MOOD OF VERBS: Verbs are divided into three moods:

A/ **the indicative** mood that indicates facts and realities

- John is a doctor
- Are the students in class?
- Please forgive me !

B/ **the imperative** mood which is used to give orders.

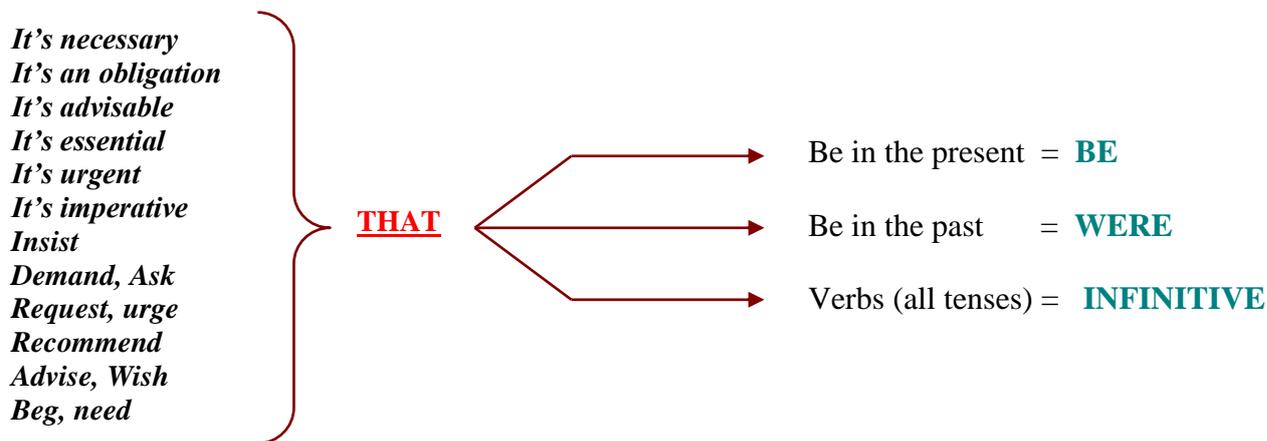
- Do your homework right now.
- Don't smoke in class.

C/ **the subjunctive** mood is used for hypothetical or contrary to fact conditions.

- Indicative : Zineb exercises every day.
- Subjunctive : *it's necessary that* Zineb exercise every day.
it's necessary that Zineb Be on time.
it's necessary that Zineb Were on time.

N.B :

- * The subjunctive mood is always used in sentences introduced by expressions of influencing, asking, ordering and demanding such as:



- * With sentences that contain the words if or wish we always use the plural form of **be (were)** in the past never **was**:

- Zineb wishes she were born in USA.
- If I were you I would choose to go to Dallas.

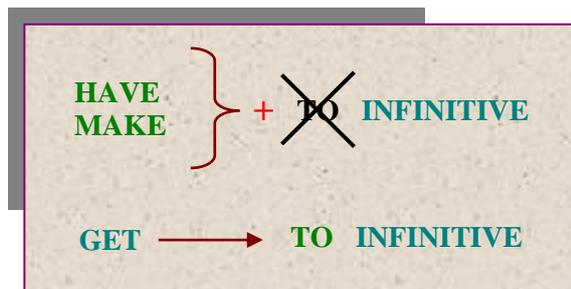
II/ CAUSATIVE VERBS:

Causative verbs are the verbs which are used to cause or force someone to do something. The sentence has two subjects the main subject is not the doer of the action but he only causes the second subject to do the job. The causative verbs are **make, have** and **get**.

- The teacher has Zineb review the lesson.
- The teacher makes Zineb review the lesson.
- The teacher gets Zineb to review the lesson.

N.B: Notice the different usage of “to have” used as a verb, as an auxiliary and as a causative verb:

- As a verb (to possess) : Linda has some homework to do.
- As an auxiliary (perfect tense) : Linda has done her homework.
- As a causative verb : Linda has Zineb **do** her homework.



III/ SO – TOO // EITHER – NIETHER:

Those four words are only used to avoid repetition. So and too are used to avoid a positive repetition while either and neither avoid a negative repetition.

A/ Affirmative

- | | | | | |
|----------------------------------|---|----------------------------------|---|--------------------------|
| ➤ Zineb <u>is a student</u> | } | Zineb is a student and : | } | ➤ John is <i>too</i> . |
| ➤ John <u>is a student</u> | | | | ➤ <i>So</i> is John. |
| ➤ Zineb <u>studies very hard</u> | } | Zineb <u>studies very hard</u> : | } | ➤ John does <i>too</i> . |
| ➤ John <u>studies very hard</u> | | | | ➤ <i>So</i> does John. |
| ➤ Zineb <u>can help me</u> | } | Zineb <u>can help me</u> : | } | ➤ John can <i>too</i> . |
| ➤ John <u>can help me</u> | | | | ➤ <i>So</i> can John. |

A/ Negative

- Zineb isn't a student
- John isn't a student



Zineb isn't a student and :



- John isn't *either*
- *neither* is John.

- Zineb doesn't study very hard
- John doesn't study very hard



Zineb doesn't study very hard and:



- John doesn't *either*
- *neither* does John.

- Zineb can't help me
- John can't help me



Zineb can't help me:



- John can't *either*
- *neither* can John.

IV/ BE USED TO // USED TO:

Be used to should always be followed by "ING" and it refers to actions that we have just been familiar or accustomed to doing them. We didn't in the past.
"Used to" should be used with past time habits that we had in the past but that we no more do or have them now.

- Clara is used to **smoking** cigarettes. (she didn't in the past but now she starts smoking)
- Clara used to **smoke** cigarettes. (she had the habit of smoking in the past but now she stopped)

1. While I was driving to work this morning, I.....about my briefing.
 - a. Think
 - b. Was think
 - c. Will think
 - d. **Was thinking.**
2. first, I went to the movie; then I.....some pizza.
 - a. eat
 - b. will eat
 - c. **ate**
 - d. am eating.
3. Before the firemen could extinguish the flames, the house.....
 - a. Will already burn down
 - b. Was already burn down
 - c. Is already burn down
 - d. **Had already burned down.**
4. When I was a child; I alwaysmy homework.
 - a. **did**
 - b. do
 - c. will do
 - d. have done
5. Before it was raining, wethe picnic.
 - a. cancel
 - b. **canceled**
 - c. are cancel
 - d. cancels
6. Ithe taste of raw tomatoes ever since I was a little boy.
 - a. like
 - b. am like
 - c. liking
 - d. **have liked**
7. I need to borrow some money because Ito bring my wallet this morning.
 - a. forget
 - b. am forget
 - c. will forget
 - d. **forgot**
8. While I was in college, I.....on most of my tests.
 - a. cheat
 - b. have cheat
 - c. **cheated**
 - d. am cheating.
9. You may leave now, unless youto hear the same lecture again.
 - a. wanted
 - b. **want**
 - c. are wanting
 - d. will be wanted.
10. Just as I was walking into the classroom, the bell
 - a. ring
 - b. ringing
 - c. **rang**
 - d. did rung
11. I will wait in the car while youin the store.
 - a. shops
 - b. sopped
 - c. will be shop
 - d. **shop.**
12. Before I could step on the brake, I.... the dog.
 - a. will hit
 - b. was hit
 - c. **hit**
 - d. have hit.
13. Because itso much last night, I was unable to play soccer.
 - a. rain
 - b. rains
 - c. **rained**
 - d. raining
14. Just as I walked outside, itto rain.
 - a. **started**
 - b. starts
 - c. starting
 - d. is start
15. Before I mail this letter tomorrow, Iit.
 - a. am reread
 - b. **will reread**
 - c. did reread
 - d. rereading.
16. I was sitting in my car when
 - a. the storm start
 - b. starts the storm
 - c. **the storm started**

- d. the storm is start
17. While you are taking the test tomorrow,
I.....your papers.
a. read
b. am reading
c. **will be reading**
d. have read.
1. Al's doctor insists.....for a few days.
(A) that he is resting
(B) his resting
(C) him to rest
(D) **that he rest**
2. I don't like iced tea, and
(A) she doesn't too
(B) either doesn't she
(C) **neither does she**
(D) she doesn't neither
3. We wish that you such a lot of
work, because we know that you would have
enjoyed the party.
(A) **hadn't had**
(B) hadn't
(C) didn't have had
(D) had to reserve better
4. Since your roommate is visiting her family
on the weekend,.....you like to have
dinner with us tonight?
(A) Will
(B) won't
(C) do
(D) **wouldn't**
5. Pleasephotocopies of documents.
(A) **not to submit**
(B) do not submit
(C) no submit
(D) not submit
6. I.....bacon and eggs every morning.
(A) am used to eat
(B) used to eating
(C) am used to eating
(D) **used to eat**
7. Frankly, I'd rather youanything
about it for the time being.
(A) **do**
(B) didn't do
(C) don't
18. the policeman shot the suspects before
they
a. will surrender
b. **could surrender**
c. surrender
d. are surrender
9. The team really looks good tonight because the
coach had themevery night this week.
(A) **practice**
(B) to practice
(C) practiced
(D) the practice
10. would you mindplease?
(A) to answer the telephone
(B) **answering the telephone**
(C) answer the telephone
(D) to the telephone answering
11. Youyour seats today if you want
to go to the game.
(A) had better to reserve
(B) had to better reserve
(C) **had better reserve**
(D) hadn't have
12. If itso late, we could have coffee
(A) wasn't
(B) isn't
(C) **weren't**
(D) not be
13. Your sister used to visit you quite often,
(A) **didn't she**
(B) doesn't she
(C) wouldn't she
(D) wouldn't
14. If Bobwith us, he would have
had a good time.
(A) would come
(B) would have come
(C) **had come**
(D) came
15. We were hurrying because we thought that the
Bell
(A) had already rang
(B) has already rang
(C) **had already rung**

(D) didn't

(D) have already ringing

8. Since they aren't answering their telephone, they

- (A) must have left
- (B) should have left
- (C) need have left
- (D) can have left

1. I hadn't expected James to apologize, but I had Hoped

- (A) him calling me
- (B) that he would call me
- (C) him to call me
- (D) that he call me

2. My husband lived at home before we were married, and so

- (A) did I
- (B) had I
- (C) I had
- (D) I did

3. Does your new secretaryshorthand?

- (A) know to take
- (B) know how to take
- (C) know how take
- (D) know how taking

4. Tommy had his big brother.....his shoes for him

- (A) will tie
- (B) tie
- (C) tied
- (D) tying

5. I wish that the weather.....not so warm

- (A) was
- (B) be
- (C) were
- (D) is

6. His English teacher recommends that hea regular degree program.

- (A) begin
- (B) begins
- (C) will begin
- (D)is beginning

7. Let's go out for dinner,?

- (A) will we

9. Would you pleasewrite on the books?

- (A) don't
- (B) not to
- (C) not
- (D) to not

10. The old man asked her to move because hein that chair.

- (A) used to sit
- (B) was used to it
- (C) used to sitting
- (D) was used to sitting

11. After the way she treated you, if I.....in your place, I wouldn't return the call.

- (A) be
- (B) am
- (C) was
- (D) were

12. If I.....the flu I would have gone with you.

- (A) hadn't
- (B) hadn't had
- (C) didn't have
- (D)wouldn't have had

13. He's taken his medicine,?

- (A) hasn't he
- (B) didn't he
- (C) doesn't he
- (D) isn't he

14. Your mother and I are looking forward.....you.

- (A) of seeing
- (B) for seeing
- (C) to see
- (D) to seeing

15. It is imperative that youthere in person.

- (A) be

- (B) don't we
- (C) shall we
- (D) are we

- (B) will be
- (C) will
- (D) are

8. I'dthe operation unless it is absolutely necessary.

- (A) rather not have
- (B) not rather had
- (C) rather not to have
- (D) rather not having

1. The brakes need.....

- (A) adjusted
- (B) to adjustment
- (C) to adjust
- (D) adjusting

9. The man who was driving the truck would not admit that he had been at fault, and.....

- (A) neither the other driver
- (B) neither would the other driver
- (C) neither had the other driver
- (D) the other driver neither

2. I wish that wewith my brother when he flies to England next week.

- (A) could go
- (B) had gone
- (C) will go
- (D) are going

10. If it.....rain, we'll have the party outside.

- (A) wouldn't
- (B) doesn't
- (C) didn't
- (D) won't

3. Are you sure Miss Smithuse the new equipment?

- (A) knows to
- (B) knows the
- (C) knows how to
- (D) knows how

11. Excuse me, but it is time to have your temperature.....

- (A) taking
- (B) to take
- (C) take
- (D) taken

4. Mary and Johnto the parties at the Student Union every Friday.

- (A) used to go
- (B) use to go
- (C) are used to go
- (D) were used to go

12. Almost everyone failsthe driver's test on the first try.

- (A) passing
- (B) to have passed
- (C) to pass
- (D) in passing

5. Youme, because I didn't say that.

- (A) must misunderstand
- (B) must be misunderstanding
- (C) must have misunderstood
- (D) had to misunderstand

13. Mike had hopedhis letter.

- (A) her to answer
- (B) that she answer
- (C) that she would answer
- (D) her answering

6.you rather sit by the window?

- (A) Don't
- (B) will
- (C) wouldn't
- (D) won't

14. I think that you had better..... earlier so that you can get to class on time.

- (A) to start to get up
- (B) started getting up
- (C) start getting up
- (D) to get up

7. His government insisted that he..... until he finished his degree.

- (A) should stay
- (B) shall stay
- (C) stayed

15. Today's weather isn't as cold as it was yesterday,?

- (A) wasn't it
- (B) was it

(D) stay

(C) isn't it

(D) is it

8. After he had researched and.....his paper he found some additional material that he should have included.

(A) wrote

(B) written

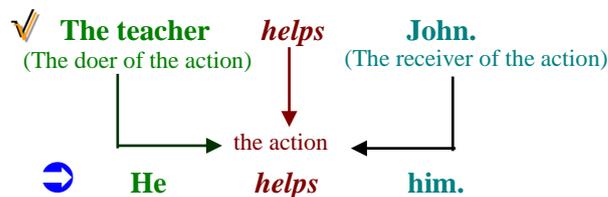
(C) writing

(D) have written

PRONOUNS :

Pronouns are words which are used to substitute or replace nouns to avoid repetition, emphasize or for other reasons. We have four main types of pronouns:

- ❖ *Subject pronouns are used to replace the subject of a sentence (the doer of the action), while Object pronouns substitute for the object of the sentence (receiver of the action).*



- ❖ *Possessive pronouns are used to show possession and ownership.*

✓ That's **my** money, **It's** not **yours** or **hers**.

- ❖ *Reflexive or emphatic pronouns are used only to emphasize that the subject of the sentence is the actual performer of the action. They can never be used as the main subject of a sentence.*

✓ The president, **himself**, told me the truth.

Types of Pronouns:

SUBJECT PRONOUNS	OBJECT PRONOUNS	POSSESSIVE PRONOUNS	REFLEXIVE PRONOUNS
I	Me	My / mine	Myself
You	You	Your / yours	Yourself
He	Him	His / his	Himself

She
It
We
You
They

Her
It
Us
You
Them

Her / hers
Its / its
Our / ours
Your / yours
Their / theirs

Herself
Itself
Ourselves
Yourselves
Themselves

N.B.: Subjective pronouns are used to replace the subject of the sentence while objective pronouns substitute for the receiver of the action which is the object.

- Zineb visits Linda.
- She visits her.

So, when we want to use a subject pronoun we should look for the doer of the action in the sentence. However, to use an object pronoun we should search for the receiver of the action.

1. The mother took.....sick dog to the doctor.
 - a) her
 - b) its**
 - c) those
 - d) his
2. Where isbook?
 - a) me
 - b) an
 - c) these
 - d) my**
3. I bought a new CD, but now I can't find.....
 - a) them
 - b) they
 - c) it**
 - d) him
4. Please give the new books to.....
 - a) him and I
 - b) he and I
 - c) me and he
 - d) him and me**
5. The commanding officer.....will inspect the barracks.
 - a) themselves
 - b) himself**
 - c) ourselves
 - d) itself
6. My mother lost.....keys.
 - a) hers
 - b) his
 - c) it's
 - d) her**
7. Give me that book! It's.....
 - a) mine**
 - b) himself
 - c) herself
 - d) ourselves
8. I don't want to be in a class with student who speaks Spanish all the time.
 - a) others
 - b) other
 - c) another**
 - d) some others
9. My wife hurt.....
 - a) himself
 - b) sheself
 - c) ourself
 - d) herself**
10. The carI bought was a bargain.
 - a) who
 - b) which**
 - c) whom
 - d) what
11. Mind your own business. This is an argument between.....
 - a) Joe and I
 - b) He and I
 - c) Him and I
 - d) Him and me.**
12. He gavebicycles for Christmas.
 - a) My brother and I
 - b) My brother and me**
 - c) I and my brother
 - d) Me brother and I.

13. That iscar.

- a) me
- b) **my**
- c) he
- d) him

14. My father took.....car to the repair shop yesterday.

- a) her
- b) **his**
- c) its
- d) me.

15. The girls did this report all by.....

- a) herself
- b) theyselves
- c) **themselves**
- d) theirselves

16. I want to thank you for inviting my wife and.....to dinner.

- a) I
- b) **me**
- c) we
- d) he.

1. Tito was the only foreignerI saw at the convention.
 (A) whom
 (B) which
 (C) who
 (D) what
2. They forgot aboutthem to join us for lunch.
 (A) us to ask
 (B) us asking
 (C) our asking
 (D) we asking
3. Our host family always invites my roommate andto their house on Sundays.
 (A) me
 (B) my
 (C) I
 (D) mine
4. Because they usually receive the same score on standardized examination, there is often disagreement as tois the better
 (A) who
 (B) which
 (C) whom
 (D) whose
5. I really appreciate to help me, but I am sure that I will be able to manage by myself
 (A) you to offer
 (B) your offering
 (C) that you offer
 (D) that you are offering
6. Let you and agree to settle our differences without involving any of the other students.
 (A) I
 (B) myself
 (C) me
 (D) my
7. If you had told us earlier he was, we could have introduced him at the meeting.
 (A) who
 (B) which
 (C) whom
 (D) whoever
8. I always ask my sister and for advice.
 (A) her
 (B) she
 (C) hers
 (D) herself
9. Do you know the woman was hurt in the accident?
 (A) which
 (B) whom
 (C) who
 (D) whose
10. I would like to leave a message for if I may.
 (A) they
 (B) them
 (C) their
 (D) theirs
11. A few of are planning to drive Florida during spring break.
 (A) who
 (B) us girls
 (C) girls we
 (D) girls
12. This is the woman the artist said posed as a model for the painting.
 (A) who
 (B) whom
 (C) which
 (D) whose
13. Of those who took the exam with Jane and I am the only one who studied for it.
 (A) he
 (B) his
 (C) him
 (D) himself
14. Two of notebooks Tom had lost on the bus were returned to the main desk at his dormitory.
 (A) what
 (B) who
 (C) which
 (D) whose
15. He didn't seem to mind TV while he Was trying to study.
 (A) their watching
 (B) that they watch
 (C) them watching
 (D) them to watch

N O U N S :

I/ CARDINAL AND ORDINAL NUMBERS:

Cardinal numbers are used to give the number of things while ordinal numbers are used to give the exact order or classification of things:

- A. Zineb has two books.
- B. Zineb has the second book.
- C. Zineb has book two.

In sentence “A” the word two is used to show the number of the books. However in both sentences “B” and “C” we have only one book but it’s the second one not the first or the third, so the words “the second” and “two” are used only to show the order of this book.

II/ MODIFIERS AND DETERMINERS:

There are some modifiers that may be used only with count nouns (nouns that may be counted and made plural). There are some other modifiers that can be used only with non-count nouns (nouns that can not be counted or made plural). The third category are the modifiers that may be used with both types; count and non-count nouns:

Modifiers Used with Count Nouns	Modifiers Used with Non Count Nouns	Modifiers Used with Both Count Nouns And Non Count Nouns
Few – a few Many A number of Each – every – both – several	Little – a little Much A great deal of An amount of	Not any / no Some – a lot of Plenty of Most – all

- ✓ John needs **some** money. He decided to ask **some** friends to give him **few** dollars.
- ✓ I need **plenty of** money to buy **a number of** T-shirts and **several** blue jeans.

Exercise I: Fill in the blanks with the appropriate words to complete the following sentences:

1. Most people want.....
 - a. the freedom
 - b. many freedom
 - c. freedom
 - d. lots freedom
2. I want to buy.....cigarettes.
 - a. a
 - b. some
 - c. an
 - d. a few of
3. The teacher gives.....homework.
 - a. too much
 - b. many
 - c. lot
 - d. a
4. Please may I have.....coffee.
 - a. any
 - b. both
 - c. some
 - d. much.
5. I lostmoney.
 - a. all
 - b. my all
 - c. all of me
 - d. all of my
6. I want a picture of.....elephants.
 - a. the three
 - b. those three
 - c. them three
 - d. this three
7. There arecars in the parking lot.
 - a. too much
 - b. some much
 - c. too many
 - d. some many
8. I bought.....book.
 - a. some old
 - b. old
 - c. these old
 - d. an old
9. The police said they captured.....robbery suspects.
 - a. both of
 - b. the both
 - c. one
 - d. both of the
10. To get 100 on the ECL test is extremely difficult.students manage to do that.
 - a. few
 - b. a few
 - c. some
 - d. many
11. I boughtpies for the buffet.
 - a. a
 - b. one
 - c. an
 - d. several
12. Tellstudents that they will take the test.
 - a. all of five
 - b. the all five
 - c. all five
 - d. all the of five.
13. The kids ate.....candy before supper.
 - a. too many
 - b. some of
 - c. lot
 - d. too much.
14. I boughtroses for my mother.
 - a. severals red beautiful
 - b. beautiful red several
 - c. beautiful several red
 - d. several beautiful red.
15. I like studying.....kind of exercise.
 - a. this
 - b. these
 - c. those
 - d. many.
16. People in some countries don't have.....
 - a. same freedoms
 - b. those freedom
 - c. the freedom
 - d. freedom.
17. I don't like.....exercises.
 - a. this
 - b. these
 - c. those

d. them.

