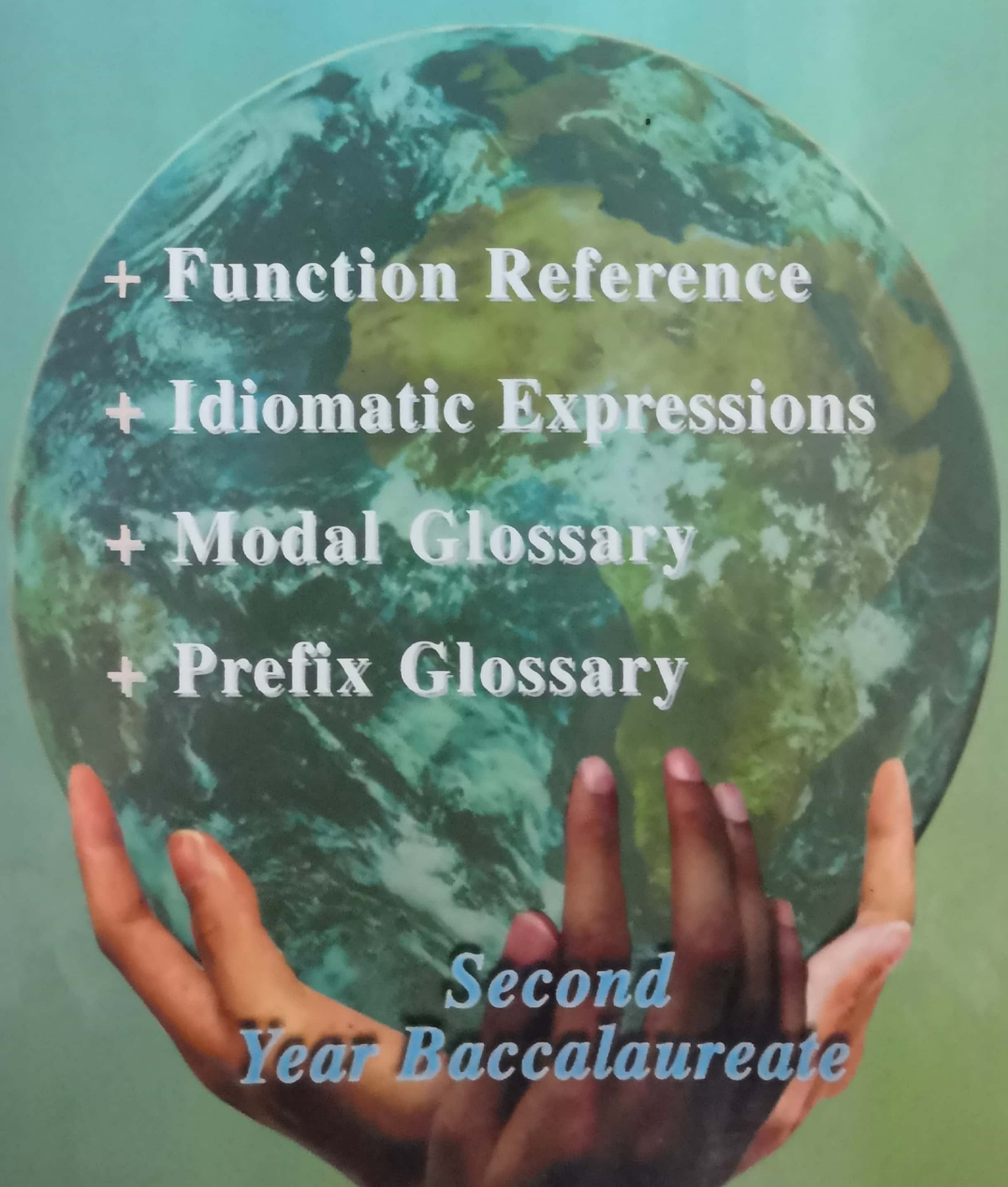


CONFORME AU PROGRAMME OFFICIEL DU MINISTÈRE DE L'ÉDUCATION NATIONALE, DE L'ENSEIGNEMENT SUPÉRIEUR
DE LA FORMATION DES CADRES ET DE LA RECHERCHE SCIENTIFIQUE.
DÉPARTEMENT DE L'ÉDUCATION NATIONALE

TICKET 2 ENGLISH WORKBOOK

- 
- + **Function Reference**
 - + **Idiomatic Expressions**
 - + **Modal Glossary**
 - + **Prefix Glossary**

*Second
Year Baccalaureate*

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UNIT 1

THE GIFTS OF YOUTH

Vocabulary

1. Underline the qualities that you wouldn't notice in a gifted youth.

energetic silly steady inquisitive determined effective
resourceful self-confident purposeful enthusiastic lazy
serious inconsiderate self-reliant open-minded inventive

2. Match the Words with their synonyms.

- | | |
|-------------------|----------------|
| - a. inventive | 4. clever |
| - b. purposeful | 2. independent |
| - c. self-reliant | 3. ambitious |
| - d. resourceful | 4. curious |
| - e. inquisitive | 5. creative |

3. Opt for the appropriate word form.

Being young is marked by several characteristics that might not be observed in another phase of life.

- Young people, for instance, show a great deal of ambition as they passionately (*aspire- aspiration*) to achieve their dreams and wishes.
- Besides, they are (*adventure- adventurous*) and usually tend to take risks.
- They also prefer (*autonomy- autonomous*) and resist interference from parents.
- One more thing, youngsters like freedom and usually (*rebel- rebellious*) against adults' rules.

4. Tick the most important things which make youths develop a strong personality.

- | | |
|--|--|
| ☐ good education | ☐ sense of humour |
| ☐ dressing well | ☐ ambition |
| ☐ autonomy from parents | ☐ parental guidance |
| ☐ hobbies | ☐ socialising with others |
| ☐ voluntary work | ☐ travel |

5. Replace the wrong words in bold letters with correct alternatives.

It's sometimes frustrating for youths to live with their parents. Parents can be too fussy about **tidiness** and bad friends, or complain that you are careless and **reliable**. They sometimes show their **satisfaction** with the way you dress, think or even eat. In spite of this, you still need your parents' emotional support and guidance till you finish your studies and become **immature** enough. Only then you can get ready for the **easy** tasks awaiting you as a future adult.

Wrong word	tidiness	reliable	satisfaction	immature	easy
Correct alternative					

1. Classify these expressions into the chart.

As far as I'm concerned, ... I guess ... Where do you stand on the question of ...
 What's your say ... It seems to me that ... From my angle of vision, ...
 what's your attitude towards ... What do think of ... My point of view is that ...

① Asking for an opinion	② Giving an opinion
.....	
.....	
.....	
.....	

2. Decide which is an adult's opinion and which is a youngster's opinion.

- As I see it, youth is a time to build your personality and brush up your talents. 1. My
- Youth, for me, is a time for entertainment and amusement. 2. My
- To my mind, a person should take his decisions individually and independently. 1. My
- I believe a person has to consult his elder ones before making any decisions. 2. My
- I think it's undemocratic to criticise a person's individual tastes and styles. 1. My

3. Underline the phrases which express 'agreement' and circle those which express 'disagreement'.

I'm for it. I'm against it. I'm opposed to it
 I share the same view There's no way I can accept that. I approve of that.
 I'm in favour of it I can't argue with that. I'm certainly with you on that.

4. What's your position on these issues? Use expressions from exercise C.

Issue	Agree/Disagree	Reason
a. Students electing teachers		
b. Separate classes for the gifted		
c. Parents helping children decide on future careers		
d. Parents selecting friends for children		

Youth, Technology and Art

"I want to be part of the next generation of technology achieving the impossible," said Jose Castellano, recipient of a 2006 Mexican National Laboratory Scholarship. "I hope to either work for NASA or the Department of Defense, although I just want to see what opportunities open up after college."



This fresh young mind lives in Española in Northern New Mexico with his parents, Lawrence and Frances a surgeon and a computer engineer successively. He believes his family gives him the psychological and financial support every person needs to grow and flourish.

19-year-old Castellano, a recent graduate of New Mexico High School, said he and his family were ecstatic when they discovered he was a recipient of the scholarship. "It opened up many opportunities for the future," said Castellano. "It was such a relief knowing that college expenses wouldn't be so great anymore and I could look forward to college more than worry about it. It was a great feeling of accomplishment."

Castellano, who describes himself as a "nerd" when it comes to studying, says he has always been interested in problem solving and the art of building little gadgets. He looks forward to exploring those interests when he starts his undergraduate studies this year at New Mexico State University, where he plans to pursue a degree in aerospace engineering and hopefully move on to earn a master's degree at Georgia Tech.

Young Castellano is not only a brilliant mind, but also a musical talent. With his deep love for music, he can play 11 instruments. "When I'm not working, I spend most of my time with music," said Castellano. "I really love to draw and write poetry as well." Inspiration for Castellano comes from his parents, teachers and, as he puts it, "those who never gave up when it came to achieving their dreams."

This soon-to-be undergraduate also notes that working at New Mexico Technological Institute has been a significant help. "It has been a great experience working for the Institute as a student. It has helped me gain fruitful insight and expertise", said Castellano. "It is nice to get a foot in the door because it helps with future employment opportunities."

adapted from: www.lanl.gov/news/index.php/fuseaction/home.story-id/8563

1. Fill in this identification card about Castellano.

Full Name:

Age:

Location of residence:

Occupation:

Interests:

Free-time activities:

Ambition:

2. What do the words in bold letters stand for?

- a. They support Castellano psychologically and financially.
- b. Castellano was ecstatic about **it**.
- c. Castellano will explore **them** at the university.
- d. Castellano gets inspiration from **them**.
- e. **It** has given Castellano insight and expertise.

3. Which of these descriptions would apply to Jose Castellano? Explain.

- a. An ambitious youth.
- b. A show-off.
- c. A brainy student.
- d. An industrious boy.
- e. A grateful person.

4. Complete this summary according to the text.

On receiving the 2006, Jose Castellano expressed his hope to He also thanked his parents because they helped him
Apart from his technological interests, Castellano declared that he had great passion for and
Now that he needn't worry about university expenses, Castellano looks forward to studying for a degree

UNIT 1

THE GIFTS OF YOUTH

Grammar

1. Classify these expressions in the chart below.

can't help manage avoid would rather feel like had better
 intend It's no use suggest ask Let's It's likely ought
 How about ...? refuse make It's lovely permit look forward

Expressions followed by gerund	Expressions followed by 'to'+ infinitive	Expressions followed by infinitive
..... (1)	 (2)	 (3)
.....		
.....		
.....		

2. Choose the correct answer.

a. _____ talented means showing unequalled ability.

1. To be 2. Being 3. Be

b. Talented youths deserve _____.

1. to encourage 2. encouraging 3. both answers are correct

c. Educators should help gifted children _____ and flourish.

1. to grow 2. grow 3. growing

d. Parents should make their gifted child _____ his or her skills.

1. to develop 2. develop 3. developing

e. A gifted child needs enough autonomy in order _____ creative.

1. to be 2. be 3. being

f. Parents must avoid _____ in their gifted children's personal choices.

1. to interfere 2. interfere 3. interfering

3. Give the correct form of the bracketed verbs.

Last night, Terry managed (outrank) _____ all the participants in a TV quiz although he was the youngest of them. The viewers sympathised with him for (show) _____ a great deal of cleverness. This is why they kept on (applaud) _____ him throughout the Show. His quick wits made the other contestants (feel) _____ dazzled and impressed as they saw him (score) _____ one point after the other. His mother, present at the studio, couldn't help (shed) _____ tears of joy when her son was declared winner of a one-week trip to Malaysia.

1. Put these words and phrases where they belong in the paragraph comparing and contrasting two friends.

However *In character* *Although* *By contrast*
on the other hand *In appearance* *Besides*
As far as ...are concerned *also* *whereas*

____(a)____ Nadia and Nora are close friends, they look and behave differently. ____ (b)____, Nadia is a bit fat and rather short. ____ (c)____, she has got long blonde hair with a fair complexion. Nora, ____ (d)____, is quite tall and a bit slim. She has got short curly hair. ____ (e)____ clothes ____ (f)____, Nadia usually wears smart, fashionable clothes ____ (g)____. Nora prefers casual garments. ____ (h)____, Nadia is serious and a little reserved. ____ (i)____, Nora is a sociable and cheerful person. Nadia is ____ (j)____ friendly, but Nora is more popular. In fact, Nadia and Nora are different. ____ (k)____, the two girls have a lot of things in common.

2. Correct the errors in these sentences.

- Jamaal is a little strong.
- Nabil is quite timid.
- Jamaal prefers Basketball than the Internet.
- Nabil likes very much web chats.
- Jamaal doesn't have a cell phone and a personal computer.
- Nabil doesn't have a lot of friends.
- Jamaal can drive, but Nabil not.
- However Nabil is shy, he is friendly.
- Jamaal doesn't concentrate a lot on his schoolwork.
- Nabil works hard for to get good marks.

3. In the following paragraph, 4 capital letters and 4 commas are missing. Insert them where appropriate.

Although he was born and grew up in france Merouane chemmakh is proud of originating from Morocco. this talented youth started his career as a soccer player in the local team of bordeaux. As he showed exceptional gift his coach gave him special care. Now he has become one of the pillars of the team. Merouane is indeed a celebrity in France Morocco and the whole world.

1. Fill in the gaps with these verbs collocating with 'joke'.

have take tell share get play

- a. Comedians really funny jokes.
- b. Why are you laughing? Come on, you two, the joke.
- c. Nabil and Rachid always practical jokes on their sister. They're really horrible boys.
- d. I'm afraid I don't the joke. Can you tell it to me again?
- e. Jalil can't a joke. If you laugh at him he gets very angry.
- f. High school is great fun! We a laugh and a joke all the time.

2. These phrases all mean to make jokes about someone or something.

Circle the ones which are most unkind.

- a. to make fun of someone
- b. to pull someone's leg
- c. to take the mickey out of someone
- d. to poke fun at someone
- e. to tease someone
- f. to laugh at someone

3. Fill in the blanks with the suitable phrases from exercise B.

- a. We often of Hicham because he's bald with no hair
- b. Caricaturists at people's characters in a sarcastic way.
- c. Sana can't tolerate that her classmates her.
- d. That's not true; I just wanted to your
- e. Students usually at Samir's peculiar hairstyle.

4. Replace the words in *italics* with their synonyms.

gags fun temper droll amusing glee diverting

You can get out of your bad mood if you allow yourself some *humour*/..... Watch, for example, the *comic*/..... shows of famous comedians like Bill Cosby or Mr Bean. These shows are really *entertaining*/..... They provoke a great deal of *laughter*/..... and amusement. They often depict *ridiculous*/..... real-life situations or tell funny little *jokes*/..... Such shows would absolutely have a positive effect on your *morale*/.....

5. Humour Dictionary Quiz

- a. What is a humorist?
- b. How do you spell humour in American English?
- c. What does "acid humour" mean?
- d. Find two adjectives you can form from humour.
- e. If you are walking in air, do you feel in a bad or in a good humour?
- f. Where is your funny bone?
- g. What is a funfair?
- h. If you say: "It's funny how he always gets good marks", do you mean that it is amusing?
- i. What are "the funnies"?

