

المراجعة النهائية للغة الانجليزية في البكالوريا

2020

- * الشعب الأدبية : آداب وفلسفة و آداب ولغات أجنبية
- * ملخصات الدروس وحلول تمارين الكتاب المدرسي
- * أسئلة البكالوريا

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- * Final Revision of English For BAC
- * Summary of Lessons
- * Typical BAC Questions

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1	Exploring the past استكشاف الماضي	Ancient civilizations الحضارات القديمة
2	ill-gotten gains never prosper المكاسب غير مشروعة لا تزدهر أبداً	Ethics in business الأخلاق في الأعمال التجارية
3	Education in the world: التعليم في العالم	Schools different and alike المدارس مختلفة ومتشابهة
4	We are a family! إننا عائلة	Feelings and emotions المشاعر والعواطف

UNIT ONE: Exploring the past (Ancient civilizations)

VOCABULARY

Ancient قديم

Civilization الحضارة

Greek الإغريق

Egypt مصر

Sumer سومر

Sumerian السومرية

Babylon بابل

Babylonian البابلية

Babylonia بابل

Indus Valley وادي الأندس

Flourished ازدهرت

Mesopotamia بلاد ما بين النهرين

Invade غزا

Invasion غزوة

Rise يرتفع يظهر ينشأ

Rose ظهر

Flourish يزدهر

Fall يسقط بنهار

Fell سقط انهار

Ruins آثار

Refinement التتقيح

Architecture هندسة معمارية

Law القانون

Lifestyle أسلوب الحياة

Culture الثقافة

Literature الأدب

Had to كان يجب أن

Did not have to لم يتوجب أن

Was/were able to كان قادر على

Was/were not able to كان غير قادر على

Was / were unable to كان غير قادر على

Used to اعتاد أن

Did not use to لم يعتد أن

Used to live اعتاد أن يعيش

Used to hunt اعتاد أن يصيد
 Used to farm اعتاد أن يزرع
 Used to migrate اعتاد أن يهاجر
 Were able to survive استطاع أن يبقى حيا

Rise ينشأ	Flourish يزدهر	Fall يسقط
originate ينشأ start يبدأ begin يبدأ emerge ينشأ	mature ينضج develop يتطور evolve يتطور expand يتمدد spread ينتشر prosper يزدهر bloom يزدهر	decline يسقط collapse ينهار vanish يختفي disappear يختفي

- Nile النيل
- Contribute يساهم
- Contribution مساهمة
- Geometry هندسة
- Drinking الشرب
- Irrigation السقي
- Rivers الأنهار

- الأفعال مع أدوات: verbs with prepositions
- consisted of يتكون من
- contributed to يساهم في
- interested in مهتم بـ
- depended on يعتمد على
- used for يستخدم في
- derived from يستخلص من

WRITING

- Modern civilization has kept changing at fast pace :
 - What people used to do/had to do/were able (were not able) to do a century ago?
 - A. Beliefs/customs/traditions/myths.
 - B. Lifestyles: clothes, food, drink, transport.
 - C. Industry , agriculture, crafts
 - A century ago, most people used to.....today most of them.....
 - Use: but, yet, however, on the contrary.

A century ago, people were able to live in better conditions than their parents thanks to the progress made in science and technology.

But in practice, the outcome of this progress was slow to materialize. For instance, most people still used to travel long distances on foot or by stage coach. And as mechanization was not introduced significantly in daily activities, household chores still had to be done manually, and were therefore time consuming.

On the other hand, community life was still an asset for social cohesion, since people had more opportunities to meet and interact. So they were able to chat with neighbors at shops or in clubs and have a cup of coffee with friends or relatives and tell stories and jokes.

Likewise, family visits were frequent and kept the folklore alive, with the grandparents who used to tell traditional tales or sing lullabies or folk songs to their grandchildren. Unfortunately, with the development of audiovisual means such as the cinema, radio, television and then personal

appliances like the computer, CD-ROMs and DVDs, the chances of socialization are dwindling and the lack of interaction between people may increase stress, loneliness and anxiety.

Could we then complain that we are missing out on some ingredients in life which used to make our great grandparents happier?

This is probably so, since closer contacts among neighbors, friends and families had to be beneficial for communal harmony. However, scientific progress in all fields, particularly in medicine, modes of transportation and communication, and agribusiness can only show that our lives are today quite fulfilling and, if anything, more comfortable than a century ago.