1. Please go to pick up your ID card.
 (A) third window
 (B) the window three
 (C) window third
 (D) **the third window**
2. May I have two instead of beans, please?
 (A) corn's ear
 (B) ear of corns
 (C) corn ears
 (D) **ears of corn**
3. If you want to find good information about graduate programs in the United States, look in of the College Blue Books.
 (A) **volume two**
 (B) volume second
 (C) the volume two
 (D) a few dollar
4. Let's buy our tickets while I still have..... left.
 (A) a few money
 (B) a few dollar
 (C) **a few dollars**
 (D) few moneys
5. The assignment for Monday was to read in your text books.
 (A) Chapter tenth
 (B) the chapter ten
 (C) chapter the tenth
 (D) **the tenth chapter**
6. I always put my bestin a safe-deposit box.
 (A) jewelries
 (B) jewelry's pieces
 (C) **pieces of jewelry**
 (D) piece of jewelries
7. I will need about the climate before I make a final decision.
 (A) a few informations
 (B) **a few information**
 (C) a little informations
 (D) a little information
8. Sending express mail" costs about ten times as much as sending it "regular delivery."
 (A) mails
 (B) **a mail**
 (C) a piece of mail
 (D) pieces of a mail
9. It's shame that you have time in New York on the tour.
 (A) so few
 (B) **so little**
 (C) a few
 (D) a little
10. We haven't hadnews from the disaster since the earthquake.
 (A) many
 (B) quite a few
 (C) **much**
 (D) some
11. John F. Kennedy was of the U.S.A.
 (A) he thirty-five president
 (B) **the thirty-fifth president**
 (C) the president thirty-fifth
 (D) president the thirty-five
12. I'll have a cup of tea and
 (A) two toasts
 (B) two piece of toasts
 (C) two piece of toast
 (D) **two pieces of toast**
13. The ticket agent said that the plane would be boarding at.....
 (A) the gate six
 (B) sixth gate
 (C) **gate six**
 (D) the six gate
14. The Chicago bus is parked at.....
 (A) the lane two
 (B) the two lane
 (C) **lane two**
 (D) lane the two
15. We don't have tonight
 (A) many homeworks
 (B) much homeworks
 (C) many homework
 (D) **much homework**

MODIFIERS:

I/ ARTICLES:

- * “A” and “An” are indefinite articles that should be used with count nouns (C.N) but never with non-count nouns (N.C.N).
 - John is **a** rich person (C.N). He has money (N.C.N) to burn.
- * “The” is a definite article that may be used with count nouns and non-count nouns.
 - John is **the** rich person (C.N) who has **the** money (N.C.N) to burn.

II/ SO / TOO:

Both *so* and *too* are used to modify as well as intensify adjectives but “*so*” expresses the excess of something with the possibility of doing it while “*too*” shows also the excess of something but with the impossibility of doing it.

- The coffee is **so** hot but I can drink it.
- The coffee is **too** hot, I can’t drink it.

III/ COMPOUND NOUNS:

When a noun functions as the adjective of another noun it’s always in its singular form even when it’s plural.

- My daughter has six **years**. (year = a noun).
- She is a six **year** girl. (year = adjective of the noun girl).

1. She hasn't seen her family three years
expensive
ago.

- (A) since
- (B) for
- (C) from
- (D) before

2. Just put your coat in.....

- (A) the hall closet
- (B) the closet of the hall
- (C) the hall's closet
- (D) hall closet

3. Bill came to work at the University thirty years

..... to day.

- (A) since
- (B) before
- (C) from
- (D) ago

4. This drink tastes a little to me.

- (A) strongly
- (B) so strong
- (C) strong
- (D) too much strong

5. I like these dishes, but..... is a little too
small.

- (A) the tea cup
- (B) the cup of tea
- (C) the tea's cup
- (D) tea cup for the tea

6. My sister has a..... baby .

- (A) two-months-old
- (B) two-month-olds
- (C) tow-months-olds
- (D) two-month-old

7. Jacobson's is one of the most expensive
..... in the city.

- (A) departments store
- (B) department stores
- (C) departments stores
- (D) department stores

8. I don't understand how John could have
made in judgement.

- (A) such big mistake

9. The one in the window was

that I couldn't afford it.

- (A) so
- (B) too
- (C) too much
- (D) very

10. We used to go skiing in Michigan every winter
but I haven't gone the past five seasons.

- (A) from
- (B) for
- (C) to
- (D) since

11. It is..... day that travel advisories have

been issued for most of the major highways.

- (A) such snowy
- (B) so snowy
- (C) such a snowy
- (D) such snowy a

12. Our reservation are for

- (A) sixth June
- (B) six June
- (C) the sixth of June
- (D) the six of June

13. They listened..... while the examiner
gave them the directions Part I.

- (C) attentive
- (B) attentively
- (C) attentiveness
- (D) attention

14. The cookies that you sent over were..... that
I ate them all.

- (A) very good
- (B) too good
- (C) so good
- (D) good

15. You can give me a receipt if you want to, your
word is..... for me.

- (A) enough good
- (B) good as enough
- (C) good enough
- (D) good than enough

- (B) such a big mistake
- (C) so a big mistake
- (D) so big mistake

1. Sam usually does his work very and well, but today he seemed preoccupied.
 - (A) careful
 - (B) careful manner
 - (C) carefully
 - (D) care
2. Besides being expensive, the food in the Cafeteria tastes
 - (A) badly
 - (B) too badly
 - (C) too much bad
 - (D) bad
3. here since 1976 when her parents moved from New York.
 - (A) She's lived
 - (B) She's living
 - (C) She was living
 - (D) She'd live
4. We'll get by train if we leave tonight. the
 - (A) fast enough there
 - (B) there fast enough
 - (C) there enough fast
 - (D) enough fast there
5. If the cab arrives, you will miss your flight.
 - (A) lately
 - (B) lateness
 - (C) more later
 - (D) late
6. It was that we went camping in the mountains last weekend.
 - (A) such nice weather
 - (B) so nice a weather
 - (C) too nice weather
 - (B) nice weather so
7. The homecoming football game will be played on
 - (A) two September
 - (B) the second of September
 - (C) September tow
 - (D) the tow of September
9. Could you please tell me the..... for Biology 457 and Chemistry610?
 - (A) rooms number
 - (B) room number
 - (C) room's number
 - (D) room numbers
10. I think it's to take a few more pictures.
 - (A) enough light
 - (B) light as enough
 - (C) light enough
 - (D) enough as light
11. Last Sunday was that we took a drive in the country.
 - (A) so beautiful day
 - (B) such a beautiful a day
 - (C) such a beautiful day
 - (D) so beautiful a day
12. The conference was organized for all of in the state.
 - (A) mathematic teachers
 - (B) mathematics teachers
 - (C) mathematics teacher
 - (D) mathematic's teachers
13. It is difficult to find a in the Washington area for less than \$ 1200 a month.
 - (A) two-bedroom apartment.
 - (B) two-bedrooms apartment
 - (C) two-bedrooms apartments
 - (D) two-bedroom apartments
14. I am especially glad that Bob decided to come to the party because we had not seen himseveral months.
 - (A) since
 - (B) until
 - (C) before
 - (D) for
15. John and I like to watch the game on TV because we can see morethan we could from a seat in the stadium.
 - (A) clear
 - (B) clearness
 - (C) clearly

8. Mary overslept and was late that she missed her bus. (D) clearer
- (A) so
(B) too
(C) much
(D) very

COMPARATIVES :

N.B:

* *Never forget that those words should always be considered as one:*

The same as	Different from
Alike	Like
Similar	Similar To
The same	Not + As + Adj + As
As + Adj + As	Not + So + Adj + As.

- My car is **the same as** yours, but John's car is **different from** ours.
- The teacher is angry because our exams papers are **alike**.

* *Coordinate comparative is used when both things being compared are related to each other. One depends upon the other. When the first element is up the second one increases in parallel and vice versa.*

- The more you study, the more you progress.
- The earlier Zineb comes, the sooner we will arrive.

1. I will return your notes as soon as
coping them.
(A) I will finish
(B) I do finish
(C) I finish
(D) I be finished
2. the worse I seem to feel.
(A) When I take more medicine
(B) The more medicine I take
(C) Taking more of the medicine
(D) More medicine taken
3. We will have to be careful not to get our
suitcases mixed up because yours is almost
the same mine.
(A) like
(B) to
(C) as
(D) that
4. My new glasses cost me the last pair
that I bought.
(A) times three
(B) three times more
(C) three times as much as
(D) as much three times as
5. Although she is very popular, she is not
..... her sister.
(A) pretty as
(B) as pretty
(C) prettier than
(D) more pretty than
6. We are going to Florida as soon as
taking our final exams.
(A) we're finish
(B) we'll finish
(C) we'd finish
(D) we finish
7. I would have paid for my car if the
salesman had insisted, because I really
wanted it.
8. This new soap is much the others
that I have tried.
(A) different
(B) different that
(C) different from
(D) different that
9. Ms. Jones isn't as nice Ms. Smith.
(A) as
(B) for
(C) like
(D) to
10. The rooms in graduate Towers are.....
Patterson Hall.
(A) larger than
(B) larger than that of
(C) larger than those in
(D) larger than in
11. We'll be there as soon as we a
babysitter for our son.
(A) find
(B) found
(C) have found
(D) was found
12. They are my other neighbors.
(A) more friendlier than
(B) friendly than
(C) friendly as
(D) friendlier than
13. Tuition at American university runs.....
six thousand dollars a semester.
(A) so high as
(B) as high to
(C) as high as
(D) as high than
14. I get to know her, the more I like her
(A) For more
(B) More
(C) The more

- (A) as much twice
- (B) much twice
- (C) twice as much
- (D) times two

(D) The most

EMBEDDED QUESTIONS...

Double negations and double questions forms are considered as a common mistake in English the reason why we should try our best to avoid them.

✓ Where **is** the post-office please ?
 ↳ The post-office **is** near the hospital.

But we say:

- ✓ I would like you to tell me.....
- ✓ Please tell me.....
- ✓ Please show....
- ✓ I wonder.....
- ✓ I want to know.....

Where the post-office **is**.
 (Affirmative)

1. We are considering buying a house in Gainesville, but we want to find out there first.
 (A) **what the taxes are**
 (B) what are the taxes
 (C) the taxes what are
 (D) the taxes are
2. Betty moved from the dormitory the noise.
 (A) **because of**
 (B) cause
 (C) because
 (D) caused from
3. I didn't hear when he gave us the assignment.
 (A) what the professor says
 (B) that the professor said
 (C) **what the professor said**
 (D) which the professor says
4. He had to borrow a little money from his brother he could finish his education without working.
 (A) so as
 (B) that
 (C) **so that**
 (D) in order so
5. I wonder where.....
 (A) he did go
 (B) did he go
 (C) **he went**
 (D) went he
6. Both Mary and Ellen, Jane, are studying nursing at New York University.
 (A) **as well as**
 (B) well
 (C) as well to
9. We had a disagreement..... the bus was late.
 (A) because of
 (B) caused of
 (C) **because**
 (D) caused
10. the light rain, the baseball game will not be cancelled unless the other team concedes.
 (A) despite of
 (B) despite in
 (C) In despite
 (D) **despite**
11. I don't have any idea what for graduation.
 (A) does she want
 (B) **she wants.**
 (C) she want
 (D) is she wanting
12. We were both pleased honored to be guests of the president.
 (A) also
 (B) **and**
 (C) alike
 (D) as
13. I wonder on sale.
 (A) how much cost these shoes
 (B) how much do these shoes cost
 (C) **how much these shoes cost**
 (D) how much are these shoes cost
14. We moved to the front row we could hear and see better.
 (A) so as
 (B) **so that**
 (C) such
 (D) such that

(D) and well as

7. James plays not only on the basketball squad

- (A) but on the baseball team
- (B) but on the baseball team also
- (C) also on the baseball team
- (D) but also on the baseball team**

8. his wealth, he is not spoiled.

- (A) Despite of
- (B) In despite
- (B) In spite of**
- (D) In spite

1. The data on the winter migration patterns of the Monarch butterfly is very

- (A) interested
- (B) interest
- (C) interesting**
- (D) of interest

2. The cost of a thirty-second commercial on a network television station is \$300,000, for most businesses.

- (A) so much
- (B) much
- (C) very much
- (D) much too much**

3. In the ocean, more salt in the deeper water

- (A) is there
- (B) it may be
- (C) there is**
- (D) it is

4. Aluminum is used in construction because although it is light, it can hold up to ninety pounds of pressure per square inch without

- (A) it cracks
- (B) to crack
- (C) cracking**
- (D) it will crack

5. By the second year of production, the price of a new piece of technology significantly.

- (A) will decreased
- (B) has decreased
- (C) will have decreased**
- (D) will has decreased

6. If endangered species

15. Could you please tell me where

- (A) is the nearest bus stop located
- (B) the nearest bus stop is located**
- (C) is located the nearest bus stop
- (D) located is the nearest bus stop

8. In office longer than any other president, Franklin Delano Roosevelt was elected four terms.

- (A) while
- (B) from
- (C) of
- (D) for**

9. California, more populous state than any of its Western neighbors, has greater representation in the House.

- (A) a**
- (B) it is a
- (C) that a
- (D) is a

10. pine trees bear cones.

- (A) Virtually types
- (B) All types virtually of
- (C) Virtually all types of**
- (D) Types all virtually

11. How many musical notes of the 11,000 tones that human ear can distinguish in the musical scale?

- (A) it is
- (B) is it
- (C) there are
- (D) are there**

12. The tendency to develop cancer, even in high-risk individuals, can be decreased the amount of fruit and vegetables in the diet.

- (A) to increase
- (B) for increase
- (C) for increasing
- (D) by increasing**

13. In spite of the fact that 85 percent

saved ,rainforests must be protected.

- (A) are to be
- (B) be
- (C) can be
- (D) will be

7. A colony of ants is often observed
..... in cooperative activity.

- (A) engaging
- (B)to engages
- (C)engage
- (D)engages

Of all societies allow the men to take
more than one wife, most prefer monogamy
..... polygamy

- (A) than
- (B) to
- (C) for
- (D) that

14. The average spoken sentence in conversational
English takes 2,5

- (A) for to complete
- (B) completing
- (C) to complete
- (D) by completing



Final Test :

PART A :

This section tests your ability to recognize language that is appropriate for written English grammar, word order, usage, sentence structure and your understanding of an acceptable style of writing English.

1. On the average, a healthy heart..... to pump five tablespoons of blood with every beat.
(A) must
(B) ought
(C) can
(D) should
2. Only twenty years ago, most doctors agreedtruthful with their terminally ill patients, a trend that has reserved itself in modern medical practice.
(A) don't to be
(B) not to be
(C) we shouldn't been
(D) not to been
3. The New English states have had serious earthquakes since the Ice Age .
(A) none
(B) not any
(C) not
(D) no
4.orangutans live alone.
(A) Near all
(B) Almost all
(C) The all
(D) The most all
5. More murders are reportedDecember in the U.S.A than during any other month.
(A) on
(B) in
(C) at
(D) for
6. William Tory was one of the first educators interested.....a logical progression of topics in the school curriculum.
(A) in establishing
(B) for establishing
(C) establishing
(D) to establish
7. Nowadays, microwaves are used for cooking telecommunications
(A) and to diagnose medically
(B) and medical
(C) and diagnosed medically
(D) and medical diagnosis
8. The Pilgrims.....seven thousand dollars At 43 % interest to make their journey in 1620.
(A) lent
(B) borrowing
(C) to lend
(D) borrowed
9. Stained glass becomes even more beautiful when itbecause the corrosion diffuses Light.
(A) will age
(B) ages
(C) are aging
(D) aged
10. All of the sensessmell must pass through intermediate gateways to be processed.
(A) until
(B) but
(C) to
(D) for
11. Some hybrid flowers retain the fragrant scent of the non hybrid, and.....
(A) another
(B) the other
(C) some other
(D) others
12. North American Indian tribes used sign languagewith tribes that spoke a different language or dialect.
(A) to communicating
(B) to communicate
(C) for communicated
(D) for communicate
13. Adult eagles let their off spring.....nests near their original nesting area.
(A) build
(B) builds
(C) building
(D) to build
14. A cure for juvenile diabetesuntil more funds are allocated to basic research.
(A) won't develop
(B) aren't developing
(C) don't develop
(D) won't be developed

1. If the weather report calls for an 80 % probability of rain, it means there's it will pour.
- not much hope
 - very little chance
 - a good chance**
 - no chance
2. Paul.....in a song.
- ask Art to join him
 - asked Art to join him**
 - joined Art asking
 - asked to Art to join him
3.he was only an hour late; don't be so upset.
- All after
 - Always after
 - Afterward
 - After all**
4. If you promise..... angry with me, I'll tell you what I broke.
- get not
 - not get
 - not to get**
 - not getting.
5. Geoffrey Chaucer occupies a place in English literature.
- most unique
 - unique**
 - least unique
 - very unique
6. When you put up the shelf, remember thatnails are needed at each pressure point.
- one
 - any
 - a
 - several**
7. They always give the available seats to..... comes first.
- whoever
 - whom**
 - which
 - whomever
8. Our father always tended to put Katherine andon a pedestal.
- I
 - she
 - mine
 - me**
9.Pennsylvania Avenue merchants formed a group to decide on a special street sale.
- Any
 - The**
 - A
 - Its
10. My boss asked me to answer the phone, to take all messages, and some letters.
- to type
 - typing
 - type**
 - typewrite
11. We haven't seen her sister..... her.
- neither.....nor**
 - either.....or
 - neither.....or
 - either.....nor
12. Nancy asked if she could..... some money for bus fare to get home.
- lend
 - loan
 - borrow**
 - get from
13. Mr. Lombardi, a football coach, always told his players that winning.....everything.
- is**
 - will be
 - was
 - would be
14. One of his favorite spiritual Songo is « we Are Climbing ».
- Jacobs Ladder
 - Jacob Ladder
 - the Jacob's Ladder
 - Jacob's Ladder**
15. Does Betty object tofor her every night?
- your waiting**
 - that you wait
 - since you wait
 - for waiting
16. we must leave the party at exactly 9:00 we'll be late for work.
- for else
 - other
 - else

- d. otherwise
17. She plays the flutean expert.
a. like
b. since
c. as
d. as if
18. Their parents and.....went to the same church last weekend.
a. me
b. I
c. myself
d. mine
19. Neither my brotherever been to Texas.
a. or I have
b. nor I have
c. or me has
d. nor me have
20. At the bus stop..... a soldier and two young people on their way to North Carolina.
a. were
b. was
c. is
d. sits and waits
21. If the maid comes have her.....my shirts.
a. washed
b. washing
c. to washing
d. wash
22. My wife and Ismoke, but we don't anymore.
a. used to
b. are used to
c. use to do
d. used to do
23. The Welfare Reform Bill was segmented and then divided.....three different subcommittees of the Congress .
a. from
b. with
c. between
d. among
24.Ellen, Terri was the only girl who attracted any attention.
a. Except
b. Unless
c. Besides
d. Accept
25. The children listened to the words of their grandfather.
a. respectably
b. respect fully.
c. respectively
d. respect
26. I have always enjoyed of books.
a. the kind
b. this kinds
c. these kind
d. this kind
27. Of Mexico and Montreal, the former is.....
a. larger
b. more
c. Largest
d. most
28. By the time you get to Dallas tomorrow, Ifor South-east Asia.
a. shall have left
b. will leave
c. am leaving
d. have already left
29. In order to proceed we must agree.....a plan of action .
a. with
b. on
c. at
d. in
30. We had a.....good time.
a. real
b. really
c. most
d. badly
31. Heather was born Lima August 7,1966 3:30 in the afternoon.
a. at.....by.....on
b. in.....in.....in
c. in.....on.....at
d. at.....at.....at
32. Alfred has been out of work.....three days.
a. by
b. since
c. in
d. for
33. If he had known how to repair the toaster, he surely.....her.
a. would tell
b. would have told
c. will tell
d. tells
34. Is the bus station only twos blocks.....here ?

- a. by
- b. from
- c. to
- d. away

- a. studying
- b. the study
- c. to study
- d. study

35. That idiom should read : I wouldn't touch it with a.....pole.

- a. ten-foot
- b. ten foot
- c. ten feet
- d. foot ten

36. If Jackie is as sick as you say, she.....see a doctor.

- a. better
- b. had better
- c. had rather
- d. would rather

37. Irene..... New Hampshire in 1976 andin Virginia since then.

- a. left.....worked
- b. has left.....has worked
- c. left.....has worked
- d. has left.....worked

38. Is it time for the game to begin.....?
No, not?

- a. already.....yet
- b. yet.....yet
- c. already.....already
- d. Yet..... already

39. Ed promised that he.....finish the work on time

- a. will
- b. can
- c. shall
- d. would

40. Francis has always enjoyed.....English.

41.is full tonight.

- a. Some moon
- b. Moon
- c. The moon
- d. A moon

42.practicing with the band this week?

- a. Has been Paul
- b. Has Paul been
- c. Has Paul
- d. Paul been

43. The committee decided to award the trophy to Rob and.....

- a. myself
- b. I
- c. my self
- d. me

44. The detective thought the guilty party to bebecause I had the strongest motive.

- a. me
- b. I
- c. myself
- d. mine

45. No one objected to Harry's presiding over the condominium owners' meeting, what everyone.....objecting to was his rudeness.