1. Put the expressions in the appropriate column.

- Do you mean...?*
What do you mean?
I'm not sure I got this point.
Can you clarify this point?
- What do you want to say?*
I haven't grasped what you mean.
Could you explain that, please?
I didn't understand that.
- Is that so?*

Showing lack of understanding	Requesting clarification
.....	
.....	
.....	
.....	

2. Complete the interview with suitable phrases from the list.

Can you explain Do you mean Is that so? I haven't grasped

Journalist: (a).....what the play was all about.
Play director: Well, it's about how avarice leads to unhappiness.
Journalist: (b)..... that, please?
Play director: It's very simple. If you're keen on gathering money just for the sake of it, you'll have the most miserable sort of life.
Journalist: (c).....people shouldn't bother about increasing their income?
Play director: I didn't say that. What I meant is that you have to treat yourself as much as you can afford.
Journalist: What critics said after the first show upset you. (d).....
Play director: Not at all. Anyway, we can't all have one and the same view.

3. What would you say in these situations?

- a. You haven't understood what your teacher said.
->.....
- b. You have received an SMS which is not clear.
->.....
- c. You don't know if your father is Ok about your trip as he just said "Let's talk later".
->.....
- d. Your didn't get the meaning of "Blog" when your teacher explained it.
->.....

LAUGHTER AND MEDICINE

The Tokyo-based Japan Association of Healing Environment (JAHE), comprising doctors, lawyers and professors, has announced its first batch of graduates: 50 laughter therapists. Their mission? Bring merriment to hospitals and nursing homes nationwide. JAHE was established in 2006 and is thoroughly financed by the State.

These laughter therapists, originally qualified for providing medical assistance, have been trained to spread fun and hope among the sick, along with the elderly and those with disabilities. They underwent several months of training, but they did not need to pass a national standardised exam. The main point was to be the sort of person who could help others relax, laugh and overcome pain. "Laughter", Kazue Takaya- an associate professor at Nippon Medical School- said, "is the best medicine. So, we've decided to put that theory to the test by training laughter therapists."

Kazue Takaya, was instrumental in bringing the group together. She learned about the healing power of laughter while working at a hospital overseas. She believes that laughter lifts patients' spirits and helps them respond quickly and willingly to medication. It also liberates them from the despair and boredom they may feel due to ailment. "A hospital should be a place that can heal broken hearts as well as broken bodies," she said. "It has to be a place where people can regain the will to live."

In fact, hospitals and health centres all over the country have sent at least 900 inquiries to JAHE about getting their own experts in amusement. So, in response to this big number of applications, a second class of therapists will be trained the coming months.

adapted from: www.asahi.com

1. Read the article and fill in this chart.

Name of Association	Home office	Date of Foundation	Mission	Finance
.....				

2. Write 'Right' or 'Wrong' according to the article.

- a. JAHE borrowed the idea of using laughter from another country.
- b. JAHE trains clowns to work in hospitals.
- c. JAHE's laughter therapists have no medical knowledge.
- d. Hospitals reacted positively to JAHE's initiative.
- e. JAHE has decided to close its training centre.

3. Answer these questions according to the article.

- a. How many people have benefited from JAHE's program?
.....
- b. What sort of patients will JAHE's laughter therapists work with?
.....
- c. What is these therapists' main task?
.....
- d. How is laughter advantageous for patients?
.....

4. Complete this summary from the article.

..... has been founded by a group of Japanese doctors who believe that laughter has extraordinary This Association aims at bringing For this purpose, the Association seeks to train The initiative is appreciated on a large scale that a lot of hospitals have expressed their desire to

5. One of the facts below is not mentioned in the article. Cross it out.

- a. JAHE is a state organisation.
- b. JAHE contains people from different disciplines.
- c. Some of JAHE's laughter therapists will be sent to foreign countries.

6. Find in the article words that can match the following definitions.

- a. joy; happiness (paragraph 1)=
- b. mood; morale (paragraph 3)=
- c. requests; demands(paragraph 4)=

1. Put these modals in the appropriate columns.

must should may could can
ought to might could needn't have to
mustn't had better can't don't have to

Obligation	No obligation	Advice	Possibility	Prohibition
.....				
.....				
.....				

2. Choose the correct explanation (a or b).

a. The trip must have been fun.

1. You certainly enjoyed the trip.
2. You probably enjoyed the trip.

b. You don't have to get a ticket for the show.

1. All the tickets were sold out.
2. The show is free .

c. You'd better go to the theatre early to have a seat in the front.

1. It's a good thing if you go early.
2. It's obligatory to go early.

d. We might accompany you to the concert.

1. It's impossible that we go with you.
2. It's possible that we go with you.

e. Students ought to have some fun at school.

1. It's necessary that students have fun.
2. It's unnecessary that students have fun.

3. Relate each part of the sentence (1-5) with the phrase that completes it (a-e).

- | | |
|---|--------------------------------|
| - a. Due to some technical problems in the theatre, | 1. we can't watch it. |
| - b. I haven't grasped the joke, | 2. I <u>mustn't</u> miss it. |
| - c. You look bored and gloomy; | 3. you should have some fun. |
| - d. Tonight's show will be on late; | 4. the play may be put off. |
| - e. There is a comic show on Channel 2; | 5. could you please repeat it? |

4. Select the suitable modal.

Some people believe you (**must- needn't**) undergo any formal training to become a comedy star. This point of view (**can't- shouldn't**) be right! Being a comedian, like any other occupation, requires strict training and appropriate know-how. It takes long time and painful experience before a person (**can – should**) be a comedian. There are now a lot of professional institutes for people who (will- would) like to brush up their comedy talents. We (**can't- mustn't**) deny that innate gift is essential, but training is definitely primordial.

Writing

1. Put these sequencing words and phrases back into the narrative paragraph below.

¹
After

²
finally

³
Subsequently

⁴
Yesterday evening

⁵
Then

....., I got home from work a bit later than usual. My wife was worried about me because that was none of my habits. She prepared dinner which we ate immediately. she cleaned up the table, we watched TV for a while., some friends called and invited us to go to a comic spectacle in a downtown club. The spectacle was not as funny as we had expected., we decided to spend the rest of the night in a jazz club. We really enjoyed ourselves listening to wonderful musical pieces. At the end of the show, I turned to my wife to ask her if she liked the music. No reply came back; she was deep asleep! We left at two o'clock in the morning after a good night's laugh.

2. Give the correct form of the verb in the past and the correct preposition.

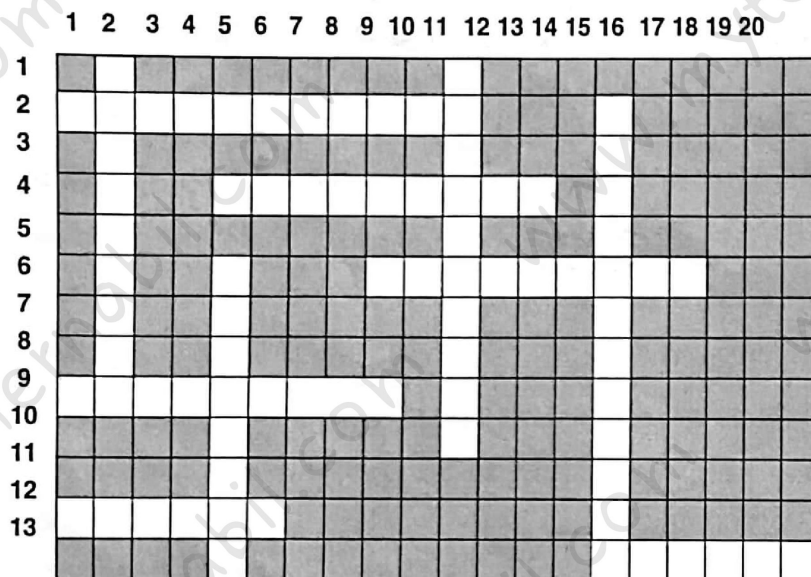
- Yesterday evening Jim (get) home (preposition) half past six.
- He immediately (make) himself a cup (preposition) coffee and (sit) to read a book.
- He (read) the book (preposition) half past seven.
- Then he (eat) dinner and (get ready) to go out with his friends.
- When his friends (arrive), they (decide) to go to see a film.
- He (stay out) until midnight with his friends.
- Finally he (fall), asleep (preposition) about one o'clock.

3. Fill in the gaps in this paragraph with information about what you did yesterday evening.

Yesterday evening, at o'clock. I immediately After , I Then, I Afterwards, I for a while. Later, I I finally

EAC

1. Review your vocabulary and do this crossword puzzle.

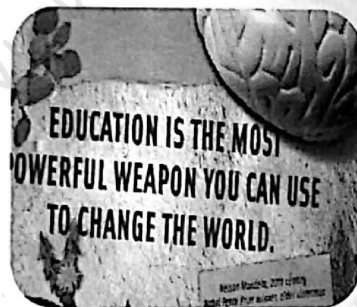


Across →

- 2 : a linking word meaning 'as a result'
 4 : a word in the title of unit 3
 6 : learning based on computer and communication technology.
 9 : synonym of 'fantastic'.
 12 : the acronym of an international organisation that promotes education, science and culture.
 13 : acronyms for a method to improve your reading skills.

Down ↓

- 2 : collection of students work used for assessment.
 5 : the ability to read and write.
 11 : the inability to read and write.
 15 : people who participate.



2. Match the words with the definitions.

WORDS	DEFINITIONS
by heart	uses two languages
composition	another word for a CV.
resume	a letter or a number that teachers give you in school.
bilingual dictionary	learn or develop something through experience
grade	succeed in doing or accomplish
acquire	learn it so well that you can repeat it from memory quickly
achieve	becoming less in quantity, size or intensity.
decreasing	a piece of text that students have to write at school.

3. Put the correct word or words from the chart above in the appropriate blank.

- He needs a to translate this letter.
- The teacher encourages his students to learn the irregular verb lists
- I used to write a lot in the Arabic subject.
- I answered all the questions on the test, and I got the best in the class.
- Please mail your and the application form to the following address...
- You only your goals if you work hard.
- Illiteracy in Morocco is rapidly as a result of intensive programs.

EXPRESSING PURPOSE

Expressions of purpose	Examples
to + infinitive	Omar went abroad to look for a job
for + noun	Omar went abroad for a job
for +ing	Omar went abroad for looking for a job
in order to + infinitive	Omar went abroad in order to look for a job
So that + model	Omar went abroad so that he can look for a job

1. Link a sentence from column A with a sentence from column B. Use expressions of purpose.

A	B
1. The government encourage people to go to school	a. The want to encourage them to study.
2. They gave them books and pens.	b. She didn't want to be late for class.
3. Nadia went to the nearest school.	c. She wanted them to join her.
4. She told her neighbour about her course.	d. They want to reduce illiteracy in the country.
6. She bought a new car.	f. He did this to get up early .
7. Yassine left the party early.	g. She wanted to enrol on a literacy course.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....

2. Complete these sentences appropriately using an expression of purpose.

1. Traffic signs are put in the streets
2. We used the lift
3. I phoned my friend.....
4. I game him my phone number.....
5. I had to turn down the TV sound.....
6. He is working hard these days.....
7. She sold her old car.....
8. As he is getting fatter, he plays sport everyday.....

FOOD FOR SCHOOL

The children of Kadji primary school in northern Mali are out to play. Sounds of laughter and games fill the desert air in this hot November day. The noise level is rising gradually until suddenly all is quiet. The bell has rung. It is time to eat. The children gather in groups of fifteen under trees and one of their comrades sets a large metal bowl containing rice and peas in the centre. Twenty large bowls are thus distributed to the schoolchildren. Thanks to the UNESCO School Feeding Programme pupils in northern Mali receive a meal a day in school. "These regions are particularly poverty-stricken and many parents struggle to give their families a daily meal," says Edouard Matoko, Director of UNESCO Bamako.



For those who have a fair distance to cover on foot every day, a meal in school is a great incentive to attend regularly. "Before, many of our children had to return home to eat at midday and several didn't go back in the afternoon," says one father. "Now they go to school regularly and stay all day". An important aim of the programme is to boost girls' enrolment, which in the northern regions is less than 50 per cent. Girls who attend regularly are given 10 litres of cooking oil three times a year – an extremely expensive item in the family budget. "Now girls are coming regularly," says one teacher. "Previously, they were enrolled in school but didn't always show up." Although she is married, Aminata, 15, comes to school every day - proof that attitudes are changing. In many African countries, early marriage and pregnancy put an end to girls' schooling. "Girls don't work as well as boys in class because they know that sooner or later they'll have to leave to marry," says one teacher. Once Aminata leaves school, she hopes to go to a nursing school in Gao, eight km away. And her husband agrees, she says. A meal in school is making the difference. Enrolment in Kadji primary school increased by a third between 2000 and 2003, and girls' enrolment shot up by 50 per cent.

Illiterate parents are already finding that their children can be a considerable help to them even before finishing school. "Before, we had to pay someone to read our letters or even go to Gao to find someone," says one parent. "Now that every family has at least one child in school, they can read their own letters and write back. This in itself is an argument in favour of school." With an uncertain future ahead, parents are beginning to believe that sending their children to school could actually improve families' prospects in the long-term future. "Now we're sure that our children who are in school will be able to stop the desert from advancing further and they'll bring happiness to our community," says one parent.

Adapted from: www.unesco.org

Reading

1. Match the paragraph with the appropriate title.

Paragraphs
Paragraph 1
Paragraph 2
Paragraph 3

Titles
Parents also gain
A bell for food
An encouragement to girls

2. Choose the correct answer and justify your choice.

a. The text is taken from

1. a magazine.
2. an autobiography.
3. a novel.

b. The writer giving food to children at school.

1. disapproves
2. approves
3. criticises

c. UNESCO School Feeding Programme in Mali has proven to be

1. very successful
2. quite successful
3. not successful

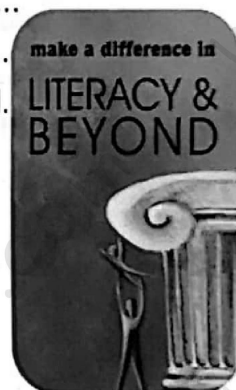


3. Complete the following sentences from the text.

- a. Sounds of laughter and games fill the desert air because.....
- b. Pupils in Kadji primary school are served.....
- c. Many African girls stop going to school as they
- d. Illiterate parent used to to have their letters read.

4. Answer these questions.

- a. What happens when the bell rings in Kadji primary school?
- b. Who pays for food served to pupils in that school?
- c. How are girls encouraged to attend and stay at school?
- d. Why do some parents think that sending children to school can improve their lives?



5. Choose the correct synonym for these words. Base your choice on the words' context.

- a. poverty-stricken = (very poor – on strike – powerless)
- b. incentive = (food – motive – change)
- c. show up = (get up – learn – come)
- d. shot up = (increased very quickly – decreased very quickly – shot very quickly)

PAST PERFECT

The past perfect (had done) is used in the following situations:

1. When it is important to say which event happened first in the past.

Example: When we got to the airport, The plane had taken off. (= the plane took off before we arrived)

When we arrived to the airport, The plane took off. (=the plane took off after we arrived)

2. In reported speech.

Example: "I studied hard". She told her teacher that she had studied hard.