VOCABULARY:

Phoenicia	فينيقيا
Phoenician	فينيقي
Roman	روماني
Heritage	تراث
Ottoman	عثماني
Prestige	هيبية
Engraving	نقش
Prehistoric	قبل التاريخ
Remains	بقايا
Cradle	مهد
Exchange	تبادل
Archeologist	عالم الآثار
Archeology	علم الآثار
Anthropology	علم الإنسان
Anthropologist	عالم الإنسان
Traces	أثار
Uncovered	غير مكتشف
Conquer	يغزو
Conquest	غزوة
Architect	مهندس معماري
Architecture	هندسة معمارية
Found	يأسس/ وجد
Trade	تجارة
Trading post	محطة تجارية
Vandals	الوندال
Harbor	مناء
Palace	قصر

GRAMMAR:

1) Concession:

- Despite the fact that it was considered a trading post by both the Romans and the Phoenicians, only the least amount of merchandise transmitted through it.

- In spite of the fact that the Kasbah underwent some changes during the French colonial rule, it still remains the throbbing cultural heart of the city of Algiers.

2) Time:

- After the Turkish Baba Aruj brothers had gained control of the city in 1516, Algiers thrived as a relatively independent city under the nominal control of the ottoman Empire.

- * Despite the fact that : رغم أن
- * In spite of the fact that : رغم أن
- * but لكن
- * yet في حين أن
- * however ومع ذلك
- * though رغم
- * although رغم أن

- As soon as (past simple) , (past simple)
- When (past perfect), (past simple)
- After (past perfect),(past simple)
- Though (past perfect) ,(past simple)
- (past perfect), until(past simple)

Past perfect	Past simple
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- **as soon as** بمجرد أن
- **until** حتى

GRAMMAR:

- Derivation of nouns, adjective, and adverbs from verbs (suffixes)

Verb	Noun	Adjective	Adverb
invent	invention	inventive	inventively
enrich	enrichment	enriching	/
achieve	achievement	achievable	/
devote	devotion	devoted	devotedly
/	responsibility	responsible	responsibly
improve	improvement	improved	/
practise	practice	practical	practically
/	hospitability	hospitable	hospitably
dedicate	dedication	dedicated	/
	science	scientific	scientifically
develop	development	developing	/
/	culture	cultural	culturally

Prefixes of opposite: dis – de

- Integration ≠ disintegration
- Possession ≠ dispossession
- Population ≠ depopulation
- Agreement ≠ disagreement
- Approve ≠ disapprove
- Regulation ≠ deregulation
- Satisfaction ≠ dissatisfaction

Content ≠ discontent

WRITING :

- the challenges faced by modern civilization : التحديات التي تواجه الحضارة المعاصرة :
- three major threats to our civilization :
 - 1) Nuclear energy الطاقة النووية
 - 2) Pollution التلوث
 - 3) Climate change تغير المناخ

There are three major threats to our civilization, which can lead to the destruction of mankind. We have first nuclear energy, which has been a constant liability ever since the explosion of atomic bombs in 1945; there is also pollution, a major cause for concern with the massive and noxious increase in industrial activities and mechanization; finally, climate change constitutes another threat, as an outcome of the first two mentioned problems.

The escalation of nuclear weaponry since World War Two has exposed humanity to a nuclear war that would not compare at all with Hiroshima and Nagasaki, since it could wipe out life on earth many times over. The Cold War was a period of tension between the two most heavily equipped nations in terms of nuclear warheads, the USA and the USSR. The *Détente* that came after did not suppress all worries, since other countries have the bomb, and could use it any time. There are also indirect consequences to owning nuclear energy. Indeed, a lethal form of pollution can originate from it if accidents in nuclear power plants occur. But apparently less dangerous forms of pollution, generated by an ever-increasing industrialization, can also cause severe illnesses and deaths. We can think of all the chemicals dumped by factories underground, or in rivers and seas, or of the enormous amounts of smoke emitted in the air by factories and vehicles. All of these are causing all sorts of illnesses in humans and threatening wildlife.

Apart from these direct consequences, the third threat to our civilization, climate change, is directly related to the first two mentioned. Smoke has resulted in the greenhouse effect, responsible for the increase in mean temperature in the world. Consequently, the ice caps in the north and south poles are shrinking, the sea level is rising, rains have become irregular, hurricanes are more frequent, monsoons are more destructive, and droughts have intensified, and have reached usually wet parts of the world. Therefore, the danger of famine is real, and can even lead to dramatic wars over the possession of the meager resources remaining. Surely the impending threat of nuclear warfare, and the lethal chemicals spread in the environment make the world a dangerous place to live. The tons of smoke sent out in the atmosphere also constitute a health hazard, and are responsible for climate change. There are indeed urgent measures to be taken by governments to make human activities safer if our civilization is to survive and thrive.