- a. were
- b. have been
- c. was
- a. had been

1. A friend of his recommended.....in this school.
 a. him to study
 b. he studied
 c. that he study
 d. he studies
2. Q: Did you have a good trip here?
 A: If I..... I wouldn't be so tired now.
 a. had had
 b. did
 c. had
 d. would
3. No soonerthe phone rang.
 a. did I close the door when
 b. I closed the door than
 c. had I closed the door when
 d. had I closed the door than
4. Her advisor arranged.....the course for a grade of pass | fail.
 a. her to take
 b. for her to take
 c. that she takes
 d. she take
5.information was given to the passengers, and they were angry at being kept uninformed.
 a. A little
 b. A few
 c. little
 d. few
6. The.....people use fossil fuels, the better it's for the environment.
 a. fewer
 b. less
 c. few
 d. little
7. No matter what we do now, it's apparent that the population of the earth.....considerably larger by the middle of the next century.
 a. will have been
 b. will be
 c. be
 d. is
8. In none of the travel book.....a reference to this monument.
 a. I read did I find
 b. did I read I find
 c. did I read did I find
 d. I read I found
9. They.....if the weather had been better.
 a. might stay
 b. might have been stayed
 c. might had stayed
 d. might have stayed
10. Amoney was spent on the project than had been planned.
 a. great many more
 b. quite a bit
 c. great deal more
 d. d. lot of
11. Q: did you have a car when you first came here?
 A: No. I wish I..... I would have seen a lot more.
 a. did
 b. had had
 c. had
 d. would have
12.their older sisters and mothers, who often had children late, many young women say they would like to raise their children first and then go to work.
 a. Whereas
 b. In contrast
 c. Despite
 d. Unlike
13. Regardless of.....Russian for years, she was unable to speak it.
 a. she studied
 b. her studying
 c. her having studied
 d. that she studied
14. His doctor said it was essential.....to take the medicine regularly.
 a. that he not forget
 b. that he don't forget
 c. that he didn't forget
 d. not forgetting
15. Q: do you have tickets to that concert?
 A: No. I wish I..... It sounds like it's going to be great.
 a. had
 b. had had

- c. would have
d. did
16. Unfortunately, she wasn't accepted to the school she wanted to go to. If she.....she would be much happier now.
a. were
b. had
c. had been
d. was
17. When I was young, I always wished that I a younger brother or sister.
a. had had
b. had
c. have had
d. would have had
18. Korean families are similar to Japanese families in regard to.....
a. they are both traditional
b. the importance of tradition
c. the former is traditional and the latter is also their similarities
d. their similarities
19. The student government made a proposal that a student.....to choose whether to take a course for a letter grade or for pass / fail.
a. allow
b. allows
c. be allowed
d. is allowed
20. If you had done what you were supposed to do, we.....in the situation we're in.
a. wouldn't have been
b. wouldn't be
c. weren't
d. hadn't been
21. She wouldn't have done what she did if she.....so intelligent.
a. were
b. was
c. had been
d. would have been
22. By the time you get here, I think he.....all of the work.
a. will finish
- b. has finished
c. will have finished
d. will be finishing
23.people signed the petition, but not enough to stop the building from being torn down.
a. Few
b. Little
c. A few
d. A little
24. If they.....a contract at the beginning, they might not be involved in this court battle.
a. signed
b. would have signed
c. had signed
d. would sign
25. Not until.....the article.....that he had won the contest.
a. did I read.....did I realize
b. I read....I realized
c. did I read....I realized
d. I read....did I realize
26. I wish they.....that noise. It's driving me crazy.
a. had stopped
b. stopped
c. 'll stop
d. 'd stop
27. Q: Are you going to visit your parents?
A: I wish I.....but I have too much work to do.
a. would be
b. would
c. were
d. was
28. By the time he.....his studies, he.....here for five years.
a. Will finish.....will have lived
b. will finish.....will have been lived
c. finishes.....will have been living
d. finishes.....will have lived

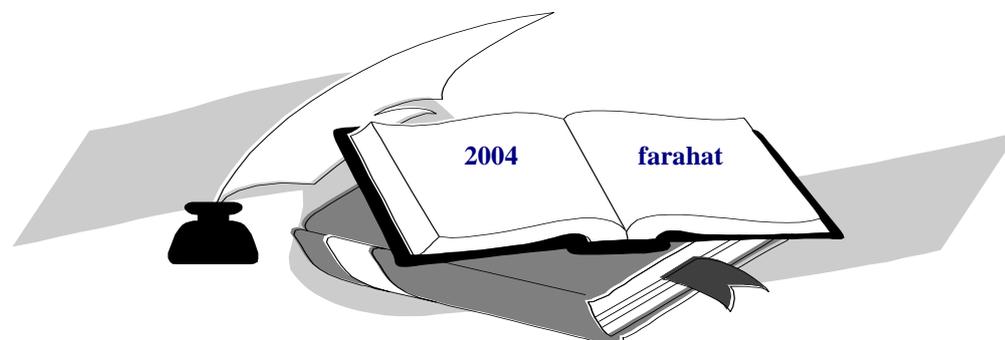
PART B :

Each problem in Part B consists of a sentence in which four words or phrases are underlined. The four underlined parts of the sentence are marked a, b, c, d. You are to identify the one underlined word or phrase that should be corrected or rewritten. Then on your answer sheet, find the number of the problem and mark your answer.

1. The part of Northfield that(a) interested them most(b) were(c) the two colleges they visited(d)
2. I want that new car but which (a) is too (b) expensive for me (c) at present (d).
3. Is Brazil largest (a) country in (b) South America in area (c) and in population (d)?
4. They (a) too (b) want there (c) names on the programs of the (d) concert.
5. Paula doesn't want (a) to attend (b) the seminar and (c) Sheila doesn't too (d) .
6. Sue always drove (a) more carefully (b) as (c) Richard when the weather was (d) bad.
7. I saw (a) the boy playing (b) in the yard (c) with the red scarf (d).
8. Now that (a) the newspaper arrived (b) we can see (c) the scores of the (d) tennis matches.
9. As far as I'm concerned (a), Wyoming is clearly (b) the more(c) beautiful state(d) in the United States.
10. Penny has (a) always (b) enjoyed looking the flowers (c) and walking (d) through the park..
11. Carson's trailer had broken (a) , so (b) he (c) and Polly stayed in a motel the whole (d) time.
12. After planning the move(a) to Connecticut for(b) months, Gene realized it(c) wasn't what he wanted(d)
13. Richie won't(a) let his sister play with his toy because (b) he is afraid if(c) she will forget(d)to return it.
14. The teller over there(a), she is the thin lady(b),is the one(c) to see to open(d) a special checking account.
15. Crying all the while(a) , she took (d) her dog to (c) the pet hospital(d).
16. Everyone who is from(a) Boston and everyone who(b) has ever been there have heard(d) of the Church.
17. The eighth month of the year(a) is august(b), so named(c) after(d) the Roman emperor Augustus.
18. My sister- in- law (a) has just recently (b) bought a red new (c) car to replace (d) her old one
19. The best times (a) to visit (b) New England are (c) in spring, summer, or in (d) fall.
20. That was me (a) whom (b) you saw (c) on (d) the train.
21. I'm tired after such (a) a long day, so (b) I think I'll (c) lay (d) down and take a nap.
22. Mom, can (a) I go (b) to the movies (c) with Sally this afternoon ? (d).
23. They rose (a) their hands above (b) their heads when the teacher asked them (c) to raise (d) them.
24. When (a) she came in (b), she immediately sat (c) the package on (d) the nearest.

25. Peter, as well (a) as his two (b) sisters Sandra and Emily, are (c) left-handed (d) .
26. Neither (a) rain nor (b) sleet nor snow keep (c) the mailman from (d) his appointed rounds.
27. Its (a) very pleasant staying (b) at this hotel; it's (c) clean, comfortable, and inexpensive (d).
28. It was me (a) at (b) the door when (c) you were taking (d) a bath.
29. If (a) her father would have lived (b) three more days he (c) would have been (d) 100 years old.
30. Living (a) as though (b) she was (c) rich, Jan bought overly (d) expensive clothes.
31. To slowly chew (a) one's (b) food is not only (c) a polite, but also (d) a healthy habit.
32. The Johnsons should of (a) been here by now (b). I can't understand what's (c) keeping them (d).
33. Before Winnie visited (a) her granddaughter's (b) home, she sent (c) her a gift in the mail (d) .
34. In (a) 1957, Sputnik, the first man-made (b) satellite, was being launched (c) from (d) Russia.
35. When people are careful (a) to keep their (b) cars in good repair, one is (c) rewarded by good (d) service.
36. Frank and Cathy are traveling (a) in the Europe (b) now. They plan (c) to visit (d) Germany.
37. You aren't (a) the only one who (b) feels (c) that way about John; a lot of people loves (d) him.
38. We swam (a) in the Levy's pool, then brang (b) our cups to (c) the table and drank (d) coffee.
39. The results (a) of this election are more (b) difficult to predict from (c) the last one (d).
40. Sarah said she heard (a) someone (b) in the attic, but when we looked we didn't (c) find someone (d).
41. Howard Cosell, the sports announcer, says (a) he always tells (b) it like (c) it (d) is.
42. Although there are (a) approximately (b) 120 intensive language institutes in (c) the United States in 1970, there are more than three times as many now (d) .
43. Cartographers did not make an accurate map because the political situation in the area changes (a) so (b) rapidly that they were not able to draw (c) the boundaries correctly (d) .
44. Today designers are showing very (a) bright colors that were (b) shorter than (c) those (d) shown last year.
45. Everyone who (a) saw Star Wars said that it is (b) one of the best (c) science fiction movies that had ever been (d) released.
46. If there were no alternative (a) we will (b) try to get (c) enough people (d) interested to charter a bus.
47. Before he retired last April (a) , Mr. Thompson is working (b) as foreign student advisor for thirty years (c) at (d) Community College.

48. When he tried to make (a) a reservation, he found that the hotel that he wants (b) was completely (c) filled because of (d) a convention.
49. The secretary thought that she will (a) have to wait (b) until tomorrow to send the letters because the mail had already gone(c), but her boss suggested that she take(d) them to the post office.
50. Although Emily Dickinson publishes (a) only (b) three of her verses before she died, today there are (c) more than (d) one thousand of her poems printed in many important collections.
51. Between one thing and another(a), Anna does(b) not get through with(c) her term paper(d) last Friday.
52. Dew usually (a) disappeared (b) by(c) seven o'clock in the morning(d) when the sun comes up.
53. She was among the few (a) who(b) want (c) to quit smoking(d) instead of cutting down.
54. It is an accepted custom (a) for (b) guests to take (c) their gifts to the wedding reception when the couple invited (d) them to attend.
55. I thought that they are (a) arriving at the airport (b) today, but so far no one from their embassy has (c) called to confirm (d) the time.



1. GRAMMAR TERMINOLOGY

Active Voice:

The verb form that indicates that the subject of the sentence is doing the action expressed by the verb.

- Linda cooked the meal.

Adjective:

A word that describes or modifies the meaning of a noun, pronoun, or noun phrase.

- Little boys. / Hot water. / A big car...

Adverb:

A word that qualifies or describes the meaning of a verb, an adjective, or another adverb. It can tell how, where, when, how often, or to what degree.

- Softly, now, here, frequently, rapidly, slowly,....

Articles:

limiting adjectives; **The** is definite; **a** and **an** are indefinite.

- The teacher (specific and definite)
- A teacher (anyone).

Auxiliary Verb:

A verb that accompanies the main verb of a clause or a sentence and helps express its tense, mood, or voice.

- I *am* hungry
- Sara *could* not help you.

Collective nouns:

The name of a collection, group, or set of persons, places, things, etc.

- Team, jury, audience, United States...

Colon:

A mark (:) that indicates that something, often a list, is to follow.

- The new Fords are available in the following colors : red, green, blue, etc.

Comma:

A mark(,) that indicates a short pause and a separation of ideas or elements in a phrase, clause, or sentence.

- Yes, Jane, you'll need food, clothing, and money.

Comparative:

Describing the degree of comparison of adjectives or adverbs that relates two items.

- She spoke **louder** and **more distinctly** than her brother did.

Complement:

A word or a phrase that completes the meaning of the verb in a clause or sentence. The construction of the predicate can be completed by the complement.

- She is a manager.
- This winter will be long and cold.
- He asked if he could miss practice today.

Complex sentence:

A sentence with one independent clause and one or more dependent clauses.

- When the snow melts, we will plant crops.
- We'll plant crops when the snow melts.

Compound:

Referring to two equal elements that have been joined in a sentence.

- Compound **subject**: Harry and Al own a restaurant.
- Compound **verb**: they live and work here.
- Compound **adjective**: gig red two-door car
- Compound **sentence**: she is an optometrist and he is an optician.

Conjugation:

A systematically arranged listing of all the forms of a verb corresponding to tense, voice, mood, number, person, and gender.

Conjunction:

A word that connects or joins two or more words or ideas, showing the relationship between them.

- Hassan and Zouhair are old, **but** they are lively **and** young in heart.

Conjunctive adverb:

A word that modifies the clause that it introduces and that joins two independent clauses. It functions as both adverb and a conjunction.

- Nadia didn't finish her botany course; instead, she took a job and moved to Los Angeles.

Consonant:

Any of the 26 letters of the alphabet except a, e, I, o, and u. they function as subordinates to the vowels.

Coordinate conjunction:

A conjunction that connects two equal and identically constructed parts.

- And, but, for, or, nor, yet.

Correlative conjunction:

A conjunction that connects items of equal rank and similar form that are used in pairs. It shows their reciprocal or complementary relationship.

- Neither Hassan nor Zouhair **is** here.
- Not only Hassan but also Zouhair **is** here.

Countable nouns:

Nouns that can be totaled, numbered, or counted. These nouns accept a plural form.

- A book ten books

Dependent clause:

A clause that can not stand alone as a sentence; it depends on the independent clause, it expresses an incomplete thought. Dependent clauses are introduced by words such as **that, who, since, although, because, etc.**

Direct object:

The word or phrase that directly receives the action of the verb and that answers the question **what? Who?**

- The dog bit the man. (Bit what?)

Fragment:

A word or a group of words that is not a complete sentence. A sentence fragment is usually a word, phrase, or clause that's incorrectly used or placed, thus causing confusion. In the sentence below, **crying** is a fragment since the reader does not know whether it describes SHE or FLUFFY.

- Crying, she held her kitten, fluffy

Gender:

The classification of words according to the divisions of sex: masculine, feminine, and neutral.

Hyphen:

A mark (-) that connects two parts of a word.

- De-escalate ninety-two

Imperative:

The mood of a verb that expresses a command or request. The subject of an imperative mood sentence is often **you**, understood but not written.

- Stop where you are. Wake up.

Independent clause:

A clause that can stand alone, independently, as a sentence; it expresses a complete thought.

Indicative:

The mood of a verb that indicates that the action or condition expressed by the verb is fact.

- I'm here. John drives fast

Indirect object:

The word or phrase that indirectly receives the action of the verb and that answers the question **to whom**.

- I paid **her** the money. (paid to whom?)

Infinitive:

A verbal; a form of a verb using **to**. The infinitive is most often used as a noun, but it can serve as an adjective or adverb as well.

- To dance was her dream.
- I stayed after school to help.
- They needed permission to continue.

Interjection:

An expression of strong ,sudden emotion or feeling; an exclamation.

- Wow! Woops!

Linking verbs:

A verb that connects a subject with a predicate adjective or predicate nominative. the most common linking verb is **be**; other examples include **appear, seem, look**.

- I feel good. They are runners.

Mood:

A form used to express a verb's factuality or the likelihood of the action or condition. the three moods are imperative, indicative, and subjunctive.

Negative:

Describing a word, phrase, or sentence that denies, contradicts, or negates. the opposite of affirmative.

- No, I won't go. She's not here.
- She doesn't/didn't like the show.

Nominative:

The case of a noun or pronoun that is used as a subject or predicate nominative. This case is called subjective.

Noncountable nouns:

Nouns that are abstract in quality or quantity; that is; that cannot be totaled, numbered, or counted. They don't accept a plural form.

- Coffee, love, intelligence,...

Noun:

The name of a person, place, thing, idea, quality, activity, and etc.. nouns are used as subjects, objects of verbs, objects of prepositions, or appositives.

- Man, city, screwdriver, democracy

Noun phrase:

A group of words that functions as a noun.

- The new clinic is trying to provide a viable health care delivery system.

Object:

The word or phrase that identifies the person, place, thing, etc, affected by the predicate in a clause, or that follows and is governed by a preposition.

- The man in uniform took our tickets.

Objective:

The case of a noun or pronoun that is used as the object of a verb or preposition.

- The woman in the grey suit sold me This.

Participle:

A verbal; a form of a verb used as an adjective.

- The *spoken* word a *singing* parrot

Passive voice:

The verb form that indicates that the subject of the sentence is receiving the action or effect that is expressed by the verb.

- The water was boiled.
- The door knob is broken.

Past participle:

The principal part of a verb that indicates past or completed action or effect. With an auxiliary, the past participle forms the perfect tenses; alone, it functions as an adjective.

- The book, *written*, has become a best seller.

Period:

A mark (.) That indicates a completed thought, such as at the end of a sentence or after an abbreviation. Periods used with numbers are called decimals.

- Dr. A.M. 3.142

Person:

The form of pronouns that distinguishes among the speaker (I, WE), the person or item spoken to (you), and the person or item spoken about (HE, SHE, IT, THEY). These three divisions are called 1st, 2nd, and 3rd person, respectively.

Phrase:

A group of related words without a subject or predicate. Phrases must be used in sentences, attached to other words; they cannot stand alone.

- Telling a story , at 5 o'clock, Around the corner.

Positive:

Describing the degree of adjectives and adverbs in which they are simple and not compared. Also occasionally, a synonym for affirmative, when speaking of answers, responses, and sentences.

Possessive:

The case of a noun or pronoun that indicates ownership or possession. Apostrophes are added to nouns and indefinite pronouns to show possessive case.

- Zineb's dolly - my weapon

Predicate:

The word or phrase that expresses the action or being of a subject, or that tells what a subject does. Predicates tell something about subjects. The predicate consists of a verb and any of its auxiliaries or modifiers. Many people use the word synonymously with *verb*.

Predicate nominative:

the completion of the thought of a linking verb through identification of the subject.

- He is a *spy*. Those are *sheep*.

Vowel:

In English 5 letters are considered as vowels (a-e-I-o-u) and two as semivowels (w-y).

Preposition:

A word that links a pronoun, noun, or noun phrase with the rest of the sentence, usually describing time, place, or relationship.

- *Of*, through, *in*, *with*, *on*, *under*, *in*, *on*, *at*.

Present participle:

the principle part of a verb that is usually called the progressive form. It indicates continuous or present action. With an auxiliary, it forms the progressive tenses; alone, it functions as an adjective.

- Smiling, he opened the door.
- The parking lot is over there.

Pronoun:

A word used in the place of a noun or noun phrase, usually to avoid repetition. pronouns designate nouns without naming them.

- Hassan's relatives thought *they* had more time.

Proper noun:

The actual name of a person, place, etc. Proper nouns always capitalized.

- Paul Adams - Mississippi River

Question mark:

A mark (?) That indicates an inquiry, interrogation, or direct question. It's placed At the end of a question.

- Where are we?

Quotation marks:

Marks (“ ”) that indicate the beginning and the end of someone else’s exact spoken or written words.

- She said: “you will have to go”

Reflexive:

Referring to verbs whose objects directly and identically reflect their subjects.

- The child fed her self.
- The player injured himself.

Relative pronoun:

A pronoun that introduces a dependent clause and that refers to some antecedent.

- Stan Lee is the cartoonist whom I mentioned.

Semicolon:

A mark (;) that indicates a longer pause than a comma but a shorter pause than a period. semicolons are used between independent clauses that are not joined by coordinate conjunctions and between independent clauses that are joined by conjunctive adverbs.

- Linda lives in Bosnia; her mother lives in morocco.
- We met again today; however, we reached no agreement.

Sentence:

A group of related words with a subject and predicate that expresses a complete thought .it begins with a capital letter and ends with a period, question mark, or exclamation point

Altogether, All together:

Altogether: used for things that can be counted.
All together: used for things that cannot be counted, and is usually followed by a singular noun –money, talent, courage.

2. VOCABULARY TERMINOLOGY

Many pairs of words, for one reason or another, are frequently confused or misused. It may be that they look alike or sound alike, or it may be that they are similar in jely differing suitable contexts.

- Sue, Joe, and Ed shared the expenses among them.
- Jane and Joan shared the expenses between them.

Accept, Except:

Accept: a verb meaning “to receive something” or “to agree to something”.

Except: a preposition meaning “leaving out”.

- He was chosen to accept the gift.

Adapt, Adopt

Adapt: you adapt something when you change it or adjust it to fit or work in a new situation.

Adopt: you adopt something when you take it over completely without any change or adjustment.

- The immigrant adapted his habits to the life in USA.
- The congress adopt the proposal without modification.

Affect, Effect:

Affect: frequently used as a verb meaning “to influence”.

Effect: is most frequently used as a verb meaning “result”.

(The use of effect as a verb meaning “to bring out” is rare.)

- The climate affects the life of people everywhere.
- The war had a far-reaching effect on the entire people.

Already, All ready:

Already: is an adverb of time meaning previously.

All ready: means all prepared.

- When I arrived, he had already left.
- When I arrived, I found them all ready for the meeting.

Amount, number:

Amount: used for things or ideas that cannot be counted, and is usually followed by a singular noun –money, talent, courage.

Number: is used for things that can be counted.

- I needed a large *amount* of money.
- I needed a large *number* of dollars to pay my bills.

Around, About:

Around: is correctly used to indicate direction in a circle around an object.

About: should be used when number or size is indicated.

- They walked around the house.
- There were about 50,000 fans in the stadium.

As, Like:

As: only *as* can introduce a clause.

Like: like cannot serve as a conjunction to introduce a clause; it is the most frequently used as a preposition meaning “similar to”

- Wrong : this cereal tastes good like a cereal should.
- Correct : this cereal tastes good as a cereal should.
- Correct : he wanted everyone to be like him.

Avenge, Revenge:

Avenge: is used where the intention is to right a wrong; there is a moral involved.

Revenge: involves inflicting punishment in return for insult of injury, thus receiving personal satisfaction.

- He set out to avenge the wrong done by his father.
- In the feud between the families the McCoys set out to revenge the death of one of their number.

Beat, Bet:

Beat: means to defeat.

Bet means to wager, or to gamble something of value, on the result of a game.

- Frank beat Jack in straight sets in their tennis match.
- I bet 5 dollars that Hassan would outrun Jack.

Beside, Besides:

Beside: means “at the side of.”

Besides: means “in addition.”

- He came over to sit beside me.
- There were 9 others present besides Joe.

Borrow, lend:

Borrow: means to be on the taking end of the transaction.

Lend: means to be on the giving end of transaction.

- Please let me borrow 10 dollars to you.
- I'll be glad to lend the 10 dollars to you.

Both, each:

Both: refers to two objects taken together.

Each: refers to one or more objects taken individually.

- Both my pens cost 10 dollars.
- Each of my pens cost 5 dollars.

Bring, Take:

Bring is used when the movement in the sentence is towards the speaker or the writer.

Take: is used when the movement in the sentence is away from the speaker or the writer.

- Bring the pencils to me, please!
- Take these books to the principal's office.

Can, May:

Can: indicates the knowledge or ability to do things.

May: is used when permission is sought to do something, most frequently in the form of a question.

- I can tie a slip knot.
- May I have the car tonight?

Capital, capitol:

Capital: a city where a national or state government is located.

Capitol: a building where the governing body meets.

- London is the capital of England.
- The capitol is located in Washington, D.C., the capital of the United States.

Continual, Continuous:

Continual: a repeated thing, often with stops in between.

Continuous: something that goes on without interruption.

- The game was continually interrupted by shows.
- The sun shone continuously for 8 hours.

Counsel, council:

Counsel: refers to a lawyer or a consultant who gives advice. As a verb, it means, “to give advice.”

Council: is a group of people brought together to discuss and/or take action on a given matter.

- Jorge was counsel to the investigating commission.
- The city council met to discuss the problem.

Disinterested, uninterested:

Disinterested: refers to someone who has nothing to gain personally from a particular activity. He may be very much interested (concerned) in the matter.

Uninterested: someone lacking interest or concern in activities.

- The umpire was a disinterested participant in the game.
- The student was uninterested in this work of the class.