3. In conditional (if) sentences.

Example: If I had been more polite with her, she wouldn't have left me.

4. To show regret about past actions.

Example: I wish I had been polite with her.

1. Put the verbs between brackets in the correct tense (simple past or past perfect).

- a. When she (wake) up, the sun was shining.
- b. You didn't tell me that you (decided) To travel abroad.
- c. When he returned home, he saw that the postman (deliver) small parcel.
- d. The Romans (build) fortresses all around Britain.
- e. I wish that I (see) her face when you told her the news.
- f. If we (know) we could have given her the money.
- g. After you left, we (stay) for about an hour.
- h. If only he (know) before he went on holiday.
- i. She (finish) the letter then decided to go for a walk.
- j. We (tell) him before about her illness so he was prepared for the bad news.

2. Read the situations and write a new sentence using prompts between brackets.

- a. You met an old friend after many years. She wasn't the same as before.
(she/change/ a lot)
- b. You went to your friends house but he wasn't there.
(he/go/out)
- c. You invited your friend to dinner but she wasn't hungry.
(she/just/have/dinner)
- d. You went to the cinema to see a good film but you arrived late.
(film/already/begin)
- e. You invited all your friends to your birthday party. Rajaa couldn't come.
(she/leave/Morocco)

ORGANISE YOUR ESSAY

Remember that an essay or composition usually has three parts

- **Introduction:** It opens the essay. It is a short paragraph - usually about three sentences.
- **Body:** It is the main part of the essay. It is divided into two or three paragraphs; each paragraph is between five and seven sentences long.
- **Conclusion:** It is also a short paragraph - about three sentences. It often has the same idea as the Introduction, only in different words.

1. Here is an essay about "School Drop-Outs: Problems and Solutions". Sentences in each paragraph are in disorder; order them appropriately

A

However, a number of society attitudes also have to change if the country's young people are to achieve their full potential. In conclusion, there are several things that the government can do to allow more people to finish school.

B

This problem requires serious action from both individuals and the government. Today, although most students in our country complete school, a large number still drop out because of family, social and work pressures.

C

All these problems will create young people who do not have any skills and who will not be able to improve their lives for the family and the country.. Some parents are not interested in education and do not support their children in studying. Social problems are also a contributing factor. Education is compulsory but, despite this, some people do not take it seriously. Girls, especially, want to get married and start a family. Most students who do not complete school do so because of family, social or economical problems. Furthermore, jobs are available even if students do not have a good education. The third reason is work pressure. Some families are poor and need their children to work in order to increase the income.

D

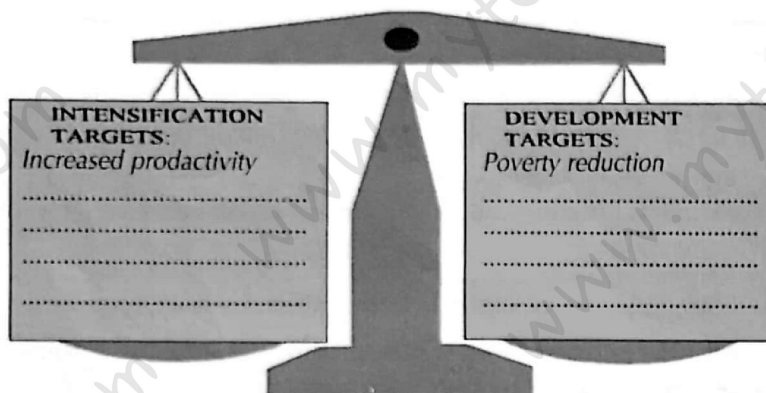
This will encourage students to stay at school rather than start working. Parents should be encouraged to send their children to school. The government needs to stress the importance of education and even offer financial support to students to continue. Schools with baby-minding facilities should be opened specially for married students. There are several things that can be done about these problems.

2. The paragraphs A → D are in disorder. Order them to make a coherent essay with an introduction, 2 body paragraphs and a conclusion.

UNIT 4 SUSTAINABLE DEVELOPMENT

Vocabulary

1. Look carefully at this balance and complete it with relevant expressions related to sustainable development.



2. Here are some other expressions, group them according to the suggested headings.

road infrastructures

poverty reduction

biodiversity

education for all

true governance

investment

promoting self-employment

renewable energy

economic corporation

gender equality

protecting the environment

saving natural resources

equity

professional industry

human rights

peace

promoted citizenship

democracy

dignity

preserving forests

Economic development	Political development	Social development	Ecological Development
economic corporation	true governance	equity	renewable energy
.....			
.....			
.....			

3. Match the words on the left with their explanations on the right.

a. Non-Renewable Resources	1. It determines how power is exercised, how citizens are given a voice, and how decisions are made on issues of public concern.
b. Sustainability	2. A natural resource that can be replaced
c. Biodiversity	3. An increase in the production and consumption of goods and services
d. Sustainable development	4. Those natural resources that are in fixed supply, but whose lifetime can be extended, re-used, or recycled (e.g. minerals, oil, coal)
e. Growth	5. A level of human consumption and population that is in balance with the earth's carrying capacity.
f. Renewable resource	6. The variety of life in all its forms, levels and combinations. Includes ecosystem diversity, species diversity, and genetic diversity.
g. Governance	7. Economic activity that improves human well-being.

1. Match the cause with the effect. Then write cause and effect sentences using appropriate expressions from the list as shown in the example.

deforestation schools are far global warming terrible road accidents ignorance Climate change	<i>because of</i> <i>is / are due to</i> <i>because</i> <i>causes</i> <i>consequently</i> <i>is the effect of</i> <i>brings about</i>	countryside students drop out of school Greenhouse effect Illiteracy sea level rising bad road infrastructures desertification (2011)
--	---	--

Example: Deforestation causes desertification. – Desertification is the result of deforestation.

2. Combine the pair of sentences below into ONE sentence, using appropriate cause or effect transitions.

a. Laila got home late. She missed a TV program about Human development.

b. Cities have grown very large. Factory jobs attracted people.

c. My brother does not sleep very well. The neighborhood is noisy.

d. This area is much polluted. The inhabitants have problem breathing.

e. Places of leisure, entertainment, and culture made city life appear more interesting. Youths prefer city to country side.

f. There was a lack of rain this year. Farmers were given facilities in paying their loans.

The United Nations Millennium Summit on sustainable development was held in New York in September 2000. All member states of the United Nations reaffirmed their commitment to sustaining development and eliminating poverty by adopting the Millennium Declaration. The Millennium Development Goals (MDGs), the roadmap for meeting the commitments of the Millennium Declaration, have been internationally accepted as a common global development framework. The commitment to this development framework, and to achieving the MDGs, was reiterated at the UN assembly in 2005.



Enhancing education

Aimed at cutting world poverty in half in the span of two decades, the goals are people-centred, time-bound and measurable. They are simple, powerful objectives that every woman, man and young person in the street from Washington to Monrovia, Jakarta to Nairobi, and Quito to Cape Town can understand. They have the political support because they mark the first time world leaders have held themselves accountable to such an agreement.

It is important to realize that even though the MDGs are global, they can most effectively be achieved through action at the local level. It is at the local level that inequalities between people in a city can be addressed. It is at the local level that safe drinking water, electricity and other services including health and education are provided, that garbage is collected and that food is sold at markets.

In each city and town, there will be a local reality to be taken into consideration, and indeed the MDGs should be adapted to meet this reality. This is also the only way to make the most of local social capital and get the community involved. Of course, national level plans and actions are critical. But experience has shown that national plans must be linked with both local realities and the people they serve to be successful. The Summit finally agreed on the following global goals to focus on during the first two decades of the third millennium:

- GOAL 1: ERADICATE EXTREME POVERTY AND HUNGER**
- GOAL 2: ACHIEVE UNIVERSAL PRIMARY EDUCATION**
- GOAL 3: PROMOTE GENDER EQUALITY AND EMPOWER WOMEN**
- GOAL 4: REDUCE CHILD MORTALITY**
- GOAL 5: IMPROVE MATERNAL HEALTH**
- GOAL 6: COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES**
- GOAL 7: ENSURE ENVIRONMENTAL SUSTAINABILITY**
- GOAL 8: DEVELOP A GLOBAL PARTNERSHIP FOR DEVELOPMENT**



He has got malaria

To meet the MDGs, cities in low-income and middle-income countries need to draw up courageous, long-term strategies for investments in health, education, infrastructure, and environmental management sufficient to achieve the MDGs in the urban setting. These strategies must build on upgrading life conditions; security for poor urban residents; community participation; and enhanced international competitiveness through promoted urban infrastructure, including industrial zones, telecommunications, power and port facilities.

Reading

A. Choose the best title for the text from the list.

1. Applying the Millennium Development Goals
2. Explaining the Millennium Development Goals
3. Localising the Millennium Development Goals

B. Answer these questions from the text.

1. How often was the United Nation Millennium Summit organised?

.....

2. How long are the United Nations planning to reduce poverty?

3.

4. Which continents does the programme target?

5.

6. What areas of development does the summit focus on?

.....

C. Here are some specific objectives that go with the Millennium Development Goals. Go back to the text and match each specific objective with a corresponding global one following the example.

a. "families have job and savings" → GOAL 1: eradicate extreme poverty and hunger

b. "help clean the environment" →

c. "safe and healthy pregnancy" →

d. "all children are healthy" →

e. "equal rights for men and women" →

f. "encouraging every one to be involved" →

in community development"

g. "all children are going to school" →

h. "avoid HIV/AIDS and other diseases" →

D. Find words that have the same meaning as the following.

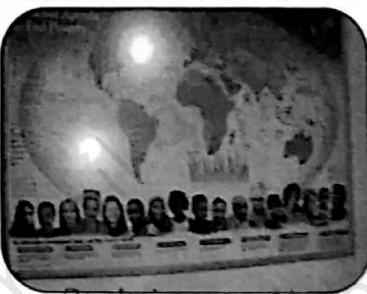
1. repeated (paragraph 1):

2. length in time (paragraph 2):

3. realised (paragraph 3):

4. concerned (paragraph 4):

5. improving (paragraph 5):



Developing partnership

E. Complete the following paragraph with words from the text.

The UN General Assembly recognized the Millennium Development Goals as part of the _____ for implementing the Millennium Declaration. The _____ set target reductions in _____ improvements in health and education, and protection of the environment. The aim behind this programme is to make all people on earth _____ their rights. The _____ of 2005 was another occasion to remind _____ States of the United Nation of these MDGs.

THE FUTURE PERFECT:

Form	Use	Example
Will have + past participle	The future perfect refers to a completed action in the future. It expresses an action that will be completed some time later than now. It is often used with the expression: "by + a point of time in the future"	I will have completed high school by the end of June.

1. Put the verbs between brackets in the future perfect tense.

- By the end of this decade, nearly all rural areas (benefit) _____ from electricity and water.
- By 2010, women (improve) _____ their social status.
- Zahra (finish) _____ the administrative arrangement by the time she receives her first micro-credit.
- May be Morocco (eradicate) _____ illiteracy by the year 2025.
- A school is going to open next year. By the end of June, the workmen (accomplish) _____ their work.

2. Put the verbs in brackets in the correct form.

- Brahim:** Did you hear that our city council (start) _____ building three recreational centres this coming January?

Sarah: That's fine. Many youths will have an opportunity to show their talents?

Brahim: They (set up) _____ one centre each three months.

Sarah: At this rate, they (finish) _____ them by the end of the year.
- Zaid:** I can't believe how enthusiastic the volunteers are! By the time they finish the campaign against illiteracy, an NGO (build) _____ a school for non-formal education.

Jane: Aren't you participating in this campaign.

Zaid: Of course I am. Illiteracy is a common concern. We hope that every illiterate person in our countryside (benefit) _____ from this programme.
- Mike:** I see that Morocco has been working on highways for many years. Do you think they (accomplish) _____ in a short time from now.

Meriem: I hope so. They (complete, probably) _____ them by the end of this decade.
- In the frame of the National Initiative for Human Development, Many important developmental projects are being implemented in different domains. Some of them (finish) _____ by few years while others (last) _____ about ten other years.
- Jane:** By the time they finish their study, some students (do) _____ some voluntary work in a holiday camp for more than a fortnight.

Jamal: And they (be, not) _____ paid or (have) _____ benefit from this work.

Jane: When we join them up, they (be) _____ camping for one week, and I am sure they will be enjoying themselves.

Jamal: I think we had better plan on staying with them until the end of their holiday.

1. Read the following text and observe the cause and effect relationships, then write them in the space below following the example.

There are many causes that explain why some plants become weak or die. One reason is lack of water. Soil dryness causes the leaves to fade, and may give rise to the death of the plant. On the other hand, too much water may result in the leaves drooping, or becoming yellow. Sunshine is necessary for plants, but if it is too strong, the soil may be hot and the roots killed. However, if there is no light, the leaves will become pale and the trunk thin. Consequently the plant may die.

Lack of water → soil dryness → leaves to fade → death of plant
 → → →
 → → →
 → → →

2. Taking the above text and activity as models, write a paragraph about the following topic.
Global Warming and the Greenhouse Effect

A. Preparing for writing

Before writing, do some research to get ideas about causes and effects of global warming and the Greenhouse effect.

Causes (Why do we have the Greenhouse effect?)

- a.
 b.
 c.
 d.

Effects (What is the result of the above causes?)

- a.
 b.
 c.
 d.

B. Organisation

Look at the lists above. Think about the relationship of the items in your lists and arrange them in a reasonable order. Do some causes or effects happen before others? Put each cause and each effect in some kind of order.

C. Ask yourself

Does each cause have a related effect? If not, reorganise your ideas in a way that each cause leads to an effect. If so, then you are ready to write them in a chain as in the model above.

D. Cause and effect expressions

Finally remember to link cause and effect relationships with expressions such as:

(because since as a result because of due to this results in consequently ...)

1. Using the suffixes in this list, write the corresponding adjective to the nouns given in the table.
ful - ian - ed - al/ial - ic - eous/ous - ical - ing

Noun	Adjective	Noun	Adjective
peace		politics	.....
authority		method	.....
success		benefice	.....
skill		hero	.....
profession		optimist	.....
emotion		pessimist	.....
energy		interest	.....
ambition		greatness	.....
aspiration		ideology	.....
talent		power	.....
courage		psychology	.....

2. Read the following text and fill in the blanks choosing from the list.

(talents social ensuring status benefit promotes)

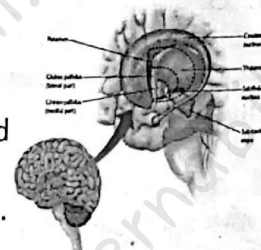
One of the most effective ways of improving the _____ and well-being of women is by _____ their full, equal and effective participation in decision-making at all levels of political, economic and _____ life. This approach _____ and protects women's human rights while allowing society to _____ from the diverse experiences, _____ and capabilities of all its members.