Dumb, Stupid:

Dumb: properly means not having the power of speech, as in “deaf and dumb”.

Stupid: means not having normal intelligence.

- The dumb man uses sign language to communicate.
- The mute was not stupid by any means.

Emigrate, immigrate:

Emigrate: means to leave one country permanently to settle in another; one does so is an *emigrant*.

Immigrate: means to enter a new country to settle there; one does so is immigrant.

- The family decided to emigrate from their country.
- The persecuted family immigrated to the United States to begin a new life in freedom.

Fever, Temperature:

Fever: is an abnormally high body temperature, generally a symptom of some kinds of illness.

Temperature: is the degree of heat of a person's body.

(Don't use temperature when you mean fever. "Does the patient have a fever?" everyone has a body temperature.)

- The baby ran a high fever because of the injection.
- His temperature was a normal 37° Celsius.

Fewer, less:

Fewer: is used for things that can be counted.

Less: is used for things or ideas that cannot be counted.

(Note that *less* is usually followed by a singular noun, *fewer* by a plural noun.)

- The number of accidents is fewer than we thought.
- We enjoyed less freedom this year than last.

Flaunt, Flout:

Flaunt: means to show something off boldly and conspicuously in an offensive way.

Flout: means to show scorn for something, usually an established custom or rule.

- The man flaunted his wealth by driving expensive cars.
- The man flouted tradition by walking under a ladder.

Hanged, Hung:

Hanged: a specific kind of execution that has taken place.

Hung: something that has been suspended from an object.

- The murderer was hanged.
- The picture was hung on the hook attached to the wall.

Healthy, healthful:

Healthy: refers to a condition of people.

Healthful: anything that helps to produce or maintain health.

- The doctor found the patient to be healthy.
- The doctor recommended lots of healthful exercise.

Imply, Infer:

Imply: indicates that the speaker or the writer is making a hint or suggestion.

Infer: indicates that the audience took the hint or suggestion made by the speaker, which drew a conclusion from it.

- I mean to imply that he didn't get the job done.
- I infer from your remarks that he was lazy.

In, Into:

In: is used to indicate that something is already at a place.

Into: is used to indicate that someone or something is moving from the outside to the inside of a place.

- The dog is in the living room.
- The dog dashed into the living room from the kitchen.

Latest, Last:

Latest: means the most recent in a series.

Last: means final.

- John was happy with his latest scores.
- He appeared on TV for the last time before his retirement.

Learn, Teach:

Learn: indicates that knowledge or behavior is being acquired.

Teach: indicates that knowledge or behavior is being provided.

- He tried to learn how to speak softly.
- I tried to teach him how to speak softly.

Liabile, Likely:

Likely: indicates probability that something will happen.

Liabile: is used in two ways. I can indicate legal responsibility; it can also indicate an undesirable possibility.

- He is likely to receive the medal.
- If you drive too quickly, you are liable to a fine.

- If you don't study, you are liable to fail the course.

Lie, Lay:

Lie: it never takes an object, it means to rest or recline. The principal parts of lie are "lie/lay/lain/lying".

Lay: always takes an object and means to put down, to place. The principal parts of lay are "lay/laid/laid/laying".

- I need to lie down.
- He will lay himself on a bed to rest.

Myself, Me:

Myself: can be used for emphasis, or it can be used as the object of an action verb with "I" as the subject.

(never use "myself" when "I" or "me" should be used.)

- I myself will attend to this matter.
- I hit myself in the hand.

(Wrong: he gave the awards to Frank and myself. /Correct: he gave the awards to Frank and me.)

(Wrong: Frank and myself will get the awards. /Correct: Frank and I will get the awards.)

Persecute, Prosecute:

Persecute: means to oppress a person or a people deliberately.

Prosecute: means to take court action against someone.

- Dictatorships persecute minority groups that oppose the government.
- The police decided to prosecute the drug dealer.

Pour, Spill:

Pour: means to cause a liquid to flow deliberately.

Spill: means to cause a liquid to flow accidentally or unintentionally.

- The hostess was embarrassed when she spilled the coffee for her guest's dress.
- The hostess poured coffee for her guests.

Practical, practicable:

Practical: refers to something that can be made to serve a useful purpose.

Practicable: refers to something that can be made to operate but that may not be practical.

- He found it practicable to extract gold from ocean.

Precede, Proceed:

Precede: means to come or go before something or someone

Proceed: means to "go on", particularly after an interruption.

- J. Carter preceded R. Reagan as president of the U.S.A
- The speaker proceeded, after being interrupted twice.

Principal, Principle:

Principal: can denote the head of a school. Or it can be used as an adjective meaning "the main" or "the most important".

Principle: may be used to indicate a law or a rule of conduct.

- The principal addressed the teachers and the parents.
- He was the principal speaker at the graduation exercises.
- We are dedicated to the principle that all men are created equal.

Quite, Quiet:

Quite: an adverb meaning “completely” or “very”.

Quiet: used only as an adjective meaning “still” or “calm”.

- He was quite angry when he lost the game.
- After his fit of temper, he became quiet.

Raise, Rise:

Raise: means to lift or bring up something or someone.

Rise: means to get up or go up; it does not take an object.

- The guard raised his rifle when he heard a sound.
- He rises in the morning when the sun rises.

Rob, Steal:

Rob: one is said to rob a person or an institution such as a bank by taking property or valuables from it.

Steal: one is said to steal an object such as personal property or valuables from someone or some institution.

- The criminal was caught while trying to rob the bank.
- The criminal tried to steal the man’s wallet.

Set, Sit:

Set: means to put something in a certain place.

Sit: means to be seated.

- The delivery boy set the packages on the kitchen floor.
- Please sit in this chair.

Stand, Stay:

Stand: you stand when you are on your feet.

Stay: you stay when you remain at a given place.

- He stood all the way home in the bus.
- He stayed at the stadium until the game was over.

Stationary, Stationery:

Stationary: means not moving or still.

Stationery: to write paper, envelopes, and other office supplies.

- The quiet animal was an excellent target for the hunter.
- John bought his notebooks at the stationery store.

* I can't accept that interpretation

LANGUAGE FUNCTIONS FOR GROUP DISCUSSIONS...

The following phrases should be kept handy whenever your class is involved in a group discussion. Integrate these phrases into your speech whenever practical. They will enable you to participate more fully in conversations and will allow you to do so in ways that are culturally acceptable.

1. Expressing a personal opinion

- * In my opinion / view / estimation ...
- * The way I look at it / I see it...
- * It seems (to me) that....
- * It appears (to me) that....
- * If you ask me...
- * My conclusion / my assessment is that
- * In my judgment...
- * From my point of view...
- * I have a feeling that....
- * It's my feeling that...
- * It's my impression that...

2. Asking for someone's Opinion

- * What's your opinion of.....?
- * How do you feel about.....?
- * What do you think about.....?
- * From your point of view.....?
- * In your view.....?
- * How do you assess.....?

3. Expressing Agreement

- * You're (absolutely / definitely) right.
- * That's what I think / how I feel / I believe.
- * Definitely.
- * I agree with Mr. Smith on this.
- * I support Mr. Smith's plan because.....
- * I can go along with that proposal.....
- * I can buy that.

4. Expressing Disagreement

- **Direct :**
- * I don't agree with this idea.
- * That's not how I see it.
- * I can't go along with this conclusion.

* I disagree with that suggestion.

➤ Softened , more Polite:

- * I respect your opinion , but I think...
- * I'm not sure if I agree with you completely on..
- * I understand what you're saying , but
- * Yes , That may be true but my feeling is that...
- * You have a point , but I don't think that.....

5. Soliciting agreement / disagreement

- * Does everyone agree with Mr. Parker?
- * Do you agree with my assessment of the situation?
- * Do you go with Mr. Harris on this point?
- * Do you accept this view?
- * Does anyone disagree with this idea?
- * Can you go along with this proposed action?
- * Mr. Lewis, we haven't heard from you yet.

6. Expressing doubt

- * I have a hard time believing that.
- * Are you sure about that?
- * I have my doubts about that.
- * I'm skeptical of that conclusion.
- * That remains to be seen.
- * I'm not convinced.
- * The jury is still out on that one.

7. Seeking clarification

- * Could you clarify that for me?
- * Could you run that by me again?
- * Could you add to that?
- * Could you please elaborate?
- * I'm not exactly sure what you mean.
- * I don't follow you.

8. Sharing a personal experience

- * *Let me share a personal experience...*
- * *I was on a similar situation once...*
- * *I remember a similar situation...*
- * *I faced the same problem when...*
- * *In my experience...*
- * *It's been my experience that...*
- * *Let me interject an anecdote here...*

9. Interrupting

- * *May I interrupt for a moment?*
- * *I'd like to interject a comment here.*
- * *Do you mind if I say something?*
- * *If I may, I'd like to express my viewpoint.*
- * *May I add something to that?*
- * *Can I butt in here for a moment? (informal)*

10. Keeping the floor

- * *Please allow me to continue.*
- * *Please let me finish.*
- * *Could you hold that thought for a moment?*
- * *I'd be glad to hear your side after I'm finished.*
- * *If you don't mind, I'd like to finish.*

11. Paraphrasing / restatement

- * *In other words...*
- * *To put it another way...*
- * *Let me restate that.*
- * *Let me rephrase that.*
- * *Let me put that another way.*
- * *Do you mean that...?*
- * *Are you suggesting that...?*

12. Confirming the listeners' understanding

- * *Am I asking myself clear?*
- * *(have) you got that?*
- * *Do you follow me?*
- * *Okay. Any questions?*
- * *Are you still with me?*
- * *You know?*

13. Offering suggestion

- * *I have an idea about...*
- * *May I make a suggestion?*
- * *One solution might be...*
- * *Perhaps we could....*

14. Avoiding answers

- * *I'd prefer not to discuss that.*
- * *That's a hard question for me to answer.*
- * *I feel uncomfortable answering that question.*
- * *If you don't mind, I'd rather not answer that.*
- * *I'd rather not say.*

15. Getting a conversation back on track

- * *That's an interesting point / comment / suggestion.*
- * *Let's wait, though, until we begin talking about.*
- * *How does this comment / question / relate to the topic at hand?*
- * *Let's not get sidetracked.*

16. Summarizing

- * *Let me summarize what we have covered*
- * *Let's quickly review what we've talked about so far.*
- * *Let's briefly go over what we've discussed.*
- * *In short....*
- * *To sum things up...*
- * *In summary....*



ALC VOCABULARY REVIEW . . .

<i>Words</i>	<i>Meaning</i>	<i>Translation French.</i>
Abandon	Give up for good	Abandonner
Accept	Agree to take or receive	Accepter
Accomplish	Successfully complete	Accomplir
According to	As stated or reported by someone	Selon
Accumulate	Gather together , collect , pile up	Rassembler
Acquire	Obtain , get	Obtenir
Additional	More , extra	Supplémentaire
Adjust	Regulate , change to make correct	Régler
Admire	Respect	Admirer , respecter
Advance	Go forward , improve , move ahead	S'améliorer
Advertisement	Commercial	Publicité
Afford	Have enough money , to be able to buy something	Pouvoir financier
A great deal	A lot of	Beaucoup
Alert	Warn , tell someone about a danger	Alerter
Alike	The same , similar	Semblable
All in all	Every thing considered	En général
All of a sudden	Quickly , suddenly , without warning	Soudainement
Alter	Change , make different	Changer
Although	Even though , however , nevertheless , in spite of	Malgré , meme si
Amount to	Add up to , total	Donner le total
Amusement	Fun , entertainment	Amusement
Apologize	Say you're sorry	Se pardonner
Appetite	Feeling of hunger , desire to eat	Appétit
Appreciate	Enjoy	Apprecier
Approach	Get closer to come near	S'approcher
Approve	Agree to , say something is OK	Approuver
Approximately	Around , about , nearly	Presque
Argue	Say you're for or against something	Discuter
Arrange	Organize , put in order	Arranger
Arrive	Come to a place , reach	Arriver
Artist	Person who paints pictures , sings....	Artiste
Assemble	Put together , gather	Rassembler
Assignment	job , duty , responsibility	Responsabilité
At last	Finally	Finement
Attack	Start a fight with	Attaquer
Attract	Pull or draw back toward	Attirer
Available	Ready to be used , on hand	Valable
Average	Typical	Moyenne
Avoid	Keep or stay away from	Éviter
Baggage	Luggage	Bagage
Battle	A fight between armies , fighting , combat	Bataille
Be determined	Decide firmly , make up one's mind	Decider
Be used to + ing	Be accustomed to , have the habit of	Avoir l'habitude de
Behave	Conduct oneself	Se conduire
Believe so	Think so , guess so	Croire
Benefit	Help , be of aid to , be helped	Dans l'intérêt de , bénéficier
Besides	Also , in addition to	En plus de
Bill	Piece of paper that tells how much money one must pay	Facturer
Blade	Sharp part of a knife or a razor	Lame
Blinking	A light going on and off	Signal
Block	Group of houses	Bloc

<i>Boil</i>	<i>Water at 100°c , bubble actively</i>	<i>Bouillir</i>
<i>Boring</i>	<i>Dull , not interesting</i>	<i>Ennuyeux</i>
<i>Borrow</i>	<i>Use something that belong to someone else</i>	<i>Empreinte</i>
<i>Brave</i>	<i>Not afraid of danger</i>	<i>Courageux</i>
<i>Brief</i>	<i>Short</i>	<i>Brève</i>
<i>Bright</i>	<i>Shining</i>	<i>Brillant</i>
<i>Bring up</i>	<i>Mention , talk about</i>	<i>Rapporter</i>
<i>Broadcast</i>	<i>Transmit or send out a radio signal or TV signal</i>	<i>Transmettre</i>
<i>Bumpy</i>	<i>Rough , not smooth</i>	<i>Défoncée</i>
<i>Busy</i>	<i>Occupied</i>	<i>Occupe</i>
<i>Cab</i>	<i>Taxi</i>	<i>Taxi</i>
<i>Calm</i>	<i>Relaxed , not excited , at ease , still</i>	<i>Calme</i>
<i>Capacity</i>	<i>Amount which something holds or contains</i>	<i>Capacité</i>
<i>Career</i>	<i>Life's work or profession</i>	<i>Carrière</i>
<i>Cashier</i>	<i>Person who handles money in stores , banks...</i>	<i>Caissier</i>
<i>Cause</i>	<i>Make something happen , be the reason for</i>	<i>Causer</i>
<i>Caution</i>	<i>Care</i>	<i>Attention</i>
<i>Challenge</i>	<i>Difficult thing to do , dare</i>	<i>Lancer un défi</i>
<i>Chance</i>	<i>Opportunity</i>	<i>Chance</i>
<i>Change</i>	<i>Coins</i>	<i>Monnaie</i>
<i>Change your mind</i>	<i>Decide not to do something or to do something different</i>	<i>Changer les idées</i>
<i>Charge</i>	<i>Cost , price , rate</i>	<i>Prix , charge</i>
<i>Check out</i>	<i>Leave a hotel , examine something</i>	<i>Départ , examine</i>
<i>Check up</i>	<i>Routine , physical examination</i>	<i>Contrôle</i>
<i>Choice</i>	<i>selection</i>	<i>Choix</i>
<i>Choose</i>	<i>pick out , select</i>	<i>Choisir</i>
<i>Clear up</i>	<i>become clear or sunny</i>	<i>S'éclaircir</i>
<i>Clerk</i>	<i>person who works in an office , bank....</i>	<i>secrétaire</i>
<i>Climat</i>	<i>average weather</i>	<i>Climat</i>
<i>Climb</i>	<i>go up</i>	<i>Monter</i>
<i>Close to</i>	<i>near</i>	<i>Près</i>
<i>Cloudy</i>	<i>covered with clouds , overcast</i>	<i>Nuageux</i>
<i>Coins</i>	<i>metal money</i>	<i>Pièces monétaires</i>
<i>Collect</i>	<i>gather together</i>	<i>Rassembler</i>
<i>Community</i>	<i>group of people in the same place</i>	<i>Société , communauté</i>
<i>Complete</i>	<i>whole , entire</i>	<i>Complètement</i>
<i>Complicated</i>	<i>difficult to understand</i>	<i>Compliqué</i>
<i>Composed of</i>	<i>made up of</i>	<i>Composé de</i>
<i>Concentrate on</i>	<i>pay or give full attention to</i>	<i>Se concentrer</i>
<i>Concerning</i>	<i>about , in regard to</i>	<i>Concernant</i>
<i>Constantly</i>	<i>always , continuously</i>	<i>Toujours</i>
<i>Constitution</i>	<i>regulation , law</i>	<i>Règle , loi</i>
<i>Construct</i>	<i>build , put together</i>	<i>Construire</i>
<i>Contain</i>	<i>have or hold inside , keep within</i>	<i>Contenir</i>
<i>Container</i>	<i>something used to hold liquids , solids etc , like box or bottle</i>	<i>Centenaire</i>
<i>Continuously</i>	<i>constantly , all the time , without stopping</i>	<i>Toujours</i>
<i>Contract</i>	<i>become smaller , reduce in size</i>	<i>Réduire</i>
<i>Convenient</i>	<i>easy to get or to use , handy</i>	<i>Convenable</i>
<i>Convert</i>	<i>change</i>	<i>Changer</i>
<i>Convince</i>	<i>persuade</i>	<i>Convaincre</i>
<i>Cool</i>	<i>a little cold (opposite of warm)</i>	<i>Frais</i>
<i>Cooperate</i>	<i>work together , work like</i>	<i>Coopérer</i>
<i>Copy</i>	<i>not the original , but like the original</i>	<i>Photocopie</i>
<i>Critical</i>	<i>serious , important</i>	<i>Important</i>
<i>Crush</i>	<i>make smaller by pressing</i>	<i>Ecraser</i>
<i>Cut in</i>	<i>interrupt</i>	<i>interrompre</i>

<i>Damaged</i>	<i>broken , in bad condition</i>	<i>Abîmer</i>
<i>Data</i>	<i>facts , information</i>	<i>Information</i>
<i>Decrease</i>	<i>become smaller or less , reduce</i>	<i>Déminuer</i>
<i>Defective</i>	<i>faulty , not working properly , out of order , malfunction</i>	<i>Malfonctionner</i>
<i>Defend</i>	<i>protect yourself against an enemy</i>	<i>Défendre</i>
<i>Definitely</i>	<i>certainly , surely</i>	<i>Nettement</i>
<i>Delay</i>	<i>hold up , make someone late , postpone , put off</i>	<i>Reporter</i>
<i>Delicious</i>	<i>having a good taste or smell</i>	<i>Délicieux</i>
<i>Demonstrate</i>	<i>show someone how to do something</i>	<i>Démontrer</i>
<i>Depart</i>	<i>leave , go away</i>	<i>Partir</i>
<i>Department</i>	<i>section , part , division</i>	<i>Division</i>
<i>Depend on</i>	<i>rely on , count on</i>	<i>Conter sur</i>
<i>Deposit</i>	<i>put money in the bank</i>	<i>Déposer</i>
<i>Design</i>	<i>plan , arrangement of shape , color..../ drawing</i>	<i>Plan</i>
<i>Dessert</i>	<i>something sweet</i>	<i>Dessert</i>
<i>Destroy</i>	<i>damage completely , wreck</i>	<i>Détruire</i>
<i>Dime</i>	<i>10 cent coin</i>	<i>Pièce de 10 centimes</i>
<i>Dirty</i>	<i>not clean</i>	<i>Sale</i>
<i>Disagree</i>	<i>not agree , have different opinions</i>	<i>Etre en désaccord</i>
<i>Disassemble</i>	<i>take apart</i>	<i>Détacher</i>
<i>Disregard</i>	<i>pay no attention to , ignore</i>	<i>Négliger</i>
<i>Dissatisfied</i>	<i>not satisfied , not pleased , unhappy</i>	<i>Mécontent</i>
<i>Distance</i>	<i>how far , space between two places</i>	<i>Distance</i>
<i>Distribute</i>	<i>give out , hand out</i>	<i>Distribuer</i>
<i>Dizzy</i>	<i>head going round</i>	<i>Etourdi</i>
<i>Doubt</i>	<i>think something is not true , not believe , be unsure of</i>	<i>Doute</i>
<i>Dozen</i>	<i>group of twelve things</i>	<i>Douzaine</i>
<i>Drugstore</i>	<i>place to buy medicine or other things , pharmacy</i>	<i>Pharmacie</i>
<i>Education</i>	<i>learning , schooling</i>	<i>Education</i>
<i>Efficient</i>	<i>working quickly and effectively , working well</i>	<i>Efficace</i>
<i>Employ</i>	<i>hire , give a job</i>	<i>Employer</i>
<i>Employee</i>	<i>worker</i>	<i>Employé , ouvrier</i>
<i>Encounter</i>	<i>meet , run into</i>	<i>Rencontrer</i>
<i>Enough</i>	<i>sufficient , adequate</i>	<i>Suffisant</i>
<i>Entire</i>	<i>while , all , complete</i>	<i>Complètement</i>
<i>Escape</i>	<i>get away , get free</i>	<i>S'évader</i>
<i>Especially</i>	<i>particularly</i>	<i>Spécialement</i>
<i>Eventually</i>	<i>sooner or later , finally , in the end</i>	<i>En fin</i>
<i>Exactly</i>	<i>precisely</i>	<i>Précisément</i>
<i>Excess</i>	<i>too much , more than needed , extra (exceed)</i>	<i>Excès</i>
<i>Exercise</i>	<i>do activity with your body</i>	<i>Entraînement</i>
<i>Exhausted</i>	<i>worn out , very tired</i>	<i>Fatigué</i>
<i>Expect to</i>	<i>intend to , plan to , suppose</i>	<i>Supposer</i>
<i>Experience</i>	<i>skill gained by doing and seeing things</i>	<i>Expérience</i>
<i>Expert</i>	<i>a person who knows a lot about a subject</i>	<i>Expert</i>
<i>Explosion</i>	<i>loud noise , loud bang</i>	<i>Explosion</i>
<i>Extend</i>	<i>make longer , enlarge</i>	<i>Elargir</i>
<i>Extra</i>	<i>additional , more than needed</i>	<i>Supplémentaire</i>
<i>Extreme</i>	<i>at the farthest end of something</i>	<i>Extrême</i>
<i>Fact</i>	<i>true information</i>	<i>Réalité</i>
<i>Factory</i>	<i>place where products are made</i>	<i>Usine</i>
<i>Fare</i>	<i>cost , price</i>	<i>Prix</i>
<i>Fatal</i>	<i>causing death , resulting in death</i>	<i>Fatal</i>
<i>Favorite</i>	<i>one you like best</i>	<i>Préférer</i>
<i>Fever</i>	<i>body temperature high than normal</i>	<i>Fièvre</i>
<i>Few</i>	<i>not many</i>	<i>Peu</i>

Fiction *not true , imaginary*
 Figure *number*
 Find out *get the information , learn , discover*
 Finish *complete*
 First aid *medical help*

Fix *repair*
 Flat tire *tire without air , puncture*
 Flexible *able to bend easily*
 Fluctuate *change , vary , move up and down*
 Fog *clouds near the ground , thick mist*
 Follow *come or go behind*
 Foreign *outside your country*
 Forest *a lot of trees*
 Freeze *change into ice , be very cold*
 Frequently *often*
 Fresh *new , recently produced , obtained or grown*
 Frighten *scare , make afraid , cause fear*
 Funny *something that you like to do*
 Get out of hand *become uncontrollable*
 Give someone a ring *call up , telephone*
 Glad *happy , pleased*
 Go along with *agree with*
 Gradually *little by little*
 Gripe *complain*
 Guilty *at fault , responsible for doing a bad action*
 Had better *should , ought to*
 Handle *control , operate*
 Have to *must*
 Hazardous *dangerous*
 Healthy *not sick , well*
 Heavy traffic *bumper to bumper*
 Hire *employ , give a job to someone # fire*
 However *but , o the other hand*
 Huge *very big , large*
 Humid *having a lot of water in the air*
 Humidity *amount of water or moisture in the air*
 Hunt for *look for , search for , seek , try to find*
 Hurry up *do something faster or more quickly , speed up*
 Hurt *injure , give pain*
 ID card *identification card*
 Ignore *not pay attention to , disregard*
 Imaginary *not real , existing only in the mind*
 Imagine so *think so , guess , believe so*
 Imitate *copy , act the same as*
 Immediately *at once , right away*
 Improve *get better , make better*
 In advance *early , before the time to do sometho,g*
 In bad shape *in poor condition*
 In order to *so that , to*
 Inability *lack of ability to do something*
 Inadequate *insufficient , not enough*
 Indicate *show , point out*
 Inflate *put air into , make larger #deflate*
 Inspect *check , examine , look at carefully*
 Instantly *immediately , at once*
 Instead of *in place of , rather than*

Fiction
 Numéro
 Découvrir
 Finir
 Premier secours

Réparer
 Crevaison
 Flexible
 Changer
 Brouillard
 Suivre
 Etranger
 Foret
 Congeler
 Fréquemment
 Frais
 Effrayer
 Amusant
 Incontrôlable
 Téléphoner
 Content
 Convenir à , être d'accord
 Graduellement
 Se plaindre
 Coupable
 Devoir , valoir mieux
 Contrôler
 Devoir
 Dangereux
 Saint
 Embouteillage
 Employer
 Cependant
 Vaste , très grand
 Humide
 Humidité
 Chercher
 Se dépêcher
 Faire de mal
 Carte d'identité
 Ignorer
 Imagination
 Penser
 Imiter
 Maintenant , immédiatement
 S'améliorer , progresser
 En avance
 Mauvaise condition
 Afin de , pour que
 Inhabilité
 insuffisant
 indiquer
 gonfler
 examiner
 immédiatement
 au lieu de

<i>Interesting</i>	<i>keeping your attention</i>	<i>intéressant</i>
<i>Introduce</i>	<i>present , have one person meet another</i>	<i>présenter</i>
<i>Investigate</i>	<i>check out , find out the facts about</i>	<i>chercher la vérité</i>
<i>Irritate</i>	<i>bother , annoy , make someone angry , disturb</i>	<i>déranger</i>
<i>Jump to conclusions</i>	<i>decide too quickly without enough knowledge</i>	<i>décider sans penser</i>
<i>Keep an eye on</i>	<i>watch carefully</i>	<i>garde</i>
<i>Lake</i>	<i>body of water smaller than a sea or ocean</i>	<i>lac</i>
<i>Law</i>	<i>regulation</i>	<i>loi</i>
<i>Leaf</i>	<i>green part of a tree or plant</i>	<i>feuille</i>
<i>Legal</i>	<i>lawful , allowed by law</i>	<i>légal , autorise</i>
<i>Leisure</i>	<i>free time , spare time</i>	<i>temps libre</i>
<i>Lend</i>	<i>let somebody use something that belongs to you</i>	<i>prêter</i>
<i>Likely</i>	<i>probably</i>	<i>peut être</i>
<i>Lobby</i>	<i>large room at the entrance of a hotel , theatre</i>	<i>couloir</i>
<i>Local</i>	<i>of or from this area</i>	<i>local</i>
<i>Licite</i>	<i>find</i>	<i>localiser</i>
<i>Look at</i>	<i>check , examine</i>	<i>examine</i>
<i>Look forward to + ing</i>	<i>be eager to , be excited about</i>	<i>avoir envie de</i>
<i>Look over</i>	<i>review , check something again</i>	<i>réviser</i>
<i>Look up</i>	<i>find (in list)</i>	<i>chercher</i>
<i>lubricate</i>	<i>oil a machine</i>	<i>graisser</i>
<i>Main</i>	<i>primary , principal , most important</i>	<i>principal</i>
<i>Make up one's mind</i>	<i>decide</i>	<i>décider</i>
<i>Maximum</i>	<i>Largest , highest , and longest possible</i>	<i>maximum</i>
<i>Mental</i>	<i>In the mind</i>	<i>mentale</i>
<i>Mention</i>	<i>Say , talk about , bring up</i>	<i>mentionner</i>
<i>Mess up</i>	<i>Foul up , do something badly , do bad job</i>	<i>mélanger</i>
<i>Meteorologist</i>	<i>Weatherman</i>	<i>meteorologist</i>
<i>Mind</i>	<i>Care about , object to , worry</i>	<i>se soucier</i>
<i>Minimum</i>	<i>Smallest , shortest , lowest possible</i>	<i>minimum</i>
<i>Minor</i>	<i>Not important , small</i>	<i>mineur</i>
<i>Miss the point</i>	<i>Not understand</i>	<i>ne pas comprendre</i>
<i>Mistake</i>	<i>Error</i>	<i>faute</i>
<i>Modern</i>	<i>Recent , new</i>	<i>nouveaux</i>
<i>Motion</i>	<i>Movement</i>	<i>mouvement</i>
<i>Muscles</i>	<i>Parts of the body which move the bones</i>	<i>muscles</i>
<i>Must</i>	<i>Have to</i>	<i>devoir</i>
<i>NCO</i>	<i>Non commissioned officer , enlisted man</i>	<i>sous officier</i>
<i>Napkin</i>	<i>Paper or cloth for cleaning hands or mouths</i>	<i>serviette</i>
<i>Natural</i>	<i>Produced by nature</i>	<i>naturel</i>
<i>Near</i>	<i>Close to , beside</i>	<i>près de</i>
<i>Nervous</i>	<i>Not at ease , tense</i>	<i>nerveux , énérvé</i>
<i>Nice</i>	<i>Pleasant , agreeable</i>	<i>agréable , plaisant</i>
<i>Nickel</i>	<i>5 cent coin</i>	<i>pièces de 5 centimes</i>
<i>Normal</i>	<i>usual , average</i>	<i>normale</i>
<i>Notice</i>	<i>see , observe</i>	<i>remarquer</i>
<i>Notify</i>	<i>inform , tell</i>	<i>informer</i>
<i>Obey</i>	<i>follow orders , do as told</i>	<i>obéir</i>
<i>Object to + ing</i>	<i>mind , not be in favor of</i>	<i>s'opposer</i>
<i>Objective</i>	<i>goal , aim</i>	<i>objectif</i>
<i>Obtain</i>	<i>get , gain possession of</i>	<i>obtenir</i>
<i>Obvious</i>	<i>clear , easy to see or understand</i>	<i>clair , évident</i>
<i>Occasionally</i>	<i>sometimes , once in a while</i>	<i>quelques fois</i>
<i>Occur</i>	<i>happen , take place</i>	<i>arriver , se de rouler</i>
<i>Offence</i>	<i>attack , attack force(opposite of defense)</i>	<i>froisser , attaquer</i>
<i>On the blink</i>	<i>not working , out of order , defective</i>	<i>défectueux</i>

<i>On the other hand</i>	<i>however , from the</i>	<i>d'autre part, cependant</i>
<i>One way</i>	<i>one direction</i>	<i>une seule direction</i>
<i>Opinion</i>	<i>belief , idea</i>	<i>opinion</i>
<i>Optional</i>	<i>up to you , not compulsory or required</i>	<i>optionnel</i>
<i>Original</i>	<i>first one not a copy</i>	<i>originale</i>
<i>Otherwise</i>	<i>or else</i>	<i>autrement</i>
<i>Ought to</i>	<i>should , had better</i>	<i>doit</i>
<i>Over</i>	<i>finish</i>	<i>finir</i>
<i>Pack</i>	<i>put things in containers(opposite if unpack)</i>	<i>emballer</i>
<i>Pain</i>	<i>suffering , ache</i>	<i>douleur</i>
<i>Pardon me</i>	<i>excuse me</i>	<i>excuse moi, pardonne moi</i>
<i>Party</i>	<i>social gathering , celebration</i>	<i>fête</i>
<i>Patient</i>	<i>calm , able to wait</i>	<i>patient</i>
<i>Patient</i>	<i>sick person</i>	<i>malade</i>
<i>Penny</i>	<i>one cent coin</i>	<i>une pièce de 1 centime</i>
<i>Perfect</i>	<i>without error or defect</i>	<i>parfait</i>
<i>Perform</i>	<i>accomplish a task</i>	<i>accomplir</i>
<i>Period</i>	<i>length of time</i>	<i>période</i>
<i>Permanent</i>	<i>for a long time (opposite if temporary)</i>	<i>permanent</i>
<i>Permission</i>	<i>authorized</i>	<i>permission</i>
<i>Pharmacy</i>	<i>store selling medicine</i>	<i>pharmacie</i>
<i>Physical</i>	<i>of the body , for the body</i>	<i>physique</i>
<i>Pick out</i>	<i>choose , select</i>	<i>choisir</i>
<i>Plan to</i>	<i>intend to</i>	<i>avoir l'intention</i>
<i>Pleasant</i>	<i>nice , enjoyable</i>	<i>agréable</i>
<i>Pleased</i>	<i>happy , glad</i>	<i>content</i>
<i>Plenty</i>	<i>lots of , a lot of</i>	<i>beaucoup</i>
<i>Point out</i>	<i>show</i>	<i>montrer</i>
<i>Pour</i>	<i>make a liquid to flow from a container</i>	<i>verser</i>
<i>Popular</i>	<i>liked by many people</i>	<i>populaire</i>
<i>Population</i>	<i>number of people in a place</i>	<i>population</i>
<i>Power</i>	<i>authority , strength</i>	<i>pouvoir</i>
<i>Practice</i>	<i>do something again and again</i>	<i>exercice</i>
<i>Precipitation</i>	<i>moisture from clouds like rain or snow</i>	<i>précipitation</i>
<i>Precise</i>	<i>exact, accurate</i>	<i>précis</i>
<i>Predict</i>	<i>forecast, guess the future</i>	<i>prédire</i>
<i>Prefer</i>	<i>like better , would rather</i>	<i>préférer</i>
<i>Prescription</i>	<i>paper from a doctor for a medicine</i>	<i>ordonnance</i>
<i>Preserve</i>	<i>maintain, keep in good condition</i>	<i>préserver</i>
<i>Previously</i>	<i>in the past, before now</i>	<i>précédemment</i>
<i>Primary</i>	<i>first chief main principal</i>	<i>important</i>
<i>Private</i>	<i>for your own use, not public</i>	<i>privé</i>
<i>Probably</i>	<i>likely</i>	<i>probablement</i>
<i>Produce</i>	<i>make, manufacture</i>	<i>produire</i>
<i>Products</i>	<i>things that are made, usually in factories</i>	<i>produits</i>
<i>Profession</i>	<i>job, career</i>	<i>profession</i>
<i>Professional</i>	<i>skilled, trained, for special work</i>	<i>professionnel</i>
<i>Promise</i>	<i>Say that you'll do something for sure</i>	<i>Promettre</i>
<i>Proper</i>	<i>Correct, right</i>	<i>Vrai, correcte</i>
<i>Protect</i>	<i>guard against or keep from harm, shield</i>	<i>Protéger</i>
<i>Public</i>	<i>Open to all people, known, for the use of all people</i>	<i>Publique</i>
<i>Publish</i>	<i>Print, announce</i>	<i>Publier</i>
<i>Purchase</i>	<i>Buy</i>	<i>Acheter</i>
<i>Purpose</i>	<i>Reason, goal, aim, objective</i>	<i>Le but</i>
<i>Quality</i>	<i>Goodness, degree of excellence</i>	<i>Qualité</i>
<i>Quantity</i>	<i>Amount</i>	<i>Quantité</i>

<i>Quiet</i>	<i>Silent, noiseless</i>	<i>Silencieux</i>
<i>Quite</i>	<i>Very, completely</i>	<i>Complètement</i>
<i>Rapid</i>	<i>Quick, moving with great speed</i>	<i>Rapide</i>
<i>Realize</i>	<i>Understand, learn</i>	<i>Comprendre</i>
<i>Really</i>	<i>Truly</i>	<i>Reellement</i>
<i>Reason</i>	<i>Cause, explanation</i>	<i>La raison</i>
<i>Reasonable</i>	<i>Fair, just, logical</i>	<i>Raisonnable</i>
<i>Recommend</i>	<i>Suggest</i>	<i>Recommander</i>
<i>Recreation</i>	<i>Activities done for relaxation and enjoyment</i>	<i>Recreation</i>
<i>Reduce</i>	<i>Decrease, make smaller or less</i>	<i>Reduire</i>
<i>Refer to</i>	<i>Consult, look up information in a book</i>	<i>Regulier</i>
<i>Regular</i>	<i>Typical, usual, normal</i>	<i>Regulier</i>
<i>Regulate</i>	<i>control</i>	<i>Regler</i>
<i>Relatively</i>	<i>Fairly, comparatively</i>	<i>Relativement</i>
<i>Relaxed</i>	<i>Not tense, at ease</i>	<i>Relaxe</i>
<i>Reluctant</i>	<i>Hesitant, unwilling</i>	<i>Hesitant</i>
<i>Repair</i>	<i>Fix</i>	<i>Reparer</i>
<i>Repel</i>	<i>Force back or push away</i>	<i>Posser</i>
<i>Replace</i>	<i>Take the place of</i>	<i>Remplacer</i>
<i>Represent</i>	<i>Stand for</i>	<i>Representer</i>
<i>Require</i>	<i>Need, depend on for success, order</i>	<i>Necessiter, demander</i>
<i>Reservation</i>	<i>Room or seat saved in advance</i>	<i>Reservation</i>
<i>Reserve</i>	<i>Save, keep for later, get in advance</i>	<i>Reserver</i>
<i>Respectable</i>	<i>Honorabe, deserving admiration</i>	<i>Respectable</i>
<i>Request</i>	<i>Ask for</i>	<i>Demander</i>
<i>Review</i>	<i>Look over, study again</i>	<i>Reviser</i>
<i>Revise</i>	<i>Make changes or corrections, change, modify</i>	<i>Reviser</i>
<i>Right away</i>	<i>At once, immediately</i>	<i>ImmEDIATEment</i>
<i>Rip</i>	<i>Tear</i>	<i>Dechirer</i>
<i>Ruin to destroy</i>	<i>Spoil, seriously damaged, wreck</i>	<i>Detruire</i>
<i>Run</i>	<i>Operate a machine</i>	<i>Faire demarrer</i>
<i>Rush</i>	<i>Hurry, move quickly</i>	<i>Se depecher</i>
<i>Saturated</i>	<i>Completely wet</i>	<i>Mouillé</i>
<i>Sea port</i>	<i>City where ships stop, harbor town</i>	<i>Port</i>
<i>Section</i>	<i>Part, departement, division</i>	<i>Division</i>
<i>See about</i>	<i>Find out about</i>	<i>Savoir</i>
<i>Several</i>	<i>More than two but not many, a few</i>	<i>Plusieurs</i>
<i>Severe</i>	<i>Bad, serious, hard</i>	<i>Severe</i>
<i>Sharp</i>	<i>Not dull</i>	<i>Tranchant</i>
<i>Shatter</i>	<i>Break into many pieces</i>	<i>Briser</i>
<i>Should</i>	<i>Ought to, had better</i>	<i>Devoir</i>
<i>Shower</i>	<i>Light rain</i>	<i>Legere pluie</i>
<i>Similar</i>	<i>Alike, nearly the same</i>	<i>Semblable</i>
<i>Skip</i>	<i>Pass over, omit</i>	<i>Omettre</i>
<i>Slot</i>	<i>Small opening</i>	<i>Fente</i>
<i>Snack</i>	<i>Food eaten between meals</i>	<i>Casse-croute</i>
<i>So far</i>	<i>Until now, up to the present</i>	<i>Jusqu'à maintenant</i>
<i>Solution</i>	<i>Answer to a problem</i>	<i>Solution</i>
<i>Sore</i>	<i>Painful</i>	<i>Dououreux</i>
<i>Souvenir</i>	<i>Something that helps you remember</i>	<i>Souvenir</i>
<i>Spoil</i>	<i>Decay</i>	<i>Abimer, gater</i>
<i>Sports</i>	<i>Athletics, games</i>	<i>Sport</i>
<i>Stall</i>	<i>Stop(engine)</i>	<i>S'arreter</i>
<i>Starving</i>	<i>Very hungry</i>	<i>Famine</i>
<i>Stay</i>	<i>Not leave</i>	<i>Rester</i>
<i>Steady</i>	<i>Constant, not moving or changing</i>	<i>Stabe</i>

<i>Stick to</i>	<i>Continue doing something, not quit, stay with</i>	<i>S'accrocher</i>
<i>Stiff</i>	<i>Rigid, not moving easily</i>	<i>Rigide</i>
<i>Storm</i>	<i>Weather with too much wind, rain, snow, or dust</i>	<i>Tempete</i>
<i>Strange</i>	<i>Unfamiliar to you, unusual, surprising</i>	<i>Etrange</i>
<i>Stream</i>	<i>Small river</i>	<i>Ruisseau</i>
<i>Subordinate</i>	<i>Someone lower in rank</i>	<i>Subordonné</i>
<i>Suburb</i>	<i>Housing area near a city</i>	<i>Banlieu</i>
<i>Subway</i>	<i>Underground train</i>	<i>Metro</i>
<i>Successful</i>	<i>Getting or having good results</i>	<i>Couronné de succes</i>
<i>Sufficient</i>	<i>Adequate, enough</i>	<i>Suffisant</i>
<i>Suggest</i>	<i>Advise, recommend</i>	<i>Proposer</i>
<i>Suggestion</i>	<i>Recommendation</i>	<i>Recommandation</i>
<i>Suitable</i>	<i>Appropriate, correct, propper</i>	<i>Convenable</i>
<i>Sunny</i>	<i>Bright sky, full of sunshine, cloudless</i>	<i>Ensoleille</i>
<i>Superior</i>	<i>Someone hogher in rank</i>	<i>Superieur</i>
<i>Support</i>	<i>Hold up, maintain, give aid to, assist</i>	<i>Aider</i>
<i>Suppose</i>	<i>Believe, think, guess</i>	<i>Penser</i>
<i>Sure</i>	<i>Positive, without doubt</i>	<i>Sure</i>
<i>Surprise</i>	<i>Something unexpected</i>	<i>Surprise</i>
<i>Surrender</i>	<i>Give up, stop fighting</i>	<i>Abandonner</i>
<i>Survive</i>	<i>Stay alive, live</i>	<i>Survivre, vivre</i>
<i>Switch off</i>	<i>Stop, turn off</i>	<i>eteindre</i>
<i>Tailor</i>	<i>Person who make clothes</i>	<i>Tailleur</i>
<i>Take off</i>	<i>Remove</i>	<i>Enlever</i>
<i>Technique</i>	<i>Method, way</i>	<i>Technique</i>
<i>Temporary</i>	<i>For a short time, for a limited time</i>	<i>Temporaire</i>
<i>Thermostat</i>	<i>Devise, used to control temperature</i>	<i>Thermostat</i>
<i>Think over</i>	<i>Think about, consider</i>	<i>Considerer</i>
<i>Thoroughly</i>	<i>Completely, extensive</i>	<i>Completement</i>
<i>Thunderstorm</i>	<i>Heavy rain with lighteneing and thunder</i>	<i>Tonere</i>
<i>Tight</i>	<i>Not loose, fastened, held closely</i>	<i>Serrer</i>
<i>Tough</i>	<i>Hard, difficult, strong</i>	<i>Difficile</i>
<i>Tour</i>	<i>Trip</i>	<i>Voyage</i>
<i>Tourist</i>	<i>Person who takes trips</i>	<i>Touriste</i>
<i>Traffic</i>	<i>Buses, trucks, cars</i>	<i>Circulation</i>
<i>Transfer</i>	<i>Change, move from once to another</i>	<i>transferer</i>
<i>Transform</i>	<i>Change, conver</i>	<i>Transformer</i>
<i>Trip</i>	<i>Visit, tour, voyage</i>	<i>Voyage</i>
<i>Turn down</i>	<i>Reject, refuse</i>	<i>Refuser</i>
<i>Turn on</i>	<i>Switch on, start a machine</i>	<i>Allumer</i>
<i>Unusual</i>	<i>Not typical, not common, strange, abnormal</i>	<i>Pas normale</i>
<i>Vacation</i>	<i>Holiday, leave</i>	<i>Vacance</i>
<i>Value</i>	<i>Worth, cost</i>	<i>Valeur</i>
<i>Variety</i>	<i>Number of different things</i>	<i>Varieté, multitude</i>
<i>Vary</i>	<i>Change, beecome different, fluctuate</i>	<i>Varier</i>
<i>Velocity</i>	<i>Speed</i>	<i>Vitesse</i>
<i>Vending machine</i>	<i>Coin operated machine that sells things</i>	<i>Distributeur automatique</i>
<i>Version</i>	<i>One person's telling of something happened</i>	<i>Avis</i>
<i>Visibility</i>	<i>Maximum distance at which we can see things</i>	<i>Visibilité</i>
<i>Waiter</i>	<i>Man who serves food in a restaurant</i>	<i>Seueur</i>
<i>Warm up</i>	<i>Make warm</i>	<i>Rechauffer</i>
<i>Weak</i>	<i>Not strong</i>	<i>Faible</i>
<i>Weapon</i>	<i>Arm</i>	<i>L'arme</i>
<i>Weigh</i>	<i>Determine how heavy is something</i>	<i>peser</i>
<i>Whether</i>	<i>If</i>	<i>Si</i>
<i>Wild</i>	<i>Not controlled by man, savage</i>	<i>Sauvage</i>