3. Match the words on the left with their approximate equivalents on the right

a. female	1. giving authority to
b. gray matter	2. assurance
c. win	3. opposite of male
d. transfer	4. working out
e. empowering	5. transmit
f. identify	6. cerebral cortex, or thinking matter
g. tolerant	7. recognise
h. self-confidence	8. liberal
i. solving	9. gain

4. Read these physiological variations in the qualities of men and women and fill in the blanks with words from the table above.

- Male brains are 10% larger than _____ brains.
- Women _____ data faster due to larger corpus collosum.
- Men are left-brain oriented and are largely successful in _____ numbers and problems.
- _____ - the part that allows thinking is 55.4% in women and 50.8% in men.
- Women who lack _____ are more likely to worry than men.
- Women tend to be better than men at _____ staff.
- Women are more _____ of differences, so they're more skilled at managing diversity.
- Women _____ problems more quickly and more accurately.
- Women managers tend to have more of a desire to build than a desire to _____.



Corpus Collosum

Concession

Expressions	Use	Example
although though even though	These three words are commonly used in speaking and writing, but although is preferred in formal English	• Although women's situation has improved, violence against them persists.
despite in spite of	Despite and in spite of are followed by phrases, not clauses. The phrases contain <i>nouns</i> or <i>gerund</i> .	• Despite gaining ground in the struggle for equality with men, women's participation in political decision-making is low.
however nevertheless	Nevertheless is used in informal English. However is frequently used in both speaking and writing. However may appear at the beginning, at the end, or in the middle of a sentence.	• Women have had far reaching rights; however , they are still regarded as inferior in some societies.

Addition

Expressions	Use	Some Example
In addition, also, too, besides, equally important, furthermore, moreover, additionally, further, as well as, not only... but also... what's more etc.	These words are used for adding information	• I don't really want to go out tonight. Besides there is a good film on TV. • This painting is not only valuable but also a work of art. • Mrs. Smith is an intelligent teacher. Moreover, she takes an interest in the personal well-being of her students.

1. For each of the following sentences, paying attention to the structure of the sentence, fill in the blank choosing the correct words in brackets.

Example: _____ my warning, they went ahead with their plan. (Although, Despite)

Despite my warning, they went ahead with their plan.

- Hanna is a talented actress. _____, she is very beautiful. (Moreover, but)
- She is well-educated. _____, she has very good manners. (though, Besides)
- _____ she has good qualifications, she doesn't act a lot. (although, as well as)
- _____ working hard, some actresses don't earn much. (In spite of, Besides)
- She looked for jobs everywhere. _____, we could not find one. (However, also)
- She worked a lot, _____ she was tired. (although, moreover)
- The little girls went swimming, _____ the coldness of the water. (although, despite)

2. Read carefully the following text and fill in the gaps with the words below.

Jane is very rich and beautiful. _____, she has a good job. She's _____ kind, and polite. _____, she always wears the latest clothes. On the other hand, she is a bit lazy. In fact she strikes me as rather self-centred. For example, she never asks how I am. Instead, she just talks about herself. _____, she is too fond of money: she likes earning it, and spending it. My family doesn't like her very well, _____. I feel a kind of sympathy with her. _____ I don't think she is the right girl for me, so I won't be going on holiday with her. _____ she has asked me. I know she doesn't love me _____ all her soft words.

although Moreover However in spite of What's more In addition also Nevertheless

MAGHAREBIA

Senator Maalouma Mint Elmidah speaks to Magharebia about her childhood, her music career and her transition into national politics. Read the interview and do the tasks.

Magharebia: Tell us about yourself.

Maalouma Mint El Meydah: I was born in 1960, from a family of traditional artists. I was raised by my parents who gave me a thorough education in traditional music.

When I was very young, I sang a song written by well-known artists. It caused a scandal but I felt a need to be free and emancipated. My family suffered because of that. We were marginalised. I was regarded as someone who was destroying traditional music.

Magharebia: So what did you do about it?

Maalouma: I stood up for myself by twisting my parents' arms, but basically I felt that only the state could protect me. But I was soon disappointed because they didn't understand me. I had to wait until 1988, when I took part in my first festival abroad in Carthage in Tunisia, where I was successful with "Habibi habeytou" (My beloved, I loved him), before people realised I was a modernist who wouldn't sing tribal praise. When I came home I made significant recordings for national television and sang about national unity, Mauritanian women, sports and so on. But despite all that, people still didn't see me as an artist who certainly didn't deserve to represent her country.

Magharebia: How did you get into politics?

Maalouma: That was actually the very reason why I decided to go into politics, to say that artists aren't shaped by their origins and not just singers of tribal praise – they're prominent and professionals, and music is a profession which should be protected and developed. Besides, I was banned from singing about hot issues. In 2003, a considerable march was held to protest against the ban, and went to the headquarters of Radio Mauritania at the Ministry of Communication with signs saying "Free Maalouma". Immediately, the President of the state sent the chief of his cabinet to apologise to me. My political struggle didn't end there, though.

Magharebia: What do you hope to achieve in the Senate and how will you serve women?

Maalouma: I plan to work extremely hard to help develop culture. I hope to get involved in social and humanitarian issues. **This** includes women's rights in politics and social life. I'd like to get involved in education to encourage girls' schooling. I might also campaign for gender equality as women are marginalised.

Magharebia: Lastly, what does it mean to you to be in the Senate?

Maalouma: I'm free and I feel that I'm a recognised and outstanding artist. But since my first performance as an artist last Friday coincided with the first special session of the Senate, I'll see to it that politics defends culture. I'll be **there** to make sure that happens.



Maalouma



Women voting

Adapted from: www.magharebia.com

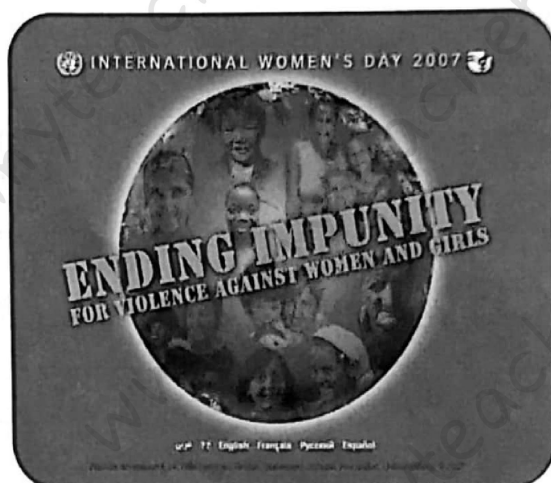
Reading

1. This text is probably taken from

- a. an article
- b. a novel
- c. a magazine

2. The interviewee's purpose is to

- a. compare music to politics
- b. stress the importance of politics
- c. balance music and politics



3. Are these statements true or false? Justify your choice.

- a. Maalouma's first songs were welcomed and appreciated.

.....

- b. Her parents helped her to sing modern songs.

.....

- c. She thought that politics would help in her music career.

.....

- d. Maalouma sang for women only.

.....

4. Complete these sentences from the text.

- a. Maalouma's family underwent many problems because

- b. People realised that Maalouma wouldn't sing tribal songs when she

- c. Maalouma decided to improve women situation by

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

- a. they:

- b. this:

- c. there:

6. Find in the interview four adjectives meaning approximately the same as 'great'.

Great:

7. Give a suitable title to the text:

THE PASSIVE VOICE

Form	Use	Example
appropriate form of 'to be' + past participle	- It is often used in business and in other areas where the object of the action is more important than those who perform the action. - If the agent (the performer of the action) is important. - To de-emphasize an unknown subject/actor.	Many women association have been set up recently. TV was invented by Logie Baird. Over 120 different contaminants have been dumped into the river.

1. Tick the correct verb forms; passive or active.

A. Mrs. Nasri _____ at our school since 1989.

☐ has been teaching

☐ has been taught

B. Everybody _____ by the terrible news yesterday

☐ shocked

☐ was shocked

C. Much _____ about women's education.

☐ have been said

☐ has been said

D. A new report _____ by a woman association next month.

☐ will publish

☐ will be published

E. The secretary _____ to her new boss yesterday

☐ introduced

☐ was introduced

F. The committee _____ our project as important and motivating.

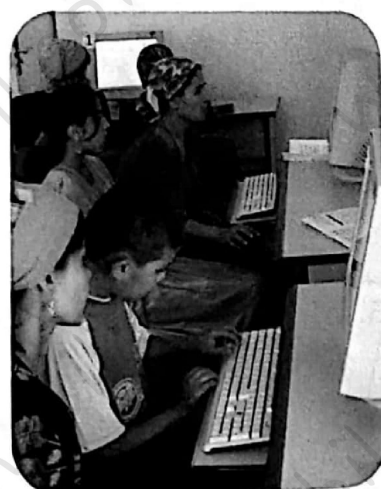
☐ considered

☐ was considered

G. Prizes _____ to the first three women who will fight illiteracy in this area.

☐ will be giving

☐ will be given



Enhancing education for boys and girls

2. Rewrite the following sentences into the passive form.

- a. Leila Abouzid wrote "The Last Chapter".

The Last Chapter

.....

- b. Zoubida Charrouf has set up many women cooperatives.

Many women cooperatives

.....

- c. Women around the world celebrate their day on March 8.

Women's day

.....

- d. Chakira introduced the best video award in a show in Las Vegas last summer.

The best video award.....

.....

- e. Many people have supported the nomination of a woman as UN Secretary General.

The nomination of a woman as UN secretary General

.....

- f. Moroccan women should use contraceptives to plan their families.

Contraceptives

.....

- g. Countryside parents have to send their daughters to school.

Country side daughters

.....

- h. They are planning to organise the fifth women conference in Canada.

The fifth women conference

.....

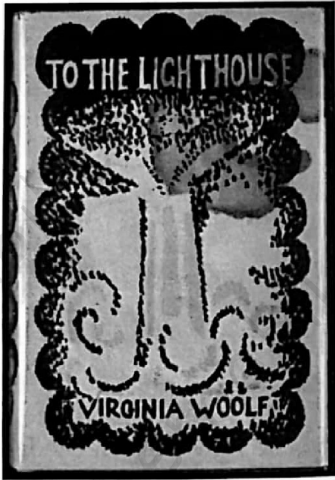
1. Identify the 9 mistakes in this passage then provide the corrections in the table below.

When the old lady returned to her flat, she saw, at once, that the thieves had broken in during her absent, because the front door was open and everything in the flat was upside down. The thieves himself were no longer their, but they obviously had only just lived because a cigarette was still burning in the ash-tray. Probable they heard the lift coming up and ran down the fire escape. She wondered if they had found his jewellery. The jewellery had been given her by her husband, which had died some years before. Since his died, she hadn't had the heart to wear it.

Mistakes	Corrections
1. absent	absence
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

2. Punctuate and capitalise where necessary. (Use commas, full stops, colons, quotation marks, and capital letters).

Virginia woolf was born on january 25 1882 she is an english novelist and essayist she is regarded as one of the modernist literary figures of the twentieth century during the interwar period woolf was a significant writer in london her most famous works include the novels mrs dalloway, to the lighthouse, the waves Orlando, and the book-length essay a room of one's own she is the one who says a woman must have money and a room of her own if she is to write fictions Woolf died on march 8 1941



3. Use the notes below to write a book review of “To the Lighthouse”. You can use the book review of “the Last Chapter”, by Laila Abouzaid in your textbook, as a modal.

Title of the novel	To the Lighthouse
Author’s name and nationality	Virginia Woolf - English
Date of the appearance of the novel	1927
Setting	Scotland
Summary of the novel	The novel recalls the power of childhood emotions and highlights the adult relationships. One of the book's several themes is the universality of humanity. It raises the stream of consciousness and encourages female gender roles in society.
Criticism	modernist writer - modern novel –innovations in prose - the novel is mostly conveyed in a succession of interior monologues – it was a critical success as soon as it was published
Awards	“To the Lighthouse” won Virginia Woolf the 1928 Femina Prize in France.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

1. Which words in the list are close in meaning to the ones in bold letters?

- a. *contact* *mixture* *varied*

The world is a rich **blend** of cultural traditions and beliefs. Is this an advantage? Maybe, maybe not. Some people welcome the fact that we live in an increasingly **diverse** world. Others may feel more hesitant, especially if they have not had much **exposure** to people different from themselves.

blend	diverse	exposure
-----------------------	-------------------------	--------------------------

- b. *respect* *communicate* *rac*

Today, more than ever, we can **interact** with people of differing **ethnicities** and cultures. This diversity enriches our knowledge of other people and helps us understand and **esteem** them.

interact	ethnicities	esteem
--------------------------	-----------------------------	------------------------

- c. *cooperate* *relationships* *unfair* *cohabitation*

Coexistence in today's world depends on being able to accept, appreciate, and **collaborate** with others. This means respecting and learning from others, valuing differences, bridging cultural gaps, rejecting **inequitable** stereotypes, discovering common ground, and creating new **bonds**.

coexistence	collaborate	inequitable	bonds
-----------------------------	-----------------------------	-----------------------------	-----------------------

2. Complete this passage below from the given list.

culture *self-interested* *equal* *community* *customs*
cooperate *considerate* *freedoms* *attitudes*

Tolerance necessitates that you should possess certain beliefs and (a) First, you must believe sincerely that all people are born (b) This means that everyone in the world deserves the same rights and (c) Things such as skin, colour, gender, religion or (d) should not matter to you. Do not think that people with (e) that differ from yours are silly. Besides, you have to be (f) and cooperative with others. You should be concerned with everyone's needs, wishes, or feelings. Avoid being (g) leading your life the way you want and getting what you need regardless of what the others want or need. Instead, try to be an altruistic person- ready to help, (h) and share. Only then you can be part of the global (i)

1. Classify these expressions in the table.

*I'm sorry about what happened. Don't worry about it. It doesn't matter at all.
 I didn't mean to do it. I'm really ashamed of what I did. It's quite OK.
 Please, don't hold it against me. I've done a silly thing. Let's forget about it.
 I hadn't even noticed. It was my fault. It could happen to anybody.
 I couldn't help it.*

Apologising	Accepting apologies
.....	
.....	
.....	
.....	
.....	

2. Make complete sentences by combining phrases (1- 5) with phrases (a- e).

- | | |
|---|--|
| <p>a. I apologise if</p> <p>b. I'm afraid</p> <p>c. Never mind!</p> <p>d. I'm sorry,</p> <p>e. I must apologise for</p> | <p>1. You didn't mean it anyway.</p> <p>2. my rude remarks about your hairstyle.</p> <p>3. what I said has caused you any offence.</p> <p>4. I've wasted your time.</p> <p>5. but that was not intended.</p> |
|---|--|

3. What would you say in these situations?

a. You couldn't meet your friend at the cinema yesterday. Apologise to him.

.....

b. Your brother promised to send you a book you wanted, but he couldn't. Accept his apology.

.....

c. You are sorry to your classmate because you spoilt his/her Ipod.

.....

d. A friend couldn't give you your book back. Accept his/her apology.

.....

e. You have broken your sister's best bracelet by mistake. Say sorry to her.

.....

Will Traditional Marriage Survive?

Modern times, marked with a hi-tech boom and cultural globalisation, have brought completely new practices and traditions for those who want to marry. Traditional marriage has accordingly become denigrated and even considered primitive and superstitious. However, many of the old folk customs associated with marriage are still observed with fondness and respect, though on a limited scale.