The English Irregular Verb List

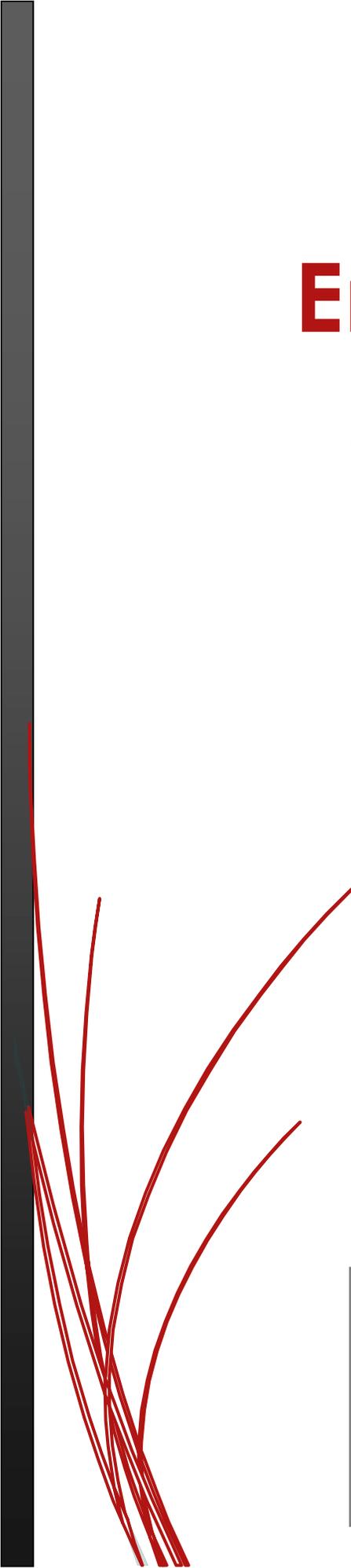
Verbs	Past Simple	Past Participle
Abide	Abode/Abided	Abode/Abided/Abidden
Alight	Alit/Alighted	Alit/Alighted
Arise	Arose	Arisen
Awake	Awoke	Awoken
Be	Was/Were	Been
Bear	Bore	Born/Borne
Beat	Beat	Beaten
Become	Became	Become
Begin	Began	Begun
Behold	Beheld	Beheld
Bend	Bent	Bent
Bet	Bet	Bet
Bid	Bade	Bidden
Bid	Bid	Bid
Bind	Bound	Bound
Bite	Bit	Bitten
Bleed	Bled	Bled
Blow	Blew	Blown
Break	Broke	Broken
Breed	Bred	Bred
Bring	Brought	Brought
Broadcast	Broadcast/Broadcasted	Broadcast/Broadcasted
Build	Built	Built
Burn	Burnt/Burned	Burnt/Burned
Burst	Burst	Burst
Bust	Bust	Bust
Buy	Bought	Bought
Cast	Cast	Cast
Catch	Caught	Caught
Choose	Chose	Chosen
Clap	Clapped/Clapt	Clapped/Clapt
Cling	Clung	Clung
Clothe	Clad/Clothed	Clad/Clothed
Come	Came	Come
Cost	Cost	Cost
Creep	Crept	Crept
Cut	Cut	Cut
Dare	Dared/Durst	Dared
Deal	Dealt	Dealt
Dig	Dug	Dug
Dive	Dived/Dove	Dived

Do	Did	Done
Draw	Drew	Drawn
Dream	Dreamt/Dreamed	Dreamt/Dreamed
Drink	Drank	Drunk
Drive	Drove	Driven
Dwell	Dwelt	Dwelt
Eat	Ate	Eaten
Fall	Fell	Fallen
Feed	Fed	Fed
Feel	Felt	Felt
Fight	Fought	Fought
Find	Found	Found
Fit	Fit/Fitted	Fit/Fitted
Flee	Fled	Fled
Fling	Flung	Flung
Fly	Flew	Flown
Forbid	Forbade/Forbad	Forbidden
Forecast	Forecast/Forecasted	Forecast/Forecasted
Foresee	Foresaw	Foreseen
Foretell	Foretold	Foretold
Forget	Forgot	Forgotten
Forgive	Forgave	Forgiven
Forsake	Forsook	Forsaken
Freeze	Froze	Frozen
Frostbite	Frostbit	Frostbitten
Get	Got	Got/Gotten
Give	Gave	Given
Go	Went	Gone/Been
Grind	Ground	Ground
Grow	Grew	Grown
Handwrite	Handwrote	Handwritten
Hang	Hung/Hanged	Hung/Hanged
Have	Had	Had
Hear	Heard	Heard
Hide	Hid	Hidden
Hit	Hit	Hit
Hold	Held	Held
Hurt	Hurt	Hurt
Inlay	Inlaid	Inlaid
Input	Input/Inputted	Input/Inputted
Interlay	Interlaid	Interlaid
Keep	Kept	Kept
Kneel	Knelt/Kneeled	Knelt/Kneeled
Knit	Knit/Knitted	Knit/Knitted
Know	Knew	Known
Lay	Laid	Laid
Lead	Led	Led

Lean	Leant/Leaned	Leant/Leaned
Leap	Leapt/Leaped	Leapt/Leaped
Learn	Learnt/Learned	Learnt/Learned
Leave	Left	Left
Lend	Lent	Lent
Let	Let	Let
Lie	Lay	Lain
Light	Lit	Lit
Lose	Lost	Lost
Make	Made	Made
Mean	Meant	Meant
Meet	Met	Met
Melt	Melted	Molten/Melted
Mislead	Misled	Misled
Mistake	Mistook	Mistaken
Misunderstand	Misunderstood	Misunderstood
Miswed	Miswed/Miswedded	Miswed/Miswedded
Mow	Mowed	Mown
Overdraw	Overdrew	Overdrawn
Overhear	Overheard	Overheard
Overtake	Overtook	Overtaken
Pay	Paid	Paid
Preset	Preset	Preset
Prove	Proved	Proven/Proved
Put	Put	Put
Quit	Quit	Quit
Re-prove	Re-proved	Re-proven/Re-proved
Read	Read	Read
Rid	Rid/Ridged	Rid/Ridged
Ride	Rode	Ridden
Ring	Rang	Rung
Rise	Rose	Risen
Rive	Rived	Riven/Rived
Run	Ran	Run
Saw	Sawed	Sawn/Sawed
Say	Said	Said
See	Saw	Seen
Seek	Sought	Sought
Sell	Sold	Sold
Send	Sent	Sent
Set	Set	Set
Sew	Sewed	Sewn/Sewed
Shake	Shook	Shaken
Shave	Shaved	Shaven/Shaved
Shear	Shore/Sheared	Shorn/Sheared
Shed	Shed	Shed
Shine	Shone	Shone

Shoe	Shod	Shod
Shoot	Shot	Shot
Show	Showed	Shown
Shrink	Shrank	Shrunk
Shut	Shut	Shut
Sing	Sang	Sung
Sink	Sank	Sunk
Sit	Sat	Sat
Slay	Slew	Slain
Sleep	Slept	Slept
Slide	Slid	Slid/Slidden
Sling	Slung	Slung
Slink	Slunk	Slunk
Slit	Slit	Slit
Smell	Smelt/Smelled	Smelt/Smelled
Sneak	Sneaked/Snuck	Sneaked/Snuck
Soothsay	Soothsaid	Soothsaid
Sow	Sowed	Sown
Speak	Spoke	Spoken
Speed	Sped/Speeded	Sped/Speeded
Spell	Spelt/Spelled	Spelt/Spelled
Spend	Spent	Spent
Spill	Spilt/Spilled	Spilt/Spilled
Spin	Span/Spun	Spun
Spit	Spat/Spit	Spat/Spit
Split	Split	Split
Spoil	Spoilt/Spoiled	Spoilt/Spoiled
Spread	Spread	Spread
Spring	Sprang	Sprung
Stand	Stood	Stood
Steal	Stole	Stolen
Stick	Stuck	Stuck
Sting	Stung	Stung
Stink	Stank	Stunk
Stride	Strode/Strided	Stridden
Strike	Struck	Struck/Stricken
String	Strung	Strung
Strip	Stript/Stripped	Stript/Stripped
Strive	Strove	Striven
Sublet	Sublet	Sublet
Sunburn	Sunburned/Sunburnt	Sunburned/Sunburnt
Swear	Swore	Sworn
Sweat	Sweat/Sweated	Sweat/Sweated
Sweep	Swept/Sweeped	Swept/Sweeped
Swell	Swelled	Swollen
Swim	Swam	Swum
Swing	Swung	Swung

Take	Took	Taken
Teach	Taught	Taught
Tear	Tore	Torn
Tell	Told	Told
Think	Thought	Thought
Thrive	Throve/Thrived	Thriven/Thrived
Throw	Threw	Thrown
Thrust	Thrust	Thrust
Tread	Trod	Trodden
Undergo	Underwent	Undergone
Understand	Understood	Understood
Undertake	Undertook	Undertaken
Upset	Upset	Upset
Vex	Vext/Vexed	Vext/Vexed
Wake	Woke	Woken
Wear	Wore	Worn
Weave	Wove	Woven
Wed	Wed/Wedded	Wed/Wedded
Weep	Wept	Wept
Wend	Wended/Went	Wended/Went
Wet	Wet/Wetted	Wet/Wetted
Win	Won	Won
Wind	Wound	Wound
Withdraw	Withdrew	Withdrawn
Withhold	Withheld	Withheld
Withstand	Withstood	Withstood
Wring	Wrung	Wrung
Write	Wrote	Written
Zinc	Zinced/Zincked	Zinced/Zincked



English writing: Méthoguide & exemples

Une majorité des élèves se trouve en difficulté à rédiger un writing d'une manière efficace due au manque de vocabulaire ou aux problèmes de grammaire.

*A ce titre, 9rayti.Com vous propose cet e-book "**English Writing**" pour vous aider à améliorer votre niveau et vos notes en writing.*

Méthodologie English writing

L'expression écrite en anglais est un exercice vous permet de vous exprimer, il doit aussi respecter un certain nombre de règles selon le type de rédaction qui vous est demandé. Il existe quelques astuces simples pour réussir votre expression écrite tout en suivant une bonne méthodologie.

- 1)** Prenez le temps de bien lire le sujet afin d'identifier clairement le type de tâche que vous devez traiter; (que vous demande-t-on ? argumenter ? raconter ? décrire ? rédiger une lettre / un email / un dialogue...)
- 2)** Repérer les mots-clés du sujet : Apprenez à encadrer les mots-clés car ils vous aideront à organiser vos idées.
- 3)** Structurez vos idées au brouillon pour faire un plan. Rédigez l'introduction et la conclusion au brouillon. Ce dernier ne doit pas être rédigé puis recopié, cela vous ferait perdre beaucoup de temps. Le brouillon devrait être un guide de rédaction avec les idées principales ainsi que le vocabulaire et les mots de liaisons que vous allez utiliser.
- 4)** Utiliser un lexique correct (mots et expression, verbes, mots de liaison...) et des structures grammaticales de la langue anglaise. N'essayez pas de traduire les expressions en français sinon vous allez rédiger des phrases aux structures grammaticales fausses.
- 5)** Organiser vos idées de façon cohérente afin de rédiger. Egalement, évitez les phrases trop longues et complexes. Créez des paragraphes distincts en traitant une idée par paragraphe.
- 6)** Prenez le temps de relire pour vérifier l'orthographe, la ponctuation, les erreurs de copie...
- 7)** Notez votre nombre de mots à la fin de votre devoir.

Mots et expressions utiles en anglais :

Cette partie comporte des **mots et expressions utiles en anglais** que vous pourrez employer lors de vos prochains **writings**.

Introduire :

First of all: Tout d'abord, avant tout

For a start = To begin with: pour commencer

As an introduction : en guise d'introduction

It is commonly said that... : On dit communément que ...

Ordonner ses idées :

To begin with = first = firstly = first of all = in the first place : d'abord

First and foremost: en tout premier lieu

Secondly = in the second place : deuxièmement

Thirdly : troisièmement

Then = next : ensuite

Lastly = finally = eventually : finalement

Présenter son point de vue:

From my point of view = in my view = in my opinion = personally (selon moi)

As far as I'm concerned = if you ask me

It seems to me that : il me semble que

I have the feeling that: je sens que

I am well aware that : je suis conscient que

We are given the impression that : on a l'impression que

It may be noticed that : on peut noter que

As for : quant à

Regarding = concerning : concernant

As far as ... is concerned = according to ... : selon

Donner des exemples :

For instance : for example

That is to say : c'est-à-dire

Let's take the example of : prenons l'exemple de...

Let us consider the example of : considérons l'exemple de...

There is a striking example of : il existe un exemple frappant de...

Pour conclure :

In conclusion I would say that... : Pour conclure, je voudrais dire

In short = in brief : en bref

To put it in a nutshell : pour résumer

To put it differently: De le dire différemment

Generally speaking: en general

In most cases : dans la plupart des cas

Vous pouvez également varier vos expressions comme par exemple :

Good: excellent, interesting, thrilling, great, fine, pleasant ...

Important: major, crucial, significant, essential, serious ...

Interesting: motivating, exciting, attractive, appealing, entertaining ...

Problem: issue, topic, question ...

Speak: be about, have to do with, deal with, evoke, mention, refer to, focus on ...

I think: in my opinion, as far as I'm...

Liste des mots de liaisons pour Writing

Les **mots de liaisons en anglais** appelés »**Link words** » sont essentiels pour développer votre discours oral ou écrit. Ils vous permettront de relier vos idées et d'exprimer différentes circonstances. Egalement, ils vont être un élément très important dans le jugement que l'examineur portera sur votre **writing**.

9rayti.Com vous propose de t'aider à améliorer la qualité de vos **expressions écrites en anglais** en complétant vos phrases à l'aide de **mots de liaisons** choisis dans la liste ci-dessous.

<p>Connecteur logique addition</p> <p>besides : d'ailleurs furthermore: de plus, en outre moreover : de plus by the way : soit dit en passant In other terms : en d'autres termes not only... but also... : non seulement... mais aussi...</p>	<p>Connecteur logique but</p> <p>for : pour in order to : afin de so that : de sorte que so as to (+ verb) : afin de for this purpose : à cet effet to this end : à cet effet</p>
<p>Connecteur logique cause</p> <p>because : parce que because of : à cause de as : comme thanks to : grâce à for : car due to : dû au fait que on account of : étant donné que given that : étant donné que</p>	<p>Connecteur logique concession</p> <p>although : bien que though : bien que even though : même si in spite of (+ nom) : malgré despite (+ nom) : malgré all the same : malgré tout</p>
<p>Connecteur logique comparaison</p> <p>as though : comme si as if : comme si as well as : de même que in comparison : par comparaison</p>	<p>Connecteur logique précision</p> <p>as a matter of fact : en fait at any rate : de toute façon in which case : auquel cas Rather, ... : Plutôt,...</p>

Connecteur logique contraste et opposition

instead of : au lieu de
 nevertheless : néanmoins
 however : cependant
 whereas : tandis que, alors que
 notwithstanding : néanmoins
 yet : pourtant
 conversely : inversement
 on the one hand... on the other hand... :
 d'un côté... de l'autre...

Connecteur logique condition

as far as : dans la mesure où
 as long as : tant que
 provided that : à condition que
 unless : à moins que
 otherwise : autrement
 else : sinon

Connecteur logique conséquence

so that : de sorte que
 so much that : à tel point que
 consequently : par conséquent
 as a result : en conséquence
 therefore : par conséquent
 thus : ainsi
 hence : d'où

How to write a letter ?

Assurez-vous que vous avez bien compris le sujet pour mieux cerner le but de la lettre et développer les idées adéquates. La présentation caractéristique de la **lettre en anglais** est différente de celle en français.

L'**introduction** contient : la raison de la lettre, (vous vous présentez si c'est utile).

Le **corps** de la lettre : le message + les détails.

La **conclusion** : résumé + questions éventuelles.

Pensez à sauter une ligne entre chaque partie.

Quelques expressions utiles :

Début de la lettre, salutations :

Dear Ahmed/Sarah

Dear / my dear(est)...

Dear all,

Dear Mum and Dad,

Introduction:

Thank you for your letter

It was good to hear from you : J'ai été heureux (se) d'avoir de tes nouvelles

Sorry for answering so late, but I ... : Désolé de te répondre si tard mais je...

After all this time, I thought I would drop you a line. : Après tout ce temps, j'ai pensé t'envoyer un petit mot.

I'm writing to let you know that... : Je t'écris pour te faire savoir que...

I'm very sorry I haven't written for so long and hope you will forgive me. : Je suis vraiment désolé de ne pas t'avoir écrit depuis si longtemps et j'espère que tu me pardonneras.

Formule de politesse de fin de lettre ou (de clôture) :

I'm looking forward to hearing from you. : je suis impatient d'avoir de tes nouvelles

I hope to hear from you soon. : j'espère avoir de tes nouvelles bientôt

Take care : prends soin de toi

(Let's) keep in touch : gardons le contact

Write back soon : réponds moi vite

Best wishes / Kindest regards, : amitiés

Exemples de writing Bac

Writing about freetime

Write an email to your friend telling him / her about what you do in your free time.

These cues may help you :

Play computer game, watch TV, practice sports, – Listen to music, surf the internet, etc... – Have a wonderful time with friend – Entertain/ enjoy oneself – Get information (internet) –Gain experience – Relax/ keep fit...

Dear Ahmed,

Nowadays, with busy lifestyles, there is little time for people to entertain themselves. But if I have some free time I usually love entertaining myself.

I love watching television on my free time, but what I love more is watching movies. In fact, I like almost all kinds of movies such as romance, comedy, classic except horror movies because this kind of movie makes me nervous and tense. Also, I enjoy watching shows and series such as Doctors and The Ellen Show.

In addition, I enjoy listening to music it makes me feel comfortable and relaxed. I don't prefer a particular kind of music, it depends on the singers. Sometimes, I enjoy listening to rock music and sometimes classic music, it depends on my mood. Yet, I am really a fan of Johnny Cash, Lenny Kravitz, and Dolly Parton.

Finally, what I like to do in my spare time is going on a trip. There are many places in my country which I prefer visiting the most such as forests and mountains. They are my favorite places because everything there is calm. Moreover, I could play sport or just hang out with my friends.

I hope to hear from you soon

Your friend B.

Writing about environment

The editor of your English school magazine needs contributions for a campaign about protecting the environment. Write an article for the magazine to explain how people can protect the environment.

These cues may help you:

Planting trees – Creating green areas for children – Cleaning streets – Reducing pollution (Water/air) – Avoiding using cars during the weekend – Recycling paper and plastic bottles, etc

We all are aware of the need to protect the environment. Despite this, not many of us are really taking steps to reduce our impact on the planet, we're mostly too busy or too lazy to put up big change that would improve our lifestyle and save the environment. As individuals, we may help our environment and help in reducing pollution by paying attention to some important points in our daily life.

We should utilize the electricity effectively and wisely to help the government. Turning lights off when we're not in the room can save a lot of energy. Also, we can only use the air conditioning or heater when necessary.

Vehicles is one of the major source of air pollution. Using public transportation, walking and biking are all great ways to clean the air.

Packaging is a big problem for the environment because once the product is open we don't need it and it's thrown out or recycled. So we can avoid buying products that have a lot of paper and plastic around them.

Planting trees is a must if we want to save our planet. Trees not only remove chemicals from the soil, but also help reduce causes of the global warming.

It's time to take action to protect our environment by making simple lifestyle changes.

Writing about Moroccan Wedding

Countries around the world celebrate different events (national/international, cultural, or religious.) Choose one of the events celebrated in Morocco (e.g. Aid Al Fitr, Imilchil festival, New year's Eve, Moussems, etc.) and write a letter to tell your pen friend about it.

These ideas might help you:

The event/festival celebrated, – Where and when it is celebrated, – How people celebrate it(any special meals, clothes, visits, feelings, etc.). – The importance of this celebration in our culture, – Your own feelings, opinion and/or attitudes.

Dear Sandra,

I would like to thank you for your last letter. This time I will talk about a milestone for my family.

Over a hundred of guests from all over Morocco were present last July to take part in my cousin's wedding ceremony. The wedding was celebrated in a big decorated and lovely place. After exchanging greeting and congratulations with couple's parents we sat, my mum and I, around a table. The guests were divided by gender. Women were wearing beautiful caftans and Takchitas. As for men, they were wearing Djelabbas or modern suits.

After that, the groom and the bride were coming. All guests were excited to welcome them. The groom was wearing a beautiful Djelabba and the bride her beautiful caftan and heavy jewelry.

We spent a memorable evening. We all shared dances to the rhythm of traditional music. Mint tea and several varieties of cookies were served to us. Also, they served us dishes like pastilla and meat with dried prunes.

Everyone took pictures with the bride and groom to have a memory of this wonderful ceremony. We all wished a very happy marriage to the couple and left the ceremony.

I hope you have an idea now on the celebration of marriages in Morocco.

I look forward to hearing from you soon.

Your friend...

Writing about Agadir City

An English friend of yours has decided to live in Morocco, and he/she needs your help to choose a city or town. Write an email to your friend to explain why the city or town you suggest is good for him/her to live in.

The following cues may help you:

Name of the wity/town – Geographical location (north/south/east/west – near the sea, mountains...) – Weather – People – Customs – Historical monuments – Interesting places – Economy, etc... – Facilities (Hospitals, libraries, shopping centers, schools, transport, etc...)

Dear Bill,

After all this time, I thought I would drop you a line to motivate to come to Agadir.

Agadir is a modern city situated on the southern part of the Morocco's Atlantic coastline. The center of the city is flat with large attractive, clean and safe avenues and boulevards. There are lots of cafes, restaurants, bars and live music if you want to hang out with your friends.

Most locals speak Berber and Arabic followed by French and English. In which cas, you will not have problem communicating with them. Besides, Agadir is a very tolerant city, the locals are very welcoming to visitors in general.

Agadir has an international airport. Also, there are means of transport such as buses and taxis that are available.

The main attraction is the beach. There a lot of surf schools and shops, especially in Taghazout and Tamraght if you want to learn how to surf.

I know that you practice a lot of sports. Agadir also offers golf courses, tennis clubs, horse riding and boat trips out to sea, where schools of dolphins and whales can be spotted.

The city of Agadir has the biggest souk called "Souk El Had" where you can buy clothes, household items, fruits and vegetables, souvenirs...

Write back soon.

Best regards, B.

Writing

breast cancer

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

The political and religious tradition in order 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 citizens

In the eighteenth and nineteenth centuries in Europe several philosophers proposed the concept of rights belonging to person by nature and because he was a human being not by virtue of his citizenship in a particular religion or race or ethnic group

In the late 1700, 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 feeling and debate

Language

Language is obviously a vital tool not only is it a means of communicating thoughts and ideas, but it forges friendship cultural ties and economic relationships

Throughout history many have reflected on importance of language for instance language shapes thoughts and emotions, determining one's perception of reality. Language is not only a vehicle for the expression of thoughts, perceptions, sentiments and values, it also represents a fundamental expression of social identity

Language of course is knowledge and in our world today, knowledge is one of the key factors in competitiveness

Brains and knowledge are what create the prosperity and growth we tend to take for granted. In an advanced industrial society in an increasingly interdependent world the knowledge of other languages becomes indispensable

In short, it's very important to learn foreign languages but without forgetting your identity

You inscribe to University

:Dear madam; Date

I am writing to ask about opportunities to study interpreting in your university, I am Moroccan, aged 19, and I want to become a Translator or interpreter in Arabic French and English. I hope to pass my baccalaureate well. If I obtain a place at this university, my uncle who lives in Las Vegas, will pay my expenses

I speak it fluently, and I have a good reading and writing knowledge of it. My first language is Arabic, I have also French since the age of 9

My second foreign language is English, which I do not yet speak fluently, however. I can read it quite well and can write a certain amount. I also have a limited knowledge of Spanish

I should be grateful if you would send me details of your entrance requirements a copy of your prospectus and an application form

Dropping from school

The fact that student drop off from school is a serious problem that hinders the progress of student first and then the level of national education

Most of students who drop off from school are poor, they speak their incapability of supplying, their parents obliged them to drop off from and look for a job to help the family

those students who stop going to school are . Other reason may be attributed to the students indifference .villagers because they don't attend classes doing some agricultural work instead

Other ex-students attest that leaving school is not an idea that comes at random but as a reaction to the dissatisfaction resulted by those who have attained their degrees but gained no work after

The government must do some serious attempts so that students can keep up with their studies no matter what circumstances are .Also it should set plan to improve the educational system to most attainable one that open minds and doors

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 morocco's newly appointed prime minister .Aberahmane youssoufi . blamed , on the southern shores of Spain 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

Urbanization

Urbanization refers to a process in which an increasing proportion of entire population lives in cities and the suburbs of cities, this phenomenon has been closely connected with industrialization

By the end of this decade, more than half of the world's population will live in cities making humanity a predominantly urban species for the first time in its history

When more and more inanimate sources of energy were used in to enhance human productivity .surpluses increased economical fields

.Such as industry. Then the larger and larger proportions of population could live in cities

Economic forces were such that cities became the ideal places to locate factories and their workers , urbanization is a serious problem that will spoil the natural world in due course .there will be no country-sides and no green places to feel the first endowed natural beauty of this world

Life in the countryside

Many people believe that life in the countryside is much better than in the city ,well they are wrong , living in the countryside is really difficult ,going out at night , for instance , is useless since there is nowhere to go to enjoy oneself, another thing is that when a person falls sick it is difficult to find an ambulance to take him to the nearest hospital .another misconception is about pollution , the countryside is not wholly clean , the air we breathe is not as fresh as people think ,many houses are not connected to the main sewage ,and do you know that many factories exist in many villages

Poverty

Poverty is becoming a serious problem for many countries, it affects the whole society and delays the development of the country

Poor families very often have health problems, because they have a lot of children, parents are unable to provide medicine for them, also they can't send them to school since schooling is expensive, they send them instead to work and bring them money, so when members of society are unhealthy or illiterate this affects the development of the country

Poverty is a serious problem, an enemy that government should fight by trying to make all members of society benefit from the resources of their country and work for its development

Parents-children relationship

While some parents complain that their children on the other hand complain that their parents don't understand them any longer. Parents-children relationships differ from one family to another, children don't listen to them anymore

My relationship with my parents is a good one, I respect them and understand them, they allow me to choose my friends, my clothes to travel alone and to invite friends home, however, they are very strict when it comes to my homework or staying late out late at night

To have a good parents-relationship is a very easy thing if both parents and children make efforts to create such a kind of relationship

Traffic problems

road rage, car jacking drive-by shootings, There are many dangers when driving in a big city, traffic jams, smash-and-grabs, accidents or purpose ambulance chasers, corrupt police, touring companies that can grab your car in ten seconds. The list goes on

Traffic jams are caused by drivers who tailgate and try to drive faster than the flow of traffic, when drivers merge at the last second, they have to step on their brakes, and that causes the tailgaters behind them to step on their brakes, road rage occurs when someone loses self-control, some driver is going too fast, this causes a clash, there are many reasons behind the traffic jams problem

speed and carelessness, other reasons such as, The latter can also be attributed to the road code, violation snow, obscurity, and rain are most of them, one other cause is the poor infrastructure, natural factors are involved

Understanding these very real dangers will help you learn how to avoid or prevent traffic problems. Drivers should drive safely and learn to maintain self-control, the driver should be a street-wise so that he can take the necessary precautions.

Television

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 entertainment, in brief TV brings the whole world to us.

It also prevents communication between the members. On the other hand TV develops passive and lazy viewers. Of the family besides students don't do their homework and may become aggressive when they watch films of violence.

War

That's why we should know why some wars are one of the worst crimes that people have ever made to the humanity. Foolish 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 wants to respect the right of others or wants to enslave people or take their wealth, and they make some silly reasons to get what they want exactly like what happens to

our brothers in Iraq

War also creates a very bad destruction and ruin in everywhere

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

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.

Air pollution

Air pollution can affect our health in many ways with both short-term effects. Different groups of individuals are affected by air pollution in different ways. Some individuals are much more sensitive to pollutants than others. Young children and elderly people 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 an individual is harmed by air pollution usually depends on the total amount 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.

Human 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

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

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 depending on the scope — the general usage (above), the singular, The term "business" has at least three usages: 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 some Marxists use. However, the exact definition of business is disputable as is business philosophy; for example however a more accurate definition of "means of production" as a rough synonym for "business 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

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!

natural disaster

A natural disaster 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 their human losses. The resulting loss depends on the capacity of the population to support or resist the disaster disasters occur when hazards meet "resilience".[1] This understanding is concentrated in the formulation "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

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 that are increasingly binding people and the biosphere more tightly into one global (and geopolitical) challenges 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 While some scholars and observers of globalization "everyday life ... is becoming standardized around the world 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

Advertising

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 . price of goods what's more it urges consumers to buy unnecessary commodities

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, when a means of recording sound that would be 1929 which ended--after years of experimentation--in 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 trademarks of .(1936) the melodramatic Tramp as his mainstay in City Lights (1931) and Modern Times 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 someone who used wit and whimsy to defeat his ,he exits. He represented the "little guy," the underdog .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

Emmigration

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

There is a range of reasons why the villagers to the cities Tahgerh me among them lack even the most basic means - necessary hospitals and transportation means Finding work Mestekare aulthossein circumstances of living ect . The result eased the congestion entire towns and neighborhoods Baladi shanties and Taherabegging and the use of young children Resulting from the whole circumcise 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

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 Education means 'to draw out', .(the imparting of culture from generation to generation (see socialization 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 .neuroscience, sociology and anthropology ,psychology, philosophy, computer science, linguistics 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

Terrorism

Terrorism expert Walter Laqueur in 1999 has .Terrorism is a term used to describe violence or other harmful acts 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 are perpetrated for an ideological goal (as opposed to a "madman" , "which are intended to create fear or "terror ." attack), and deliberately target "non-combatants :terrorism is sometimes used when attempting to force political change by ,As a form of unconventional warfare 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 hosted by Strategic Foresight (2004) An International Roundtable on Constructing Peace, Deconstructing Terror 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 practicing sport in this way we'll have energy to resume our studies and working

OK sorry! PRESENT TO YOU THIS OBJECT OF THE HOW CAN AIR POLLUTION HURT MY HEALTH

air pollution can affect our health in many ways with a both short-term effects different groups of individuals are some individuals are much more sensitive to pollutants than are others. . affected by air pollution in different ways 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

Racism

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

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 woman 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 women 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 the home they usually return home tired often a day 's work outside the home also have to deal with the house work they are left . with little time to care for their children

.these affect a lot the whole family ,and may cause problems for children at schoole bc

finally i say that taking good care of children of women /mothers alone.

men/fathers should also share this responsibility with their wives

life is getting very expensive and women to help their family

Adrought

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

tv

nowadays .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 . what are the advantages and drawbacks of TV

satellite TV brings the whole world into your home there is a variety of programmes to choose from it helps people -

.improve foreign languages and there are lots of entertaining ...educating programmes. You may not feel bored

: and the drawbacks of satellite TV-

People spend too much time watching TV and they become passive and lazy there are too many channels and it is

. difficult to choose the right programme and the people watch foreign TV channels and not their national TV they might forget about their own culture and problems, they don't know what is happening in their country

. 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

Families

It's not necessarily a fact that small families are the best, but the fact that raising just one child is extremely
,one must have good medical/dental (very expensive) for those toothaches ,expensive. There is the hospital bill
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
into dancing, etc., to keeping ,better adjusted if they (a boy) are put into a sport at the age of 5 or 6, or if it's a girl
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
kids in a family and they were all well adjusted kids, not to mention 8 - during the 50s to 70s where there were 5
but if you can't afford it this ,the oldest child always ends up helping mom and pop out. Large families can be fun
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

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
please see "Animal communication" instead ,this subject

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

minority" typically refers to a socially subordinate ethnic group (understood in terms " In socioeconomics, the term
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
th century. Members of minority groups are subject to differential treatment in the society in 20 prominence in the
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

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 reasons: first it is international
language and the majority of countries use 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 languages have a chance to get a better job than the other people who can speak just one. And also it is very important to students who want to finish their high study in university. Finally English will become more important in the future and more useful in all things.

Leisure

especially Karate. Just the same, I like to watch a football match or a good film sometimes.

Music - now that's something like as much as sport. I very often listen to music on the radio, but what I like best is reading books on biology, chemistry and physics. These are my favourite subjects at school. What about friends? I like to be with them on Saturday.

racism

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

women-2

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 or do not conform to male standards of female behavior. Women in Morocco 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.

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

Science, and technology

The distinction between science, and technology is not always clear. Science is the reasoned investigation or study of phenomena, aimed at discovering enduring principles among elements of the phenomenal world by employing formal techniques such as the scientific method. Technologies are not usually exclusively products of science, because they have to satisfy requirements such as utility, usability and safety.

Technology is often a consequence of science and engineering — although technology as a human activity precedes the two fields. For example, science might study the flow of electrons in electrical conductors, by using already-existing tools and knowledge. This new-found knowledge may then be used by engineers to create new tools and machines, such as semiconductors, computers, and other forms of advanced technology. In this sense, scientists and engineers may both be considered technologists; the three fields are often considered as one for the purposes of research and reference .

Cultural values

Groups, societies, or cultures have values that are largely shared by their members. The values identify those objects, conditions or characteristics that members of the society consider important; that is, valuable. In the United States, for example, values might include material comfort, wealth, competition, individualism or religiosity. The values of a society can often be identified by noting which people receive honor or respect. In the US, for example, professional athletes are more highly honored than college professors, in part because the society values physical activity and competitiveness more than mental activity and education. Surveys show that voters in the United States would be reluctant to elect an atheist as a president, suggesting that belief in God is a value.

Values are related to the norms of a culture, but they are more general and abstract than norms. Norms are rules for behavior in specific situations, while values identify what should be judged as good or bad. Flying the national flag on a holiday is a norm, but it reflects the value of patriotism. Wearing dark clothing and appearing solemn are normative behaviors at a funeral. They reflect the values of respect and support of friends and family.

Members take part in a culture even if each member's personal values do not entirely agree with some of the normative values sanctioned in the culture. This reflects an individual's ability to synthesize and extract aspects valuable to them from the multiple subcultures they belong to.

If a group member expresses a value that is in serious conflict with the group's norms, the group's authority may carry out various ways of encouraging conformity or stigmatizing the non-conforming behavior of its members. For example, imprisonment can result from conflict with social norms that have been established as law.

Synopsis:

International migration, the movement of people across international boundaries, has enormous economic, social and cultural implications in both origin and destination countries. Using original research, this title examines the determinants of migration, the impact of remittances and migration on poverty, welfare, and investment decisions, and the consequences of brain drain, brain gain, and brain waste.

citizen right

1. Every person has the right to have his or her affairs handled impartially, fairly and within a reasonable time by the institutions and bodies of the Union.

2. This right includes:

- the right of every person to be heard, before any individual measure which would affect him or her adversely is taken;
- the right of every person to have access to his or her file, while respecting the legitimate interests of confidentiality and of professional and business secrecy;
- the obligation of the administration to give reasons for its decisions.

3. Every person has the right to have the Community make good any damage caused by its institutions or by its servants in the performance of their duties, in accordance with the general principles common to the laws of the Member States.

4. Every person may write to the institutions of the Union in one of the languages of the Treaties and must have an answer in the same language.

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 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. So cheer up .

drop out of school

Increasing stress in school, at work, and at home has caused many students to drop out of school to escape their problems.

With this increasing amount of stress and work, some students have become very frustrated and depressed.

Students then drop out of school and take the easy way out to eliminate some of that stress.

Students who are most likely to drop out of school are those who do not have a great interest in school, or students that have many adult responsibilities placed upon them. These problems can force some students into the work force. They do this both to provide money for themselves and to fill the gap that was once school.

Students in high school do not have to deal with these problems alone. There are guidance counsellors to talk to, as well as close friends and teachers to prevent certain students from.

dropping out of school.

Most students that have dropped out of school usually regret it after awhile. Margaret D., a student at G.V.C., regrets that she ever dropped out of school. Although she enjoyed being out of school, she realized she would regret it for the rest of her life. Margaret D. says, "I wasted a year of my life".

Dealing with the stress and staying in school is generally worth it later on in life.

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.

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 20th 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 European 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.

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.

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 round 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.

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."

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.

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.

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)

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 Etabon 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.

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.

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 which were regarded as women`s jobs and other which 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, cleaning 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 staged 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.

During the war many things changed .

Television

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.

On 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 become aggressive when they watch films of violence.

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 wants to respect the right of other or want`s to enslave people or take their wealth, and they make some silly reasons to get what they want exactly like what happened to our brothers in Iraq.

war also creates a very bad destruction and ruin in everywhere.

and from the main point we can say that people in a burning world have to learn how to leave in peace and create happiness instead of hate and killing.

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 .

Air pollution

air pollution can affect our health in many ways with both short-term effects different groups of individuals are affected 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 an 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 .

Human 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 .

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 .

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!.

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 .

Advertising

On the one 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 price of goods what's more it urges consumers to buy unnecessary commodities .

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.

Emmigration

Morocco recently saw a migration of the population of cities and villages me especially in the last 50 years that happened Leone 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 Tahgerh me among them lack even the most basic means necessary hospitals and transportation means Finding work Mestekareaulthossein 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 circumcision 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 .

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 .

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 practicing sport in this way we'll have energy to resume our studies and working

OK sany I PPRESENT TO 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 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 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.

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 carrier 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

carrier mother are usually educated and so can help their family

the disadvantage of carrier 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 .

this affects 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 .

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 .

Television 2

nowadays .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 . what are the advantages and drawbacks of TV,?

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

-and the drawbacks of satellite TV :

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

They 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.

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 .

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 .

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

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 .

Leisure

What i do in my free time ? Well, i like to exercise and sports, especially Karate. Just the same, i like to watch a football match or a good film sometimes.

Music- now that`s somethingi like as much as sport. I very often listen to music on the radio.but what i lke best is reading books on biology,chemistry and physics. These are my favourite subjects at school.what about friends? Ilike to be with them on Saturday.

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 .

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

The discovery of the breast cancer generally occurs by chance: in fact modifications of the centre can encourage the women to consult a doctor. Sometimes, cancer is discovered with l'occasion d'examen de contrôle. It is necessary to know early discovery increases the chances of cure. Complementary L'examen le plus courant est la mammographie. But it n'est pas toujours suffisant. On a alors recours à une prise de sang afin de réaliser un examen au microscope. En outre, les centres sont très sensibles aux changements hormonaux.

During the first 2 weeks of the menstrual cycle, stimulation by the oestrogen causes the growth of the channels. During the 2 last weeks of the menstrual cycle, another hormone the progesterone causes the growth of the lobules what explains the congestion of the centres right before the menstruations. During the pregnancy, other hormonal changes prepare the centre for the production of milk. With the menopause, the production of oestrogen decreases and the glandular fabric is atrophied and is replaced by greasy fabric. Examine Your Breasts Every Month Beginning At Age 20 (see your doctor for self breast exam instructions). Check for: new lump (painful or not), unusual thickening of tissue, discharge from the nipples, change in the skin of nipples or breasts, or different breast size or shape than before. Have Your Doctor Examine Your Breasts Every Year Or Two Beginning At Age 30 Have A Mammogram Every Year After Age 40

brain drain

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 a 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

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 which were regarded as women's jobs and other which 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, cleaning or worked as servants.

Women's main role was as being to raise children and look after 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 staged 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 nearer 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

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.

موضوع أطول عن **personal values**

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 اشتريته 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 help 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 help 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 computers 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 help 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.

Exemples de writing English BAC

Cultural values

Groups, societies, or cultures have values that are largely shared by their members. The values identify those objects, conditions or characteristics that members of the society consider important; that is, valuable. In the United States, for example, values might include material comfort, wealth, competition, individualism or religiosity. The values of a society can often be identified by noting which people receive honor or respect. In the US, for example, professional athletes are more highly honored than college professors, in part because the society values physical activity and competitiveness more than mental activity and education.

Young people

Old people are more annoying by far. They are so quick to degrade and stereotype younger people even though every group has had their criminals and bad apples. They are rude and think they can say or do anything to anyone without the other person having any recourse. I have been victimized numerous times by older people and all old people can do is keep degrading us. So I chose Young people because that has a no one can touch me attitude, demo and think they know everything.

Science and technologies

The distinction between science and technology is not always clear. Science is the reasoned investigation or study of phenomena, aimed at discovering enduring principles among elements of the phenomenal world by employing formal techniques such as the scientific method. Technologies are not usually exclusively products of science, because they have to satisfy requirements such as utility, usability and safety. Technology is often a consequence of science and engineering —although technology as a human activity precedes the two fields. For example, science might study the flow of electrons in electrical conductors, by using already-existing tools and knowledge. This new-found knowledge may then be used by engineers to create new tools and machines, such as semiconductors, computers, and other forms of advanced technology. In this sense, scientists and engineers may both be considered technologists; the three fields are often considered as one for the purposes of research and reference .

Human 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 Cart, or Great Charter, which enumerates a number of what later came to be thought of as human rights.

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 which were regarded as women's jobs and other which 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, cleaning or worked as servants . Women's main role was as being to raise children and look after their home. Women were not expected to take position of leaders.

Women's role in development

Women's participation in development has vital benefits. In the case of Morocco, this participation takes place at three main levels: the social, the political and the economic. First, we can't ignore the active contribution of women in our society as nurses, teachers or mothers and wives. As nurses, women give help to patients in hospitals. As teachers, they teach the young generation and the illiterate. As mothers and wives, they bring up kids to be good citizens. Second, there are many women who take leading positions in the government with a desire to encourage democracy, and establish freedom and equal rights at the components of our society.

Citizenship

is membership in a society, community, city or town but now usually a country and carries with it the right to political participation; a person having such membership is a citizen. Citizenship status often implies some responsibilities and duties. It is largely coterminous with nationality although it is possible to have a nationality without being a citizen (legally subject to a state and entitled to its protection without having rights of political participation in it); it is also possible to have political rights without being a national of a state. In most nations, a non-citizen is a non-national and called either a foreigner or an alien. Citizenship ,

International organization

International Organization is a leading peer-reviewed journal that covers the entire field of international affairs. Subject areas include: foreign policies, international relations, international and comparative political economy, security policies, environmental disputes and resolutions, European integration, alliance patterns and war, bargaining and conflict resolution, economic development and adjustment, and international capital movements. Published on behalf of the International Organization Foundation.

Drop out of school

Increasing stress in school, at work, and at home has caused many students to drop out of school to escape their problems. With this increasing amount of stress and work, some students have become very frustrated and depressed. Students then drop out of school and take the easy way out to eliminate some of that stress .

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

labor 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. Brain drain » is the phenomena whereby nations lose skilled labor because there are better paid jobs elsewhere. In recent years , this has affected poorer countries more so, as some rich countries tempt workers away, and workers look to escape bleak situations in their poor home countries.

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 .

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 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 .

Have you ever had the opportunity to ask one of your friends about the “writing thing”? Is he or she good at it? Does he or she love the writing’s course? You must hear the most of the time the same answer: “I HATTTTTTE IT!!” or “I CAN’T STAND IT!!”

That’s why 9alami.Com is always here to give you some useful tools and simple steps to improve your writing level:

The most important points to respect are:

***Planning:** the first crucial step you must begin with to success your writing is the planning. You have to decide on the kind of writing you are going to pursue. Then try to write down any ideas related to the topic that you have been given or even chosen. Use this for recalling facts in an exam, for assembling steps in an explanation etc... It is always better on persuasive writings to make a table of alternative opinions. Then, add numbers to your ideas in order to put them into a specific order, and while you’re doing this, you will think of other new ideas to add after.

***Vocabulary:** the words you use is of course related to the kind of composition you will write. For example, you can use informal vocabulary in your journal, in text messages but not in an essay for an exam. You should also use the appropriate scientific terms when you write a scientific text. Consequently, you’d better expand your vocabulary by reading English books and magazines and recording new words and their meanings in a notebook.

***Spelling:** In an exam, you mustn’t forget that it will be some marks awarded for spelling, so it’s useful to check new words using a dictionary and remember similar patterns in spelling words.

***Sentence structure:** In the case of a journal, the style used can be personal. But, for other kinds of composition, try the style and the complexity:

-simple sentences have just one main clause, containing one subject and one verb.

-sentences have a verb and a subject and make complete sense as questions and exclamations.

-phrases are incomplete sentences; they don’t have a verb or a subject.

-compound sentences are made by joining two main clauses.

-complex sentences contain one main clause and two or more minor or subordinate clauses.

***Parts of speech:**

-Noun: a naming word. write the common nouns with lower case letters and proper nouns with capital letters.

-Verb: an action word. it describes what something does or the state of being. there are two types of verbs: transitive verbs (a verb with an object) and intransitive verbs (a verb without an object).

-Adjective: a describing word. It usually comes before the noun or pronoun it describes.

-Adverb: a word that describes a verb and its circumstances. It can also describes adjectives or other adverbs. In descriptive compositions, we use different adjectives or adverbs together to compare two or more things (For example: »taller, tallest », »beautiful, most beautiful »).