In India, for instance, typically Indian families are keen on celebrating marriage following the traditional standards to the letter. Much care is taken so that no single ritual is forgotten or overlooked. The cuisine, the clothes and the chants are given special attention. But the tradition which is observed relentlessly takes place in the end of the wedding ceremony: the newly married bride, while entering her in-laws' house for the first time, has to knock down a container of uncooked rice, and enter putting forward her right foot first. This is to ensure that she brings good luck and happiness to the house.



Australia is no exception. Traditional marriage continues to survive the test of time despite the modern waves that are gaining more ground. The marriage ceremony may take a number of days and several rituals are performed. One of the strangest is wearing a horseshoe. The brides, highly educated though they might be, must carry horseshoes over their arms for good luck. The horseshoes are crocheted and a long ribbon is attached in a circle from end to end. The horseshoe is worn upside down over the arm of the bride during the wedding to avoid evil and bring luck to the marriage.

In Jamaica, the traditional wedding style is picturesque and folkloric though some would often describe it as superstitious. On the wedding day, everyone in the village lines the streets to see the bride. If she does not look her best, she is publicly criticised. Dark cakes are carried to the wedding location by a procession of married women wearing white dresses and head-ties. Complete silence is ordained. No one speaks during this solemn procession, and the cakes themselves are covered by white fabric so that the bride does not see them until the day of the wedding. The dark cake is meant to ward off the evil eye and the white fabric to bring good luck and prosperity.



Despite their splendour, traditional wedding customs seem outdated and queer to many of us. We are being blindly governed by digital culture, computerised knowledge and globalised manners. These aspects of our modern times are not all negative, but they might strip us of our cultural specificities and prevent the world from its cultural diversity.

<http://weddings.iloveindia.com/>
http://www.jamaicans.com/culture/articles_culture
<http://mag.weddingcentral.com.au/weddings/>

Reading

1. Choose the correct answer according to the text. Justify your choice.

- The author praises traditional marriage.
- The author criticises traditional marriage.

2. Fill in this chart with information from the text.

Country	Special marriage custom	Purpose
.....		
.....		
.....		

3. Join bits from column A with bits from column B to compose ideas which appear in the text.

A	B
1. Modernity has changed	a. more than one day.
2. In some countries, people still celebrate marriage	b. the way people celebrate marriage.
3. Indians respect and follow all	c. if they do not look beautiful.
4. In Australia, the wedding ceremonial lasts	d. as their ancestors used to.
5. People criticise Jamaican brides	e. aspects of traditional marriage.

4. Answer these questions according to the text.

a. How do the opponents of traditional marriage describe it?

.....

b. What factors have made marriage not celebrated as it was in the past?

.....

c. Is the author optimistic about the future of traditional marriage?

.....

5. Find in the text words meaning almost the same as the following.

a. followed and celebrated (paragraph one) =

b. custom or tradition (paragraph two) =

c. attractive and beautiful (paragraph four) =

d. variety and distinctiveness (paragraph five) =

UNIT 6

CULTURAL VALUES

1. Which preposition goes with which verb to form a phrasal verb?

- | | | | |
|---------|-----------|-----------|-------------|
| a. let | 1. down | f. get | 6. for |
| b. run | 2. of | g. club | 7. after |
| c. go | 3. out | h. take | 8. along |
| d. come | 4. across | i. join | 9. together |
| e. set | 5. away | j. search | 10. in |

2. Which phrasal verb is close in meaning to the given definition?

- | | | | |
|---------------------------|----------------|-------------|---------------|
| a. create, invent: | 1. look after | 2. try out | 3. make up |
| b. disappoint: | 1. let down | 2. kick out | 3. turn down |
| c. make (someone) happy: | 1. come across | 2. cheer up | 3. think over |
| d. discover: | 1. check out | 2. look up | 3. find out |
| e. resemble; seem: | 1. take in | 2. look at | 3. look like |
| f. refuse, reject: | 1. put out | 2. turn up | 3. turn down |
| g. delay, postpone: | 1. let down | 2. put off | 3. turn out |
| h. consider, decide: | 1. look after | 2. try out | 3. think over |
| i. pay an informal visit: | 1. drop in | 2. call in | 3. keep on |

3. Fill in the blanks with phrasal verbs in the list. Pay attention to tenses.

sum up/ tell off/ get on/ shut up/ push around / take after

- a. Mr Anderson her daughter because she promised to tidy her bedroom but didn't do it.
- b. Sam's so rude! He thinks he can people because he's the boss's son
- c. Hans kept interrupting me till I got so frustrated that I told him to
- d. I can my visit to Edinburgh in one word- Super!
- e. I very well with my sister - we spend a lot of time together.
- f. Everyone says that Sue mother - they both have beautiful eyes and long hair

4. One option does not collocate with the phrasal verb. Circle it.

- a. You can take..... off.
- | | | | |
|------------|----------------|----------|---------------|
| 1. a plane | 2. your jacket | 3. a day | 4. your socks |
|------------|----------------|----------|---------------|
- b. You can put on
- | | | | |
|-----------|-------|---------|-----------------|
| 1. weight | 2. TV | 3. work | 4. your clothes |
|-----------|-------|---------|-----------------|
- c. You can look up
- | | | | |
|---------------------------|----------------|-------------------|------------|
| 1. a word in a dictionary | 2. information | 3. a phone number | 4. the sky |
|---------------------------|----------------|-------------------|------------|
- d. Please keep off
- | | | | |
|--------------|--------------|--------------|--------------|
| 1. the phone | 2. the grass | 3. the fence | 4. this land |
|--------------|--------------|--------------|--------------|

Writing

1. Put the parts of this informal letter where they belong in the framework below.

- a. Life is very different in London. I don't know if I'll ever get used to living here. Would you believe that we have to wear a uniform to go to school? It's awful! A blue skirt and a white blouse, not to mention a pair of long white socks. Besides, there is nothing to do in the evening. All the shops close by 4.30 p. m. and pubs are only open till 11 p. m.
- b. Love,
- c. Dear Salma,
- d. 15th April
- e. Sana
- f. That's all for now. I must do my homework for tomorrow's English class. The teacher wants us to write an informal letter to a friend about eating manners in our countries. Please write soon and tell me all the news. I miss you so much.
- g. Oh, how I missed being with you during the holidays this year! I've already made some very nice friends, but don't worry - no one could ever replace you as my best friend! Everything in England is completely opposite to Morocco. But I'm so glad that my stay here will only last until mid-August. Then I'll come home, and you and I can spend nice time together.

	Date
Greeting	
Introduction	
Body	
Final Paragraph	
Closing	
Signature	

1. Words can have different meanings in different contexts. Read the meanings of these words and write in front of each sentence the number of the appropriate meaning.

1. **right** (adj) = correct (right ≠ wrong)
 2. **right** (noun) = one of two opposites (right ≠ left)
 3. **right** (noun) = what we are morally or legally entitled to do or to have. (right ≠ responsibility)

- a. All people have the right to free speech.
 b. All my answers in the exam were right.
 c. If you agree, raise your right hand.....

1. **responsibility** (noun) = duty that you have because of your job, position or situation.
 2. **responsibility** (noun) = If you accept responsibility for something, you agree that you caused it or you

- a. The businessman admitted his responsibility in the degradation of the environment in our area.
 b. One of our responsibilities as citizens is to preserve our environment.

1. **tolerant** (adj) = the quality of allowing people to say and do as they like. (tolerant ≠ intolerant)
 2. **tolerant** (adj) = the quality of being able to bear conditions or treatment without being damaged or

- a. Global citizenship requires people to be tolerant of different cultures and attitudes. ...
 b. The imported brand of trees was not tolerant of the new climate.

1. **citizenship** (noun) = the legal right to belong to a particular country.
 2. **citizenship** (noun) = the fact of belonging to a community and the duties and responsibilities that this brings.

- a. You can apply for Italian citizenship only if you live in the country for 10 years.
 b. Students are introduced to citizenship education from an early age.

2. Match the words or expressions with their definitions.

1. delegate
2. common good
3. treaty
4. city council
5. campaign
6. compromise
7. democracy
8. polling place
9. federalism
10. mayor

a. a plan, method or action taken to win an election or reach a goal
b. a group of elected people who make city laws
c. what is best for the entire community
d. agreement reached after everyone involved accepts less than what they wanted at first
e. person chosen to act for or represent others
f. form of government in which political control is exercised by the people, either directly, or indirectly through their elected representatives
g. form of government in which power is divided between a central government and subdivisions such as state and local governments
h. official elected or appointed to be the chief executive of a city or town
d. place where people vote
e. formal written agreement between two or more countries

ASKING FOR AND GIVING ADVICE

Asking for Advice	Giving Advice
• What do you suggest? • What do you think I should do? • What would you do (in this situation)? • What can I do? • What's your opinion?	• I suggest • I think you should • Maybe you should • Why don't you? • If I were you, I would • You should • You'd better.....

1. Fill in this table with expressions of either asking for or giving advice.

I really feel tired. What do you suggest?	.....
.....	Why don't you go to hospital?
I want to get the best mark in English. What can I do?	.....
.....	You'd better obey your parents and stay at home.
I'm planning to build my website. What's your opinion?	.....
.....	If I were you, I would send application forms to all possible employers.

2. Practice through these situations.

Situation 1:

Your friend wants to go to a party with his/her friends but his/her parents are very strict and will not accept. He/ She asks you for advice. Write a short dialogue making sure you use some of the expressions above to give advice.

Your friend: Hello, I am so upset as my parents won't let me go to the party on Saturday.
What should I do?

You:

Your friend:

You:

Situation 2:

Your friend thinks that he/she is too skinny or thin, and wonders if he/she should do something about it. Write a short dialogue where you exchange asking for and giving advice.

Your friend: Hi. I look too thin and skinny. What.....?

You:

Your friend:

You:

Citizenship and gender equality

Moroccan Centre for People's Rights director Jamal Shahdi spoke with Magharebia about his group's efforts to educate people about citizenship and gender equality.

Magharebia: What are the aims and objectives of your campaign?

Jamal Shahdi: It is a grassroots campaign to raise sensitivity and educate on equality between the sexes, which aims to manage diversity under peaceful, non-violent conditions, as well as to educate about beliefs in diversity, citizenship and human rights in general.



"People in the desert are our priority."

The campaign also aims to present family law and their recent changes, as well as the gaps in the application of these laws. We are meeting with this segment of society in the desert, especially in weekly local markets, because the desert is still marginalised and does not have listening centres like the city. We are aware that desert people are in most urgent need of familiarisation with family laws.

Magharebia: How do you evaluate the level of acceptance among this group of rural women and men? Do you sense agreement and understanding on their part regarding gender equality?

Shahdi: Yes. There is great longing among this group for knowledge of new Moroccan laws. They shift from being completely ignorant of the law to having good familiarity with the subject and an understanding of what benefits and advantages the laws offer.

Mostly what we come up against is an erroneous understanding fed by anti-equality rumours. Some people believe the laws take away men's properties and give them to women, incite young women against their parents' role in marriage and other erroneous things. Our role and our goal is to correct these mistakes and present laws correctly.

Magharebia: What is your assessment of the application of gender equality in Morocco?

Shahdi: There are giant steps. One example is the Secretariat of the State on the Family creating a group composed of civil society, the government and communities to follow laws on combating violence against women and to set up a hotline for women subjected to violence. The Ministry of Education educates about equality from within.

We do not deny that the main problem lies with the application of family law in some courts and among some people unconvinced of the need for equality.

Magharebia: What added value does the centre offer for women's issues?

Shahdi: We certainly contribute with substantial work through our wide-reaching grassroots campaigns. The centre also listens to women who have been subjected to violence, offers them legal and psychological assistance and follows up and monitors reported violations.

Reading

Magharebia: What has the centre achieved after nearly six years of existence?

Shahdi: The centre has organised 24 training courses in co-ordination with the Ministry of Education. It also works with the Secretariat of State on the Family to combat violence against women in Morocco, enters campaigns with numerous international organisations, performs sensitivity-raising operations on citizenship values and family laws, and training law enforcement officials and other groups involved in the field.

1. Choose the correct answer.

The interview is mainly about Centre for People's Rights

- achievements after six years of existence.
- campaign to promote citizenship and gender equality.
- co-ordination with the ministry of education.

2. Match question numbers (1-5) with appropriate expressions (a-e).

Question ...
1
2
3
4
5

is about ...
a. attitudes of rural people towards gender equality.
b. Shahdi's opinion about applying gender equality.
c. centre's realisations since it opened.
d. goals of the campaign.
e. centre's contribution to develop women's rights.

3. Answer these questions.

- a. What values does the Centre for People's Rights promote?
.....
- b. What group of people does the centre target? Why?
.....
- c. Who does the centre cooperate with?
.....
- d. How does the centre help women against violence?
.....
- e. What are the problems that the application of the family law faces?
.....
- f. Why do you think there are still problems of application of the law (or Modawana)?
.....

4. Choose the best explanations for these words or expressions.

- a. 'gender equality' means 'equality between'
(rural and urban areas –old and young people –men and women)
- b. 'a grassroots campaign' means 'a campaign for'
(common people –educated people –wealthy people)
- c. 'longing' means '.....'
(rejection – desire – acceptance)

REPORTED SPEECH

Direct speech	Reported speech
"I work hard"	He said that he worked hard.
"Work hard!"	The teacher told me to work hard.
"Do you work hard?"	The teacher asked me if I worked hard.
"Why do you work hard?"	The teacher asked why I worked hard.

Note:

1. If the sentence starts in the present, there is no change of tenses in Reported speech.
2. When statements are still true, the change of tenses is not necessary.
3. When reporting direct speech, check whether you have to change: pronouns, place and time expressions, and tenses.

1. Complete the following sentences as suggested.

Amal: "I work in a hospital." Amal says that

Amal: "I work in a hospital." Amal said that

Nadia: "The test was difficult." Nadia said that

Omar: "I saw that film in the cinema yesterday." Omar said that

.....

Teacher: "Do your homework for tomorrow." The teacher told the students

.....

Jack: "I'm not hungry now." Jack.....

Tourist: "I have never been her." The tourist said

Tourist: "Is this monument old or new?". The tourist

Tourist: "How old is it?" The tourist

2. Report this dialogue to your school magazine.

Journalist: What are your main interests?

Minister: I am now more interested in citizenship education.

Journalist: Would you define citizenship, please?

Minister: It is a quality through which a person can contribute to the development of his or her country.

Journalist: Are citizens aware of this role?

Minister: Yes, most citizens are aware that they should help developing their country. We do a lot to introduce citizenship in our school.

Journalist: Thank you.

The journalist asked the minister

.....

.....

.....

.....

Write your Curriculum Vitae (CV)?

A resume is a brief and concise (one or two page) summary of your skills, experience and education. A Curriculum Vitae (or CV) is a longer (two or more pages), more detailed summary of your skills, experience and education. It includes a summary of your educational and academic backgrounds as well as teaching and research experience, presentations, awards, honours, affiliations and other details. Curriculum Vitae is used when applying for jobs, positions, fellowships, scholarships or grants.