-Pronoun: stands in for a noun (he, she, we, her, their...).

-Preposition: It describes how one person or thing relates to another (under, behind, on, out...).

-Conjunction: a joining word, and one that introduces another part of a sentence (but, and, or, because, although...).

Figurative language:

-Similes: we use it to compare two things (as, like, as...as, ...).

-Metaphors: when we want to say something is another (« she’s a rock » means she’s dependable, »he’s a star » means he’s famous).

-Onomatopoeia: using words that sound like the actual sound (« a creaking chair »).

***Paragraphs:** a set of harmonious sentences. Whenever you introduce a new person or place, or you change of time or idea, you have to start new one. Do not forget the first sentence is

always giving the main idea. This is followed by the body of the paragraph that develops the idea in addition to several examples. The last sentence sums up the information or gives the main idea one more time but in a slightly different way this time.

*Linking words: Words that help the reader to follow the order of your writing (first, next, after, finally...).

Finally dear friends, you don't need a miracle to write in English, you just need some concentration and learning by the time and you can start from now by following 9alami's advices!

Assurez-vous que vous avez bien compris le sujet pour mieux cerner le but de la lettre et développer les idées adéquates. La présentation caractéristique de la **lettre en anglais** est différente de celle en français.

L'**introduction** contient : la raison de la lettre, (vous vous présentez si c'est utile).

Le **corps** de la lettre : le message + les détails.

La **conclusion** : résumé + questions éventuelles.

Pensez à sauter une ligne entre chaque partie.

Quelques expressions utiles :

Début de la lettre, salutations :

Dear Ahmed/Sarah

Dear / my dear(est)...

Dear all,

Dear Mum and Dad,

Introduction:

Thank you for your letter

It was good to hear from you : J'ai été heureux (se) d'avoir de tes nouvelles

Sorry for answering so late, but I ... : Désolé de te répondre si tard mais je...

After all this time, I thought I would drop you a line. : Après tout ce temps, j'ai pensé t'envoyer un petit mot.

I'm writing to let you know that... : Je t'écris pour te faire savoir que...

I'm very sorry I haven't written for so long and hope you will forgive me. : Je suis vraiment désolé de ne pas t'avoir écrit depuis si longtemps et j'espère que tu me pardonneras.

Formule de politesse de fin de lettre ou (de clôture) :

I'm looking forward to hearing from you. : je suis impatient d'avoir de tes nouvelles

I hope to hear from you soon. : j'espère avoir de tes nouvelles bientôt

Take care : prends soin de toi

(Let's) keep in touch : gardons le contact

Write back soon : répons moi vite

Best wishes / Kindest regards, : amitiés

How to write in English

A description of an event:

There are different types of descriptions; you can describe people, places, events...etc.
Here are some steps to help you:

- You'll need a package of vocabulary and adjectives to make your description more interesting.
- When describing events in the past, use past tenses.
- When describing what happens during the celebration, use the present simple.
- When describing the preparations to the celebration use the passive voice.

Introduction: present the scene, for example: what is celebrated? Why? When? Where? How important and by who?

Main part: describe the important features of the celebration, for example: how it was celebrated? What you saw? ...

Conclusion: make a general statement, did you enjoy it? What is your opinion about it?

A letter of complaint:

Below is a plan of a letter of complaint, "don't forget to use the expressions that you have in the student's book":

- Before you start writing the letter, don't forget to write the address, date and use an appropriate greeting, you also have to sign the letter.
- In general letters of complaint have to be written in a formal style
- Make sure you explain your complaints clearly.
- Use linking words and phrases of complaint that you can find in the students book.

Greeting: choose an appropriate greeting.

Introduction: state why you are writing, and what you are complaining about.

Main part: you try to explain more your complaint, giving just the necessary details, facts.

Conclusion: you state what you like the reader to do about the matter.

Singing off: use an appropriate signature ending.

Write a report:

There are many types of reports, for example: news reports, survey reports ...

Below is a plan of a report and some advices:

-
- Make sure you know exactly what you have to do.
 - Always keep in mind who the reader will be.
 - Choose an appropriate title to the report.
 - Before starting, select the major ideas that you'd like to talk about in your report.
 - Start a new paragraph for every major point.
 - Make sure the information you give is clear, don't mention unnecessary details.
 - The language in the report should be formal and polite.
 - Avoid using the "I".
 - Use the simple present and the passive voice in your report.

Introduction: state what the report is about.

Main part: make suggestions, give information and clarify the points you write about.

Conclusion: state your overall impression.

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L'examen d'anglais se compose principalement de questions de compréhension, des questions de grammaire, et du fameux **writing**. Ce dernier est redouté par plusieurs d'entre vous. Pourtant, avec un peu d'attention et de pratique, vous verrez qu'il n'est pas si compliqué.

D'abord et avant tout, vous devez vous intéresser à la langue.

Vous ne pouvez pas écrire ce que vous n'avez jamais lu ou entendu. Donc, essayez de lire et d'écouter de l'anglais de temps en temps.

Mais pourquoi s'intéresser à l'anglais?

- Ce n'est plus juste un choix ou une option facultative, apprendre l'**anglais** est devenue vital de nos jours. Non seulement c'est la langue la plus parlée, la plus comprise et la plus facile au monde mais elle est aussi très demandée dans le marché du travail. Vous le savez déjà. Pas besoin de vous expliquer que sans l'**anglais**, vos chances de réussite sont limitées.
- Apprendre une langue fait travailler la mémoire et la rend plus forte.
- L'ouverture sur le monde. Pouvoir parler à presque n'importe qui venant de l'autre bout du monde, découvrir d'autres cultures, modes de vie, mentalités et environnements.

"Mais c'est tellement difficile!"

C'est votre cerveau qui crée l'illusion qu'une chose que vous ne connaissez pas est difficile et compliquée. La peur de l'inconnu. C'est normal. Mais l'**anglais** n'est pas devenue la langue la plus parlée au monde juste comme ça, c'est principalement parce qu'elle est facile. Oui, l'**anglais** est facile contrairement aux fausses idées que vous vous forgez dans l'esprit et qui vous empêchent de faire des efforts. Regardez juste sa conjugaison et comparez la avec la conjugaison française.

Alors, are you ready?

Tu as devant toi la feuille de l'examen et tu lis la question posée du **Writing**. La première étape c'est de comprendre ce qu'on te demande d'écrire, et pour comprendre ainsi que de commencer la rédaction, tu as besoin de Vocabulaire.

Le Vocabulaire

Tu n'as pas besoin d'apprendre tous les mots de la langue anglaise. Et sois sûr que ce que tu as appris la veille ne t'aidera pas. Le vocabulaire ne s'apprend pas en une nuit ou même pendant une semaine. Il ne s'apprend pas non plus en récitant par coeur pendant des heures plusieurs mots à la fois. Vous allez pouvoir apprendre une chose ou deux, mais ce n'est pas suffisant pour réussir.

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Tu aimes les films, les séries tv, les documentaires?

Les études montrent que lorsqu'on écoute beaucoup une langue sans pour autant comprendre ce qui est dit, notre cerveau capte inconsciemment des mots, des expressions selon des situations particulières et dans des contextes différents. Cela veut dire que nous n'avons pas toujours besoin d'un dictionnaire ou d'un livre pour apprendre du vocabulaire. Et quelle meilleure façon de joindre l'utile à l'agréable que de regarder des films, des séries et des documentaires en **anglais**!

L'internet et la télévision n'en manquent pas. Si tu as l'habitude de regarder des séries et des films en français ou en arabe, il est temps de changer de langue.

Une bonne manière d'apprendre efficacement tout en s'amusant à regarder sa série préférée, c'est d'en choisir une que tu as déjà vu et que tu connais déjà et la regarder en anglais. Cette manière est incroyablement bénéfique parce que le fait que tu connaisses déjà l'histoire aidera ton cerveau à capter des mots et des expressions facilement et à les comprendre rapidement.

Une autre manière, c'est d'utiliser les sous-titrages.

Personnellement c'est ce que je faisais et ça a marché pour moi. Optes pour des films et des séries **anglais** qui sont sous-titrés, non pas en français ou en arabe mais en **anglais**! Comme ça, tu pourras écouter l'**anglais** tout en lisant ce qui est dit. Tu apprendras du vocabulaire et de l'orthographe en même temps.

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Les sujets posés pour les **writing** sont généralement simples: On parle de cuisine, de l'environnement, d'une expérience personnelle.. Donc en ce qui concerne le vocabulaire, vous n'aurez pas besoin de connaître des mots techniques et compliqués. Il suffit de savoir comment exprimer votre point de vue d'une manière simple et claire.

Il est incroyablement facile d'apprendre le vocabulaire **anglais**. Pourquoi? Parce qu'il existe des centaines de mots et d'expressions qui sont semblables au français! Par exemple:

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« Writing » du bac

Pour les élèves du baccalauréat, la matière de l'anglais même si elle est jugée secondaire, détient une grande partie du temps consacré à la préparation. Même si c'était une langue facile à assimiler, certains élèves ont toujours du mal à s'y mettre.

Par exemple la partie **writing au BAC**, s'avère compliqué pour les élèves parce qu'ils sont amenés à trouver les idées, les lier, et construire du sens en les utilisant. En langue française c'est peut-être moins compliqué, mais en anglais la tâche n'est pas aussi facile.

Le **writing bac** est la partie la plus sensible dans l'examen national en anglais, cette question fait gagner beaucoup de notes à ceux qui savent s'en sortir dans cette épreuve.

Pour un bon writing au bac

Les sujets de la production écrite en langue anglaise ou le **writing du BAC**, sont généralement liés aux thématiques traitées dans les différentes unités d'études durant toute l'année, donc pour un élève désirant avoir une bonne note au writing, il doit absolument avoir des idées supplémentaires sur toutes les thématiques traitées au cours de l'année scolaire.

Parfois les élèves nous posent la question « *comment pourrais-je avoir suffisamment d'idées pour m'en sortir alors que ce qu'il y'a dans le manuel scolaire est limité ?* »

Pour se ressourcer en idées et avoir suffisamment de bagage en tête pour réussir son **writing**, il est clairement conseillé de sortir du cadre de ce qu'offre le manuel scolaire et aller lire quelques textes sur les sujets concernés sur internet.

Par exemple si vous avez traité la thématique «*environnement*» dans une des unités du cours d'anglais, afin de collecter des éléments pour votre **writing du BAC**, vous pouvez consulter le sujet sur internet (notamment le fameux site web Wikipedia.com)

Pour un **writing bac** bien rédigé, il est primordial de classer vos idées et faire le lien entre elles, parce que pour le writing bac on vous évaluera aussi bien sur la structure du texte que sur son contenu, donc assurez-vous que votre writing contienne les éléments complets d'un bon texte.

Les types de question de writing BAC :

Comme on l'a déjà précisé auparavant, les questions du **writing au bac** ne sont pas difficiles, il s'agit généralement d'un sujet qui s'approche de ce qui a été étudié durant l'année scolaire. A vous de faire des petites recherches à propos de chaque thématique, afin d'avoir des idées sur différents sujets, comme ça vous n'aurez pas du mal à écrire des textes cohérents durant l'épreuve de l'**anglais au bac**.

On vous recommande de consulter les anciens examens de l'anglais, pour avoir une idée sur le **writing du BAC**. Vous pourrez ainsi vous entraîner et vous préparer pour l'épreuve finale.

Le premier conseil est de préparer une partie très importante de ce qu'il y'a à préparer, et donc commencer à croire qu'il faudra prendre des mesures intéressantes et donc du coup, on pourra faire ce qu'il faut pour y arriver.

Ecrire un texte en première année du bac, ce n'est pas donné à tout le monde, vu que c'est presque la même chose qu'il faudra voir pour en faire ce qui est nécessaire pour gagner du terrain.

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Les **mots de liaisons en anglais** appelés » **Link words** » sont essentiels pour développer votre discours oral ou écrit. Ils vous permettront de relier vos idées et d'exprimer différentes circonstances. Egalement, ils vont être un élément très important dans le jugement que l'examineur portera sur votre **writing**.

9alami.Com vous propose de t'aider à améliorer la qualité de vos **expressions écrites en anglais** en complétant vos phrases à l'aide de **mots de liaisons** choisis dans la liste ci-dessous.

Connecteur logique addition

besides : d'ailleurs

furthermore: de plus, en outre

moreover : de plus

by the way : soit dit en passant

In other terms : en d'autres termes

not only... but also... : non seulement... mais aussi...

Connecteur logique cause

because : parce que

because of : à cause de

as : comme

thanks to : grâce à

for : car

due to : dû au fait que

on account of : étant donné que

given that : étant donné que

Connecteur logique comparaison

as though : comme si

as if : comme si

as well as : de même que

Connecteur logique but

for : pour

in order to : afin de

so that : de sorte que

so as to (+ verb) : afin de

for this purpose : à cet effet

to this end : à cet effet

Connecteur logique concession

although : bien que

though : bien que

even though : même si

in spite of (+ nom) : malgré

despite (+ nom) : malgré

all the same : malgré tout

Connecteur logique précision

as a matter of fact : en fait

at any rate : de toute façon

in which case : auquel cas

in comparison : par comparaison

Rather, ... : Plutôt,...
Mieux,...

Connecteur logique contraste et opposition

instead of : au lieu de

Connecteur logique condition

nevertheless : néanmoins

as far as : dans le mesure où

however : cependant

as long as : tant que

whereas : tandis que, alors que

provided that : à condition que

notwithstanding : néanmoins

unless : à moins que

yet : pourtant

otherwise : autrement

conversely : inversement

else : sinon

on the one hand... on the other hand... : d'un côté... de l'autre...

Connecteur logique conséquence

so that : de sorte que

so much that : à tel point que

consequently : par conséquent

as a result : en conséquence

therefore : par conséquent

thus : ainsi

hence : d'où

Une majorité des élèves se trouve en difficulté à rédiger un **writing** d'une manière efficace due au manque de vocabulaire ou aux problèmes de grammaire. A ce titre, 9alami.Com vous propose un dossier » **English Writing** » pour vous aider à améliorer votre niveau et vos notes en writing.

Méthodologie writing bac

L'expression écrite en anglais est un exercice vous permet de vous exprimer, il doit aussi respecter un certain nombre de règles selon le type de rédaction qui vous est demandé. Il existe quelques astuces simples pour réussir votre expression écrite tout en suivant une bonne méthodologie.

- 1) Prenez le temps de bien lire le sujet afin d'identifier clairement le type de tâche que vous devez traiter; (que vous demande-t-on ? argumenter ? raconter ? décrire ? rédiger une lettre / un e-mail / un dialogue...)
- 2) Repérer les mots-clés du sujet : Apprenez à encadrer les mots-clés car ils vous aideront à organiser vos idées.
- 3) Structurez vos idées au brouillon pour faire un plan. Rédigez l'introduction et la conclusion au brouillon. Ce dernier ne doit pas être rédigé puis recopié, cela vous ferait perdre beaucoup de temps. Le brouillon devrait être un guide de rédaction avec les idées principales ainsi que le vocabulaire et les mots de liaisons que vous allez utiliser.
- 4) Utiliser un lexique correct (mots et expression, verbes, mots de liaison...) et des structures grammaticales de la langue anglaise. N'essayez pas de traduire les expressions en français sinon vous allez rédiger des phrases aux structures grammaticales fausses.
- 5) Organiser vos idées de façon cohérente afin de rédiger. Egalement, évitez les phrases trop longues et complexes. Créez des paragraphes distincts en traitant une idée par paragraphe.
- 6) Prenez le temps de relire pour vérifier l'orthographe, la ponctuation, les erreurs de copie...
- 7) Notez votre nombre de mots à la fin de votre devoir.

Cette page comporte des **mots et expressions utiles en anglais** que vous pourrez employer lors de vos prochains **writings**

Introduire :

First of all: Tout d'abord, avant tout

For a start = To begin with: pour commencer

As an introduction : en guise d'introduction

It is commonly said that... : On dit communément que ...

Ordonner ses idées :

To begin with = first = firstly = first of all = in the first place : d'abord

First and foremost: en tout premier lieu

Secondly = in the second place : deuxièmement

Thirdly : troisièmement

Then = next : ensuite

Lastly = finally = eventually : finalement

Présenter son point de vue:

From my point of view = in my view = in my opinion = personally (selon moi)

As far as I'm concerned = if you ask me

It seems to me that : il me semble que

I have the feeling that: je sens que

I am well aware that : je suis conscient que

We are given the impression that : on a l'impression que

It may be noticed that : on peut noter que

As for : quant à

Regarding = concerning : concernant

As far as ... is concerned = according to ... : selon

Donner des exemples :

For instance : for example

That is to say : c'est-à-dire

Let's take the example of : prenons l'exemple de...

Let us consider the example of : considérons l'exemple de...

There is a striking example of : il existe un exemple frappant de...

Pour conclure :

In conclusion I would say that... : Pour conclure, je voudrais dire

In short = in brief : en bref

To put it in a nutshell : pour résumer

To put it differently: De le dire différemment

Generally speaking: en general

In most cases : dans la plupart des cas

Vous pouvez également varier vos expressions comme par exemple :

Good: excellent, interesting, thrilling, great, fine, pleasant ...

Important: major, crucial, significant, essential, serious ...

Interesting: motivating, exciting, attractive, appealing, entertaining ...

Problem: issue, topic, question ...

Speak: be about, have to do with, deal with, evoke, mention, refer to, focus on ...

I think: in my opinion, as far as I'm...

An English friend of yours has decided to live in Morocco, and he/she needs your help to choose a city or town. Write an email to your friend to explain why the city or town you suggest is good for him/her to live in.

The following cues may help you:

Name of the wity/town – Geographical location (north/south/east/west – near the sea, mountains...) – Weather – People – Customs – Historical monuments – Interesting places – Economy, etc... – Facilities (Hospitals, libraries, shopping centers, schools, transport, etc...)

Dear Bill,

After all this time, I thought I would drop you a line to motivate to come to Agadir.

Agadir is a modern city situated on the southern part of the Morocco's Atlantic coastline. The center of the city is flat with large attractive, clean and safe avenues and boulevards. There are lots of cafes, restaurants, bars and live music if you want to hang out with your friends.

Most locals speak Berber and Arabic followed by French and English. In which cas, you will not have problem communicating with them. Besides, Agadir is a very tolerant city, the locals are very welcoming to visitors in general.

Agadir has an international airport. Also, there are means of transport such as buses and taxis that are available.

The main attraction is the beach. There a lot of surf schools and shops, especially in Taghazout and Tamraght if you want to learn how to surf.

I know that you practice a lot of sports. Agadir also offers golf courses, tennis clubs, horse riding and boat trips out to sea, where schools of dolphins and whales can be spotted.

The city of Agadir has the biggest souk called "Souk El Had" where you can buy clothes, household items, fruits and vegetables, souvenirs...

Write back soon.

Best regards, B.

The editor of your English school magazine needs contributions for a campaign about protecting the environment. Write an article for the magazine to explain how people can protect the environment.

These cues may help you:

Planting trees – Creating green areas for children – Cleaning streets – Reducing pollution (Water/air) – Avoiding using cars during the weekend – Recycling paper and plastic bottles, etc

We all are aware of the need to protect the environment. Despite this, not many of us are really taking steps to reduce our impact on the planet, we're mostly too busy or too lazy to put up big change that would improve our lifestyle and save the environment. As individuals, we may help our environment and help in reducing pollution by paying attention to some important points in our daily life.

We should utilize the electricity effectively and wisely to help the government. Turning lights off when we're not in the room can save a lot of energy. Also, we can only use the air conditioning or heater when necessary.

Vehicles is one of the major source of air pollution. Using public transportation, walking and biking are all great ways to clean the air.

Packaging is a big problem for the environment because once the product is open we don't need it and it's thrown out or recycled. So we can avoid buying products that have a lot of paper and plastic around them.

Planting trees is a must if we want to save our planet. Trees not only remove chemicals from the soil, but also help reduce causes of the global warming.

It's time to take action to protect our environment by making simple lifestyle changes.

Write an email to your friend telling him / her about what you do in your free time.

These cues may help you :

Play computer game, watch TV, practice sports, – Listen to music, surf the internet, etc... – Have a wonderful time with friend – Entertain/ enjoy oneself – Get information (internet) –Gain experience – Relax/ keep fit...

Dear Ahmed,

Nowadays, with busy lifestyles, there is little time for people to entertain themselves. But if I have some free time I usually love entertaining myself.

I love watching television on my free time, but what I love more is watching movies. In fact, I like almost all kinds of movies such as romance, comedy, classic except horror movies because this kind of movie makes me nervous and tense. Also, I enjoy watching shows and series such as Doctors and The Ellen Show.

In addition, I enjoy listening to music it makes me feel comfortable and relaxed. I don't prefer a particular kind of music, it depends on the singers. Sometimes, I enjoy listening to rock music and sometimes classic music, it depends on my mood. Yet, I am really a fan of Johnny Cash, Lenny Kravitz, and Dolly Parton.

Finally, what I like to do in my spare time is going on a trip. There are many places in my country which I prefer visiting the most such as forests and mountains. They are my favorite places because everything there is calm. Moreover, I could play sport or just hang out with my friends.

I hope to hear from you soon

Your friend B.

Countries around the world celebrate different events (national/international, cultural, or religious.) Choose one of the events celebrated in Morocco (e.g. Aid Al Fitr, Imilchil festival, New year's Eve, Moussems, etc.) and write a letter to tell your pen friend about it.

These ideas might help you:

The event/festival celebrated, – Where and when it is celebrated, – How people celebrate it(any special meals, clothes, visits, feelings, etc.). – The importance of this celebration in our culture, – Your own feelings, opinion and/or attitudes.

Dear Sandra,

I would like to thank you for your last letter. This time I will talk about a milestone for my family.

Over a hundred of guests from all over Morocco were present last July to take part in my cousin's wedding ceremony. The wedding was celebrated in a big decorated and lovely place. After exchanging greeting and congratulations with couple's parents we sat, my mum and I, around a table. The guests were divided by gender. Women were wearing beautiful caftans and Takchitas. As for men, they were wearing Djelabbas or modern suits.

After that, the groom and the bride were coming. All guests were excited to welcome them. The groom was wearing a beautiful Djelabba and the bride her beautiful caftan and heavy jewelry.

We spent a memorable evening. We all shared dances to the rhythm of traditional music. Mint tea and several varieties of cookies were served to us. Also, they served us dishes like pastilla and meat with dried prunes.

Everyone took pictures with the bride and groom to have a memory of this wonderful ceremony. We all wished a very happy marriage to the couple and left the ceremony.

I hope you have an idea now on the celebration of marriages in Morocco.

I look forward to hearing from you soon.

Your friend...