Include in Your CV: contact information, personal information, employment history, education, professional qualifications, awards, interests, professional memberships

Use this form to write your CV. You can use word processors or special software to format your CV.

CONTACT INFORMATION

Name:

Address:

Telephone:

Cell Phone:

Email :

PERSONAL INFORMATION

Date of Birth:

Place of Birth:

Sex:

Marital Status:

EDUCATION

(Include dates, and details of degrees, training and certification) Example:

Sep 2005 → Present, Al Massira Lycée, 2nd Year Baccalaureate, Science Stream.

.....
.....

EMPLOYMENT HISTORY

(List in chronological order, include position details and dates) Example:

July 2005 → August 2005, STD Corporation LTD, Software installer.

.....
.....
.....

PROFESSIONAL QUALIFICATIONS

(List your certifications and accreditations) Example:

National Computer Lever 3rd Certificate, Network Communication.

.....
.....
.....

AWARDS AND PRIZES

.....
.....
.....

INTERESTS AND HOBBIES

.....
.....
.....

**your
photo
here**

UNIT 8

INTERNATIONAL ORGANISATIONS

Vocabulary

1. Find words in column A which collocate with words in column B.

A		B
1. general	.....	a. conference
2. humanitarian	.....	b. organisations
3. voluntary	.....	c. aid
4. civil	.....	d. states
5. member	.....	e. work
6. non-governmental	.....	f. talks
7. peace	.....	g. society
8. press	.....	h. assembly

2. Read the two sentences to check your understanding of the verbs 'support' and 'condemn', then fill in the chart from the list given.

- a. The United Nations **support** Morocco's initiative to solve the Sahara conflict.
b. All countries **condemn** international terrorism.

denounce - back up - criticise - stand by - sustain - approbate - censure - disapprove of -
deprecate - approve of - object to - side with - assist -

Verbs close in meaning to "support"	Verbs close in meaning to "condemn"
.....	
.....	
.....	
.....	
.....	
.....	

3. Write the words being defined in the space provided.

headquarters - donations - veto - resolution - negotiations - press release

- a. are formal discussions between people who have different aims or intentions, especially in business or politics, during which they try to reach an agreement.
b. refer to money or other things given to a charity or an organisation.
c. A is a written statement about a matter of public interest which is given to the press by an organisation concerned with the matter.
d. is the right that someone in authority has to forbid something.
e. is the principal office of an organisation.
f. A is a formal agreement or decision taken at a meeting by means of vote.

4. Fill in the blanks with words in the list below.

spokesman - scheme - implement - sponsorship - charitable - deputies - partner

The United Nations has received letters of support for its(a)..... to reduce poverty in the world. Most(b)..... have expressed their will to cooperate either with moral support or financial(c)..... The United Nations(d)..... stressed the important role of(e)..... organisations, such as UNICEF and UNESCO, as well as other(f)..... civil associations. The UN Secretary General urged rich countries to offer donations and send staff to help(g)..... the scheme.

5. Put the verbs back where they belong in the passage. Pay attention to tense.

suggest express warn urge

Participants in the climate change forum last March..... (a)..... their pessimism about the future of Earth. They(b)..... that if pollution continued to increase, life on Earth would cease. They(c)..... industrialised countries to save the planet. They also(d)..... to set up a fund for the preservation of the environment.

1. Fill in the chart from the list below.

Unbelievable! Are you serious or kidding? How come? Terrific!
Great! Impossible! Shit! I never expected that!
That's kind of strange! How sad! Extraordinary! Hard luck!

Responding to good news	Responding to bad news
.....	
.....	
.....	
.....	

2. Decide whether these people are responding to good or bad news.

Responses	Good news	Bad news
1. Super! When did that happen?		
2. Dear me! Is it true?		
3. You managed to make it? Incredible!		
4. My goodness! Did she get hurt?		
5. I can't believe my ears! One million dollars?		

3. Complete these exchanges, using appropriate expressions.

a.

Jim: By the way, have you heard of yesterday's plane crash?

Rachel: How many casualties were there?

Jim: Fortunately, no one was killed.

Rachel:

b.

Brian: The UN troops have managed to restore peace and order to Uganda!

Sandra:

Brian: But the cost was a bit high. Several civilians were killed.

Sandra:

4. Use appropriate expressions to respond to these news items.

a. The United Nations' plan to stop war in Nicaragua has failed.

.....

b. UNICEF has agreed to finance some literacy projects in Morocco.

.....

c. The peace process in the Middle East has stopped.

.....

d. Amnesty International appreciated Morocco's autonomy scheme in the Sahara.

.....

MSF



(A)

Médecins Sans Frontières (MSF), an international humanitarian aid organisation, provides emergency medical assistance to populations in danger in wartime or natural disasters. MSF has been setting up emergency medical aid missions around the world since 1971. It covers the most urgent needs of vulnerable populations, irrespective of their race, religion, or political affiliation.

(B)

In countries where health structures are insufficient or even non-existent, MSF collaborates with authorities such as the Ministry of Health to provide assistance. MSF works in rehabilitation of hospitals and dispensaries, vaccination programmes and water and sanitation projects. MSF also works in remote health care centres, slum areas and provides training of local staff. All this is done with the objective of rebuilding health structures to acceptable levels.

(C)

In carrying out humanitarian assistance, MSF seeks also to raise awareness of crisis situations; MSF acts as a witness and will speak out, either in private or in public about the troubles of populations in danger for whom MSF works. In doing so, MSF sets out to alleviate human suffering, to protect life and health and to restore and ensure respect for the human beings. MSF teams travel to faraway places to assist people who have fallen victim to natural or man-made disasters without gaining the attention of the media. Whenever possible, MSF volunteers give interviews and make presentations. MSF offices worldwide facilitate the organisation of gatherings, for individuals and groups who want to speak in their home communities. MSF also mounts exhibitions and, from time to time, releases publications, with the aim of raising awareness.

(D)

It is part of MSF's work to address any violation of basic human rights encountered by field teams. It denounces abuses of human dignity wherever they may take place. It also confronts the political actors themselves, by putting pressure on them through mobilisation of the international community and by issuing information publicly.

(E)

In order to prevent manipulation of MSF's relief activities, MSF maintains neutrality and independence from individual governments. The organisation also tries to ensure that the majority of funds raised for its work comes directly from contributions from the general public. In this way, MSF guarantees equal access to its humanitarian assistance.

www.msf.org

Reading

1. Match these subtitles with the parts (A-E) of the article.

- Raising Public Awareness
- Human Rights Action
- Funds and Impartiality
- Network of Activities
- General Details

Part	Subtitle
A	
B	
C	
D	
E	

2. Answer these questions according to the text.

a. When was MSF established?

.....

b. What is MSF's principal mission?

.....

c. How does MSF help save human rights in the world?

.....

d. How does MSF raise public awareness?

.....

3. Are these statements true or false? Justify your answers.

a. MSF is a human rights organisation.

.....

b. MSF helps only European communities.

.....

c. MSF is non-aligned to any states or governments.

.....

d. MSF sometimes trains local nurses and medical assistants.

.....

4. Find in the text words close in meaning to the following:

a. crisis or urgent situation (paragraph A)=

b. workers; employees; personnel (paragraph B)=

c. lessen; reduce; relieve (paragraph C)=

d. disrespect; abuse (paragraph D)=

e. impartiality; refusal to take sides (paragraph E)=

1. Choose the correct option to complete the sentence.

- a. International organisations try hard to establish peace and welfare., local governments sometimes do not cooperate.

(*Besides* - *Although* - *However*)

- b. UNICEF benefits children in various ways. it makes sure that all children get the protection and education they need.

(*For instance* - *Because* - *All the same*)

- c. an epidemic had spread in some African countries, Médecins Sans Frontières Organisation sent volunteers to the area.

(*As a result* - *As soon as* - *Immediately*)

- d. The United Nations sent troops to stop war in Uganda. peace and security reigned for a while.

(*As a consequence* - *Because* - *However*)

- e. Amnesty International denounces all violations, cases of severe human rights abuse are still noted here and there.

(*In spite of* - *Although* - *Despite*)

2. Make complete sentences by combining phrases from column A and phrases from column B.

A	B
a. Human Rights Watch operates worldwide	1. Therefore, they do not accept donations from states.
b. The Red Cross provides medical aid	2. even if the United Nations calls for
c. NGOs want to maintain their neutrality.	3. diplomacy to solve bilateral conflicts.
d. There are wars in many parts of the world	3. provided it requests it.
e. A country can receive assistance from the United Nations	4. as well as food and clothes in wartime.
	5. despite its limited resources.

3. Rewrite these sentences, using the linking words in brackets.

- a. Thanks to its impartiality, Transparency International is well-regarded by all states. (*as a result*)

- b. Although many NGOs campaign against corruption, this vice grows incessantly. (*nevertheless*)

- c. Médecins Sans Frontières sometimes cannot reach some areas because of danger. (*consequently*)

- d. In addition to the medical assistance it provides, the Red Cross supplies poor people with nutrition and clothing. (*besides*)

- e. Too many casualties have been recorded. However, the two conflicting countries refuse to make peace. (*in spite of*)

1. The application below does not respect the layout of a formal letter. Find out the mistakes.

Noureddine Lamrabate

16- Rue Anassre

Khouribga- 25000

March 22nd

FREE INITIATIVE ASSOCIATION

Boulevard des FAR

N° 14

Khouribga- 2500

Dear Amrani,

I am pleased to submit my letter of interest to participate in your neighbourhood redevelopment project.

Since your association launched its advertising campaign, I have been more enthusiastic to help keep our district clean and peaceful. Such a goal can only be achieved by taking action. And that is what your project is all about: community action.

Over the last few years, I have volunteered in many similar projects and campaigns. I have accordingly acquired a great deal of expertise. I also possess a couple of personal qualifications and interests which would make me eligible to take part in your project. I enclose herewith a copy of my CV for you reference.

Looking forward to receiving your approval of my candidature.

Yours faithfully,

Noureddine

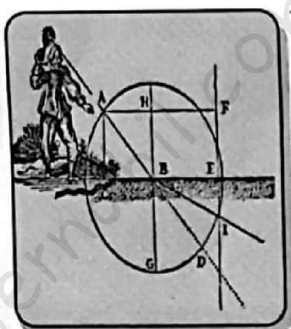
2. Now, write your own application to the FREE INITIATIVE ASSOCIATION to volunteer in its project. Here are some guidelines to follow:

- Respect the formalities of an application.
- Express your interest to participate in the project.
- Talk about your personal qualifications.

2. These sentences are wordy. Rewrite them in more acceptable English.

- I am sending this letter to you with the hope to join your campaign for clean air.
.....
- Citizens should take action in order to try to find new ways of fighting pollution.
.....
- I am a concerned member of this community, and I have decided to support all initiatives which aim at making our districts cleaner, more peaceful and free from crimes.
.....
- Please do not hesitate to contact me at my cell phone 061558899 if you think it is necessary to get further information.
.....

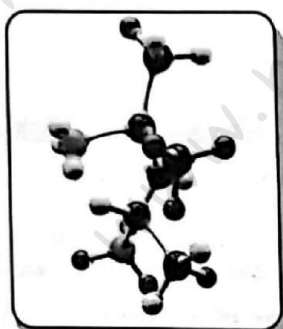
1. These pictures represent branches of science and technology. What do they represent?
Write a legend under each picture.



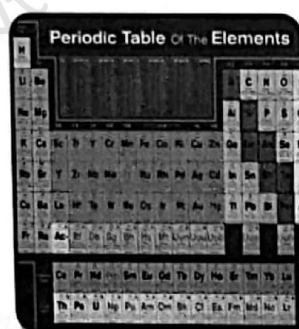
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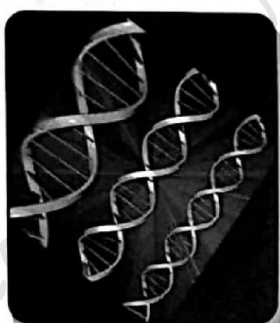
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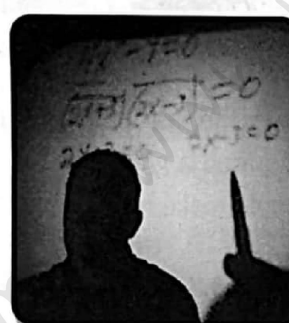
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.....

2. Fill in the blanks with an appropriate word from the list.

Biology – chemistry – Physics – Economics – Psychology – Astronomy – Palaeontology - Mathematics

a..... is a social science that studies the production, distribution and consumption of goods and services. It is the science of man's resources and wealth.

b..... is the science of human behavior, the mind, and mental processes in humans and animals and their interaction.

c..... studies how living things grow, feed, move, reproduce, and change over long periods of time.

d..... is the science dealing with all the celestial objects in the universe, including the planets and their satellites, comets and meteors, the stars...etc

e..... is the study of elements that form substances like atoms, particles, molecules, etc

f..... is the science of matter and energy, including light, sound, electricity, magnetism, radiation, and motion.

g..... is the study of numbers, shapes, logic, size, structure, order, and other relationships among quantities.

h..... is the scientific study of life-forms existing in former geological time periods.

Expressions of certainty and uncertainty

Expressions of certainty	Expressions of uncertainty
...undoubtedly...	can
It is crystal clear...	could
...sure ...	may
No one can deny....	probably
	doubt
certainly, definitely, probably, , surely	think

1. Underline expressions of certainty or uncertainty. Notice how these expressions are used.

Millions of Consumers will probably turn to the Internet to buy health care goods and services in the next few years. My study shows that the biggest obstacle to this growth may be merchants' failure to convince people that selecting goods with the click of a mouse is easier than going to a store. It is crystal clear that consumer spending for online health goods and services will increase. No one can deny that the growth will be faster after consumers become used to shopping online. My survey of 167 students definitely showed that nearly half found it easier to shop in a traditional drug store. Probably online health care spending will always trail other types of e-commerce. For example, it is a well-known fact that most profits from online stores are made from the sales of personal computers. Everyone knows that people are surely more likely to buy computers than other products online.

<http://home.ust.hk/~autolang/logic.htm>

2. Use an expression of certainty or uncertainty to give your opinion about the following future claims.

- Humans will be able to live in the moon in 6 years.
- We will cure all diseases next century.
- The earth will be a safe place in ten years from now.
- Our cars will be self driven in no more than 6 years.

3. Look at this car and predict what future cars will be like.

Use expressions from the above chart.

Example: Future cars will probably use nuclear power.



MICROSOFT



Bill Gates

Nowadays, Bill Gates is one of the richest and most powerful businessmen in the world. Early in 1975, Bill and his friend Paul Allen, both undergraduates at Harvard University, ordered a "personal computer" from a popular electronics magazine. When it arrived, they had to assemble the different parts and try to make it work. In less than one month, Bill and Paul had written their first computer language, BASIC, and sold it to the manufacturer MITS. One month later, Paul Allen was appointed Director of Software at MITS and formed with Bill a partnership under the name Microsoft.

By July 1975, they had already developed version 2.0 of their BASIC software. Two years later, Microsoft published its second computer language, which was called FORTRAN. For the next few years, Microsoft produced further computer languages including COBOL and Pascal, but their big breakthrough came in 1981 with Microsoft MS-DOS. In 1983, they launched the first Microsoft word processing program, Microsoft Word. In the same year Microsoft announced Windows, an extension of MS-DOS which provided a graphical "point and click" operating environment. Even though the early version of Windows did not work very well, most computer users were happy with it.

By 1985, Microsoft was celebrating its tenth anniversary with annual sales of \$140 million. The following year, Microsoft Excel, a spreadsheet package for Windows was published. Over the following years, Microsoft continued to grow and by 1993 10 million people around the world were using Microsoft Word in its various versions. More than 90% of personal computers now use Microsoft products: Windows and MS Office. On January 30, 2007, Microsoft released worldwide to the general public its latest version of Windows Vista. The release of Windows Vista comes more than five years after the introduction of its predecessor, Windows XP, making it the longest time span between two releases of Microsoft Windows.

Many people in the computer world have pointed out that Microsoft has never been a great innovator in software. Most of their best products have been developed from ideas created by others. The success of the company, they say, has been based on the public's need to use common software and Microsoft has to frequently defend its business practices in the US courts.

Adapted from <http://archive.1september.ru>

1. Choose the correct answer according to the text.

The main purpose of the writer is to

- a. criticise Microsoft for using ideas developed by others.
- b. show the chronological development of Microsoft.
- c. tell the readers about the life of Gates and Allen.

Reading

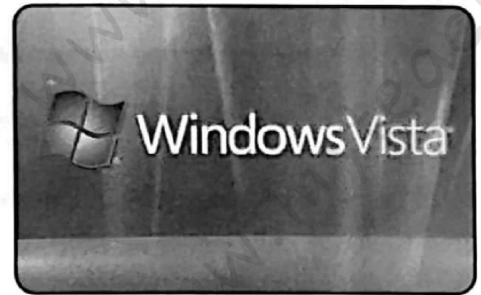
2. Match these titles with the corresponding paragraphs.

Titles
Criticism of Microsoft
Birth of Microsoft
1st programs by Microsoft
Popular Microsoft programs

Paragraphs
Paragraph 1
Paragraph 2
Paragraph 3
Paragraph 4

3. Answer the questions.

- Who is Paul Allen?
- How old is Microsoft?
- How is Windows different from MS DOS?
- What are the most successful products of Microsoft?
- Why do some people criticise Microsoft?



Windows Vista

4. Complete the following sentences.

- Bill and Paul wrote their first computer language, BASIC after.....
- In 1997, Microsoft
- The majority of computers in the world are.....

5. Fill in this chart as suggested.

Dates	Events
In 1975,	Bill and Paul ordered a computer from a magazine.
In 1977,	
In 1981,	
In 1983,	
In 1986,	
In 1993	
In 2007,	

6. BASIC, FORTRAN, COBOL, and MS DOS are acronyms for computer programs. Use the following words or expressions to find out what they stand for.

Formula, All-purpose, Symbolic, Code, Business-Oriented, Disk, System, Translating, Beginner's, Common, Instruction, Language, Micro Soft, Operating.

BASIC =

FORTRAN =

COBOL =

MS DOS =

CONDITIONAL TYPE 3

Structure	Usage
If I had worked hard, I would have succeeded. If + past perfect, would/could/might...+ have + past participle.	to comment or describe events or actions that happened in the past. The condition in the if-clause was not met (I didn't work hard!), so the action in the main clause could not happen (I didn't succeed).

1. Choose the correct phrase to complete the sentences.

a. If I had known about your health problems, I

- would help you.
- will help you.
- would have helped you.

c. Our team would never have won the cup if

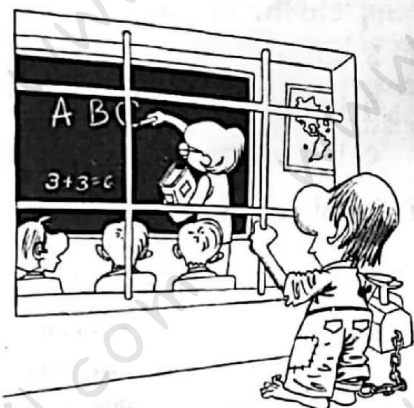
- they didn't change the coach.
- they hadn't changed the coach.
- they don't change the coach.

b. You wouldn't have got fever if you

- had been more careful.
- were more careful.
- are more careful

d. If you had parked your car in a safe place,

- it would never have been stolen.
- it will not be stolen
- it would not be stolen.



If I hadn't dropped out of school.....



I would have bought that house last year if I

e. They would never have gone on war if they

- are tolerant.
- were tolerant.
- had been tolerant.

Grammar

2. Put in the correct verb form.

- If we had taken our cameras, we (to take) nice photos.
- If the weather (to be) better, we could have gone on an excursion.
- We could have gone abroad, if we (to have) more money.
- We wouldn't have bought the new car, if the old one (not to break) down.
- If the train had come earlier, we (to arrive) on time.

3. Write conditional sentences based on the following situations.

- Your neighbour drove fast from work; she had an accident.
- You stayed late at night; you didn't get up early.
- You got good marks in the exam; your teacher was happy.
- You didn't watch TV yesterday; you missed the news.
- Your friends didn't come to your party; you were sad about that.

wish sentences

Structure	Usage
wish + simple past I wish I were on holiday now (I still work!).	To express a desire or a regret for a situation that does not exist in the present.
wish + past perfect I wish I had gone on holiday last summer (I worked last summer!)	to express a wish about a past situation .

1. Complete the following sentences.

- I'm sorry I can't help you; I'm very busy. I wish
- We live in a small apartment. We wish.....
- Nadia was absent from the wedding ceremony. She wishes.....
- John is obese. He wishes.....
- I lost my purse and I had to walk all the way home. I wish

HOW TO WRITE GOOD ESSAYS

1. Follow these basic rules to write good essays:

- ✓ Read the essay question very carefully.
- ✓ Write your ideas about the topic in short expressions or just words.
- ✓ Write a topic sentence for your essay.
- ✓ Write supporting sentences.
- ✓ Write a conclusion.
- ✓ Write short sentences (one idea per sentence, not more than 20 words in a sentence).
- ✓ Keep your paragraphs short (not more than 5 sentences per paragraph).
- ✓ Organize your sentences in a logical way.
- ✓ Use linking words to make your essay coherent.
- ✓ Check your spelling, grammar and punctuation.
- ✓ Read your essay out loud to yourself and make any necessary changes.



2. Practice through this essay:

"Many young people do not exercise their right to vote. They do not think that voting is important for them. Some think that one vote does not make a difference so why should they bother. Often elections are decided by a very small percentage of those eligible and registered to vote. Write an essay for an e-magazine or in your blog to explain to youths the value and importance of voting."

Writing

(Write a good opening/topic sentence. Make your sentence interesting to the reader. For example, "Let not other people decide for us in the elections" is more interesting than "Voting is important for us".)

(Write supporting ideas for your topic sentences. Think of three reasons why young people should vote. Give examples from elections or of young people engaged in elections.)

(Summarize your ideas in one or two sentences. Your concluding sentences should be different from your topic sentences though similar in content and ideas)

1. Match the words in column A with those in column B to form collocations.

A	B
a. reconstruct	1. technology
b. set up	2. emigration
c. developed	3. gain
d. tempting	4. of living
e. brain	5. resources
f. information	6. crisis
g. standards	7. a business
h. clandestine	8. economy
i. human	9. countries
j. economic	10. salaries

2. Match the words on the left with their approximate antonyms on the right.

A	#	B
a. advanced	6	1. disgusting
b. artificial		2. arrival
c. high		3. inexperienced
d. reducing		4. minute
e. tempting		5. natural
f. loss		6. basic
g. skilled		7. gain
h. national		8. low
i. departure		9. local
j. immense		10. rising

3. Put the words between brackets in the correct form.

- (law) _____ immigrants create excess costs for lawful taxpayers and do not contribute to the well being of society.
- (government) _____ measures should be taken to stop this clandestine emigration.
- Canada requires proof of (profession) _____ qualifications, such as licenses, certificates, degrees, and/or records of employment to apply for a visa.
- Despite being skilled, emigrants are not easily (integrations) _____ in the host countries.

4. Fill in the blanks with the appropriate words from the list below.

degrees - developed - opportunities - scholarship - measures
overseas - statistics - graduates - tempting - loss

Studying abroad is a double-edged sword. It expands education _____ while at the same time it induces the risk of brain drain. It is a big _____ for a developing country when talented students, who are sent _____, choose to work there instead of coming back to their own country. According to some _____, only one third of students who go to foreign countries on a national _____ program in the fields of information and communications, choose to come back after receiving their _____. Patriotism alone can't bring students back home. Courageous _____ should be taken by home countries to make these students come back. Only when these _____ are convinced that they can live their dreams at home will they return. Otherwise, they will not be able to turn down the _____ job offers in _____ countries and come home.

Regret takes different forms as shown in the table below.

Expressions of regret	Use	Examples
- if only + Past perfect - Conditional Type 3: if + past perfect + would have + PP - should have + PP	We did or said something in the past, but we regret having done it.	- If only my friend hadn't emigrated abroad. - If he hadn't emigrated abroad, he wouldn't have felt homesick - He should have looked for a job in his country.

1. How do the following people express their regrets? Use the expressions mentioned in the table above.

a. France consulate refused to give me a visa last year. I couldn't travel to France.

b. My brother couldn't integrate in the Italian community because of the language.

c. An African emigrant couldn't resist cold weather in Canada.

d. Brahim emigrated to the USA but could not find work.

e. My neighbour graduated from a university in Australia and came back to Morocco, but Moroccan universities did not acknowledge his degree.

f. Last year, I wanted to go to France to continue my studies, but my parents refused.

g. Some Moroccan people went to Europe illegally. They felt homesick and couldn't come back.



2. Rewrite the following sentences using conditional type 3. The first one is done for you.

a. *If only I had got a Green Card Visa.*

If I had got a Green Card Visa, I would have gone to the USA to improve my life conditions.

b. If only my friend had continued his studies abroad.

If

c. If only my uncle hadn't refused the job and hadn't emigrated.

If

d. If only my uncle hadn't married a French women.

If

e. If only his children had been educated in Morocco.

If

3. Ali regrets some terrible situations while he was abroad. Complete his regrets following the example.

a. *I went abroad and I forgot to take some photos of my family.*

I should have taken some photos of my family.

b. I didn't write any letter nor phoned my family in Morocco.

.....

c. I didn't send any money to help my family in the cost of life.

.....

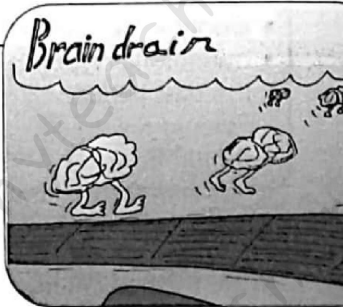
d. I didn't apply for any job there.

.....

e. I didn't continue my studies there.

.....

The new striking sound is being made by highly skilled people leaving developing countries and heading to the developed world. Such a migration is referred to as “brain drain”. As demographers point out in their research, nearly one in 10 tertiary-educated adults (those with some university or post-secondary schooling) who are born in the developing world — between a third and half of the developing world's science and technology personnel — now live in the developed world.



The key question is what should be done to get out of this dilemma. The spontaneous response, which is most frequently aired, is to try to plug the drain. Stopping the flows seems to make sense: the departure of these key workers hurts the sending countries, so reducing the scale of emigration should ease the pain. Moreover, there is a need to devise measures that recognise that greater mobility. **This** is likely to be the most sustainable and efficient response over the long term. However, this approach presents an immense challenge: how to tap into the immense economic and other benefits that migration can deliver for individuals and receiving countries, while simultaneously ensuring that sending countries also benefit.

While it is easy to identify the ways in which brain drain can hurt economic development, it is worth noting that some of those who migrate often return with greater skills. Some of those who move from a developing country have received education elsewhere. By staying away after they finish studying, these students may not fulfil the potential contribution they could make to their countries of origin. However, the cost of **their** departure, at least in terms of the public winnings in the sending country, may not have been large.

In some cases, those who leave have been unemployed or underemployed at home, so their departure may not actually result in a huge loss to the sending country. For instance, the Philippine government continues to support its temporary contract-worker program so that unemployed, skilled workers can find work abroad. In **others**, the departure of skilled workers is compensated for by the arrival of skilled workers from another country. The classic case of this domino effect is of South African doctors moving to developed countries while being replaced by Cuban doctors.

<http://www.migrationinformation.org/>

1. Read the text and fill in this chart.

Topic	.....
Main idea	.....
Sub-ideas	..... ..... .....
Suggested solutions to brain drain	..... ..... .....

Reading

2. Read again and choose the best explanation according to the context.

- a. Striking: (outstanding - unusual - prominent)
 b. Dilemma: (phenomenon - drawback - impasse)
 c. Fulfil: (fill - stop - accomplish)

3. Which of the following are facts, which are opinions and which are examples.

Fact	Example	Opinion
.....		
.....		
.....		
.....		
.....		

- a. Demographers point out that 10% of skilled workers from developing countries live in the developed world.
 b. Countries of origin benefit from emigrants.
 c. Emigration may not result in a huge lost to the sending country.
 d. South Africa suffers from brain drain
 e. Some experts think that brain drain will turn into brain gain.

4. Go back to the text and decide what the underlined words in the text refer to.

- a. This (paragraph 2):
 b: their(paragraph 3):
 c. Others (paragraph 4):

5. What is the attitude of the writer towards "brain drain"? Justify your choice.

- ☐ For
☐ Against
☐ Neutral



6. Fill in the blanks with words from the text.

If _____ is not always bad, then limiting the movement of highly _____ people may not be necessary. Indeed, measures that restrict mobility are not the most effective responses to the cause or _____ of brain drain. Yet, some experts think that brain drain hurts the economy of _____ countries. To solve this problem, _____ professionals in several sectors (notably health and in education) must have access to _____ with tempting salaries in their countries of _____.

7. A suitable title of the text can be

- a. The impacts of brain drain on developed countries
 b. The Impacts of drain drain on developing Countries
 c. The dilemma of brain drain

Restrictive and Non-restrictive clauses

Form	Examples	Use
Restrictive Clauses	Students who neglect to complete their assignments will receive failing grades.	A restrictive clause provides essential information about the subject of a sentence: it restricts the meaning of a sentence by identifying the specific qualities of the noun or pronoun. Restrictive clauses are dependent clauses that begin with relative pronouns (who, whom, that, whoever, whomever, whichever) and are not surrounded by commas.
Non-restrictive Clauses	The two neglectful students, who did not complete their assignments, will receive failing grades.	A Non-restrictive clause provides descriptive information that isn't essential to the meaning of the sentence. Non-restrictive clauses are dependent clauses that begin with relative pronouns (who, whom, which, whoever, whomever, whichever) and are surrounded by commas.

1. In each of the following sentences, label the imbedded clause as restrictive or non-restrictive and add commas accordingly.

Example:

Restrictive → The academy decided to give the students who failed a second chance.

Non-restrictive → Virginia Woolf, the English writer, suffered a mental breakdown at the end.

- Driss Chraïbi who is a famous Moroccan writer player spent his life in France. →
- Most Moroccan writers who live in France write in French. →
- immigrants who are without jobs are going to be given priority. →
- Jim Davis who drew Garfield the cat America loves is a great cartoonist. →
- The student union which is a meeting place for all students stands at the centre of the campus. →
- Students whose grades are higher may be given a scholarship in France. →

Restrictive clauses are like a cat's tail rather than a lizard's tail. If you pull a cat's tail, it does not come off. It just makes the cat very angry.



Grammar

2. Complete the sentences with the appropriate relative clauses in the following list.

- a. *which impresses me the most about America*
- b. *whose main concern is to search for experts from different countries*
- c. *who used to be a secretary for the President*
- d. *who dresses like a teenager*

1. Canada is a country
2. The thing is the way parents obey their children.
3. An older person is often an object of ridicule or pity.
4. Professor Villa,, can type 132 words a minute.

3. Work together to expand the following story by using as many non-restrictive clauses as you can. Feel free to make a funny story!

Peter lives in France. He took an airplane to New York to visit his sister. His sister lives in New York. When he arrived at the airport, an old man asked him a question. The man was standing near the reception. Peter gave a short reply and the man invited him for a drink. Peter accepted, and after he had the drink, he caught the airplane. The airplane flew to New York immediately. When he got to his sister's apartment, his sister invited him into the living room. As he entered the room, he was surprised to see the same man. Peter finally realised that the man was his sister's husband. The man was flying with him.

Peter who

.....

.....

.....

.....

.....

.....

.....

1. Abdullah Shehata is professor of economics at Cairo University. He suggested some solutions to stop brain drain. Read and answer what he suggested the questions below.



"..... I suggested various solutions to the brain drain problem which have depleted us of some of our most valuable resources, human capital. First, governments of countries of origin should establish a network linking with their emigrants community to exchange useful information with their motherland. Second they have to attract their skilled students who study abroad to return to their country, by promoting scientific research projects essential to their work. Third, they ought to create a scientific and technological environment that enables scientists to promote further development. What they are doing now is that they are just busy wasting their money on discovering young singers, as if we can use their talents in developing our countries. Finally, I urge all these professionals who are abroad to come back to their countries as soon as possible."

Abdullah Shehata

- a. How many solutions does Shehata propose?
What are they?

.....

.....

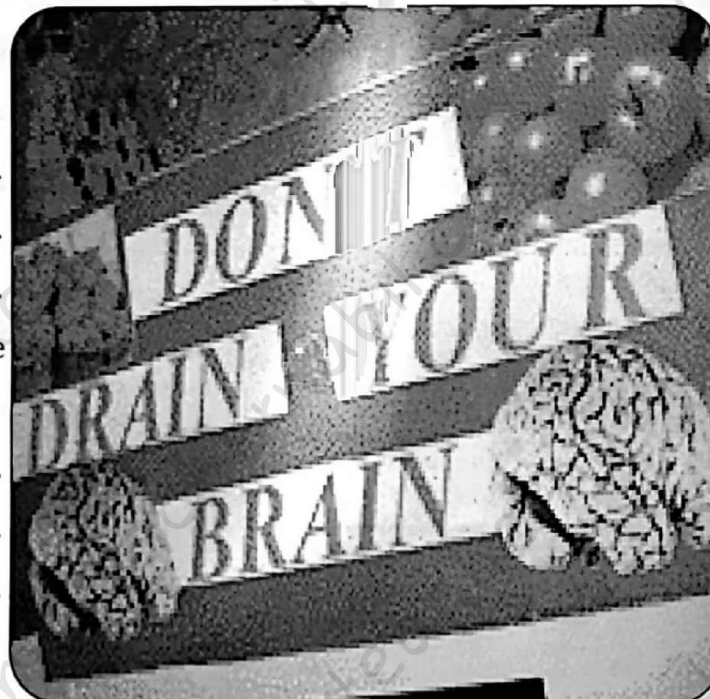
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- b. According to Shehata, is brain drain positive or negative? Explain.

.....

.....

.....



Writing

2. Do you agree with Shehata? Write an e-mail to him at (weeklymail1@ahram.org.eg) sharing his opinion or rejecting his suggestions. Give convincing arguments.

Home

Inbox 0 messages

Compose

Options ▾ | Help ▾

Send

Attach

Save Draft

Spelling ▾

Chat

Cancel

To: weeklymail1@ahram.org.eg

Hide BCC

Cc:

Bcc:

Subject:

Rich Text

Dear Mr. Shehata,

.....

.....

.....

.....

.....

.....

.....

Reagards.

+

◀

▶

📅

TODAY: WED, 4/7 - FRI, 31/8 No events

Function Reference

Functions	Expressions	Examples
Expressing Opinions	I think/believe/guess ... In my opinion/In my view ... For me, As far as I am concerned, ... As I see it, ...	In my opinion, fashion is a complete waste of time, money and resources.
Agreeing	I agree with you. I totally agree with you. I share your point.	I share your view.
Disagreeing	I disagree with you. I don't agree. I can't agree.	I can't agree with you on that.
Complaining	I have a complaint about... I 'm sorry to bother you, but... May be you forgot to... I think you might have forgotten to... There may have been a misunderstanding about... Don't get me wrong, but I think we should ...	Sorry to say this, but you are talking loudly.
Asking for advice	What should I do? What do you think I should do? What ought I to do? What do you advise?	I can't sleep at night. What should I do?
Giving Advice	I think you should ... You had better ... You ought to ... If I were you, I would ... If I were in your shoes, I would ...	You'd better drink hot milk.
Apologising	I am awfully sorry.. I've done a silly thing. I didn't mean to do it. I'm really ashamed of what I did. I'm sorry about what happened.	Teacher: Why didn't you do your homework? Students: Sorry, I had a terrible headache.

Function Reference

Expressing Certainty	I am certain. Definitely. Certainly / Surely. Without doubt.	Clearly, a coeducational environment promotes understanding between boys and girls.
Expressing Uncertainty	I'm not sure. Maybe / Perhaps /	
Making Requests	Could you....., please? Would you mind ....ing, please? Can you, please?" Do you mind if... ?	Would you mind if I turned up the heating?
Expressing lack of understanding and asking for clarification	Give us / me an example. Could you possibly give us / cite an example? Are you able to give an(other) example of that point? I wonder if you could give an illustration? For example? Would you have an illustration/example of what you mean? For instance?	I didn't understand what you said about the project. Explain to us again.
Responding to good news	Unbelievable! Are you serious or kidding? Terrific! Great! Extraordinary!	Great! I never expected you'd succeed.
Responding to bad news	I never expected that! That's kind of strange! How sad! Impossible! Shit! Hard luck ! How come?	Hard luck! We lost the match.
Expressing regret	If only ... I regret... It's a pity I didn't ... I should have ...	If only we had won the match.

Idiomatic Expressions

Idiom	Meaning	Examples Sentence
to have ants in one's pants	unable to sit still or remain calm out of nervousness or excitement	Laura had ants in her pants the day before her exams.
a cat nap	a short sleep	I'm going to have a cat nap while you're cooking dinner.
the cat's got one's tongue	said about someone who doesn't speak (usually due to shyness)	Has the cat got your tongue , Lisa? You are so quiet.
to chicken out	to decide not to do something out of fear	I was going to take a ride on Peter's motorcycle, but I chickened out when he gave me a helmet to wear.
a copy cat	a person who does the same thing as someone else	My sister is such a copy cat . First she bought the same bike as me, and now she wants to take up tennis as I do.
dog days	very hot days	I sleep in the basement during the dog days of August.
dropping like flies	dying/giving up quickly	My roses are dropping like flies in this early frost.
fishy	odd, suspicious	I knew something fishy was going on when I saw my friends laughing.
to have a cow	get extremely upset (often over something minor)	My teacher had a cow when he realized nobody had done the homework.
to hold your horses	wait and be patient	Hold your horses! I'll come in a minute.
holy cow!	Wow, I'm surprised!	Holy cow! I can't believe you ate everything on your plate.
to horse around	play roughly	If you're going to horse around , please go outside.
to get the lion's share	get the greatest percentage	My aunt got the lion's share of the inheritance.

Idiomatic Expressions

in the dog house	in trouble with another person	I don't think Marsha is coming out tonight. She's still in the dog house for forgetting Aaron's birthday.
to kill two birds with one stone	get two things done at once	If you pick the groceries up when you drop Jeff off for his appointment, you will kill two birds with one stone .
let the cat out of the bag	reveal a secret	Who let the cat out of the bag about the surprise party?
a little bird told me	I heard something (usually secretive or unknown) from someone (not named)	A little bird told me that you are thinking of quitting your job.
monkey see, monkey do	silly/unintelligent people tend to copy each other's actions	Our little son is saying bad words now. I told my husband, " Monkey see, monkey do! "
to pig out	eat a lot of something	I pigged out on cakes, so I don't have room for lunch.
raining cats and dogs	raining heavily	I forgot my umbrella, and it was raining cats and dogs .
rat race	fierce, competitive struggle for power, position etc	I'm ready to leave this rat race and retire in Mexico.
to smell a rat	begin to suspect trickery etc	I asked my brother not to tell my parents that I went out, but I could smell a rat as soon as I opened the door.
straight from the horse's mouth	directly from the original source	I know you're getting married, because I heard it straight from the horse's mouth .
to take the bull by the horns	face a challenge or danger boldly	If you really think you deserve a promotion, you'll have to take the bull by the horns .
until the cows come home	for a very long time	I could eat pizza and ice-cream until the cows come home .

Modal Glossary

Modal	Use	Examples
can	ability to do something in the present (to be able to) permission to do something in the present (to be allowed to) request offer suggestion possibility	I can speak three languages. Can I go out? Can you wait a moment, please? I can lend you some money if you want to. Can we visit Grandpa at the weekend? It can get very hot in our area in August.
could	ability to do something in the past (substitute form: to be able to) polite question polite request polite suggestion possibility	We could travel as often as we wanted. Could you wait a moment, please? I could lend you my car till tomorrow. Could we visit Grandma at the weekend? It could rain this afternoon.
may	possibility permission to do something in the present (substitute form: to be allowed to) polite suggestion	It may rain today. May I go to the cinema? May I help you?
might	possibility (less possible than may) hesitant offer	It might rain today. Might I help you?

Modal Glossary

Modal	Use	Examples
must	necessity	I must go shopping.
	certainty	You must be tired.
	advice, recommendation	You must revise for the exam.
must not may not	prohibition	You mustn't cheat in exams. You may not bring your pet to school.
need not	not necessary	I needn't go to the supermarket, we're going to the restaurant tonight.
ought to	advice	You ought to drive carefully in bad weather.
	obligation	You ought to switch off the light when you leave the room.
should	advice	You should to drive carefully in bad weather.
	obligation	You should to switch off the light when you leave the room.
will	wish, request, demand, order	Will you please shut the door?
	prediction, assumption	I think it will rain on Friday.
	promise	I will call you tomorrow.
	spontaneous decision	Can somebody drive me to the airport? - I will.

Prefix Glossary

Prefix	Explanation	Examples
ante-	before, preceding	antecedent
anti- (also ant-)	opposing, against, the opposite	anti-aircraft, antibiotic
com- (also co-, col-, con-, cor-)	with, jointly, completely	combat, codriver, collude, confide, corrode
contra-	against, opposite	contraceptive
counter-	opposition, opposite direction	counter-attack, counteract
de-	down, away	descend, despair, deduct
dis- (also di-)	negation, removal, expulsion	disadvantage, dismount
ex-	out previous	exit, exclude ex-wife
extra-	outside, beyond	extraterrestrial
hemi-	half	hemisphere
hyper-	beyond, more than, more than normal	hypodermic
in- (also il-, im-)	not, without	infertile, inappropriate, impossible
infra-	below	infrastructure
inter-	between, among	interact, interchange
intra-	inside, within	intramural, intravenous
non-	absence, negation	non-smoker, non-alcoholic

Prefix Glossary

Prefix	Explanation	Examples
out-	surpassing, exceeding	outperform, outrank
over-	excessively, completely	overconfident, overjoyed
post-	after in time or order	postpone, postcolonial
pre-	before in time, place, order or importance	pre-adolescence, prelude, precondition
pro-	favouring, in support of	pro-African
re-	again	repaint, reappraise, reawake
semi-	half, partly	semicircle, semi-conscious
trans-	across, beyond	transnational, transatlantic
	into a different state	translate, transform
un-	not	unhappy, unreal,
	reverse or cancel action or state	undo, unplug, unmask
under-	beneath, below	underarm, underpaid
	not enough	underdeveloped

Irregular Verbs

Base Form

Simple Past Tense

Past Participle

Base Form

Simple Past Tense

Past Participle

be	was, were	been	lose	lost	lost
bear	bore	borne	make	made	made
beat	beat	beaten	mean	meant	meant
become	became	become	meet	met	met
begin	began	begun	mislead	misled	misled
bite	bit	bitten	mistake	mistook	mistaken
bleed	bled	bled	overdo	overdid	overdone
blow	blew	blown	overtake	overtook	overtaken
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
broadcast	broadcast	broadcast	read	read	read
build	built	built	rid	rid	rid
burst	burst	burst	ride	rode	ridden
buy	bought	bought	ring	rang	rung
cast	cast	cast	rise	rose	risen
catch	caught	caught	run	ran	run
choose	chose	chosen	say	said	said
come	came	come	see	saw	seen
cost	cost	cost	seek	sought	sought
cut	cut	cut	sell	sold	sold
deal	dealt	dealt	send	sent	sent
dig	dug	dug	set	set	set
do	did	done	shake	shook	shaken
draw	drew	drawn	shine	shone	shone
dream	dreamed/dreamt	dreamed/dreamt	shoot	shot	shot
drive	drove	driven	shut	shut	shut
drink	drank	drunk	sing	sang	sung
eat	ate	eaten	sink	sank	sunk
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	speed	sped	sped
find	found	found	spell	spelt (spelled)	spelt (spelled)
fly	flew	flown	spend	spent	spent
forbid	forbade	forbidden	split	split	split
forget	forgot	forgotten	spread	spread	spread
forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got	stick	stuck	stuck
give	gave	given	sting	stung	stung
go	went	gone	stink	stank	stunk
grow	grew	grown	strike	struck	struck (stricken)
hang	hang (hanged)	hung (hanged)	swear	swore	sworn
hear	heard	heard	sweep	swept	swept
hide	hid	hidden	swim	swam	swum
hit	hit	hit	swing	swung	swung
hold	held	held	take	took	taken
hurt	hurt	hurt	teach	taught	taught
keep	kept	kept	tear	tore	torn
knit	knit (knitted)	knit (knitted)	tell	told	told
know	knew	know	think	thought	thought
lay	laid	laid	throw	threw	thrown
lead	led	led	understand	understood	understood
learn	learned/learnt	learned/learnt	wake	woke	woken
leave	left	left	wear	wore	worn
lend	lent	lent	weave	wove (weaved)	woven (weaved)
let	let	let	weep	wept	wept
lie	lay (lied)	lain (lied)	win	won	won
light	lighted/lit	lit	write	wrote	written

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