WRITING

Islamic civilization

Rose: in Arabia, 7th century, Islam, Prophet Mohammed

Flourished: where and when

Fell: where and when

Achievement:

- Medicine الطب
- Astronomy الفلك
- Architecture الهندسة المعمارية
- Mathematics الرياضيات
- Industry الصناعة
- Agriculture الزراعة
- Literature الأدب
- Music الموسيقى
- Philology علم اللغة

- Theology علم الأديان
- Law القانون
- Scholars العلماء

VOCABULARY:

Phoenician فينيقي
Settled استقر
Settle يستقر
Settlement استقرار
Sailed يبحر
Warlike يحب الحرب
Peaceful مسالم
Business-minded يحب الأعمال
Nomadic أمن
Knowledgeable مفكر
Seven wonders العجائب السبعة
King ملك
Pyramids الأهرامات
Mummy المومياء
Mummification التحنيط
Mummify يحنط
Pharaoh الفرعون
Myth أسطورة
Mythology علم الأساطير
Tomb قبر
Nile valley وادي النيل
Sumer سومر
Irrigation system نظام السقي
Farmer فلاح
City state دولة مدينة
Internal peace سلام داخلي
Internal conflicts نزاعات داخلية
External invasions الغزوات الخارجية
Beliefs المعتقدات
Living god اله حي
Safety السلامة
Prosper يزدهر
Prosperity الازدهار
Palace قصر
Eternal dwelling المسكن الأزلي

- economic cause of the fall of ancient Egyptian civilization :
 - with all the treasures buried with kings when they die instead of being invested , it was no surprise that the pharaohs were the major cause behind the decline and fall of ancient Egyptian economy and therefore of its civilization.
- summer : land of small city states (many kings)
- Egypt: united under the rule of a single king.

Types of texts:

- 1) Descriptive: describes a person, places; things....
- 2) Expository: explains how things work.
- 3) Narrative : tells stories of people or things
- 4) Argumentative: defends a point of view, opinion, with arguments
- 5) Prescriptive: gives information how things work, or function.

Unit Tow: Ethics in business

VOCABULARY

Ethics in business: الأخلاقيات في الأعمال

ill-gotten gains never prosper المكاسب غير مشروعة لا تزدهر أبداً

Morally acceptable = Ethical : أخلاقي

Morally unacceptable = Unethical : غير أخلاقي

Bribe : الرشوة

Bribery : الرشوة

To bribe : يرشوي

To corrupt : يفسد

Corrupt فاسد

Corruption الفساد

Public official : موظف عمومي

Deceive يغش يخدع

Deception الغش الخداع

Transparency الشفافية

Transparent شفاف

Report تقرير

Citizen مواطن

GRAMMAR

- Providing (providing that) بشرط أن
 - As long as طالما أن – ما دام
 - But only if : لكن فقط اذا
 - We will eradicate corruption providing that we act now
 - The chances of eradicating corruption will increase as long as countries are committed to fighting it.
 - Providing (that) = as long as = but only if
 - Providing (that) and as long as express condition.
 - Future simpleproviding that/as long as/but only ifpresent simple
 - Providing that /as long as/but only ifpresent simple, Future simple ...
 - Provided that = as long as
 - Provided that you work hard, you'll pass your exam.
 - You'll pass your exam provided that you work hard
- I wish he had heard my advice earlier than now.

- I wish the present laws were tougher.
- I wish our government would pass a law to stop corruption.
- It's high time we organized ourselves.
- It's high time we fought this pollution.

Expressing Wish	Wish in the present	Wish in the past	Wish in the future
<i>form</i>	I wish + Subject + Past Simple.	I wish + Subject + Past Perfect.	I wish + Subject + would + Stem
<i>use</i>	To express a regret about a present situation.	To express a regret about a past situation.	To express a desire for change in the near future.
<i>Example</i>	I wish she bought a car.	I wish she had bought a car.	I wish she would buy a car.

I wish I **were** (not was)

I wish I/we **could** (not would).....

- I wish I were (not was) with all pronouns and subjects.
- I wish you would pass the exam – I wish I could(not would) pass the exam
- We don't use could with I and We.
- I wish I (We) could (not would)
- I wish I were (not was)
- You had better stop talking.
- You had better not come late.
- Had better / had better not are used to give strong advice/ recommendation
- Had better = ought to = should
- 'd better is the short form of had better

VOCABULAR

Fraud الغش

Corruption الفساد

Business الأعمال

Money laundering تبييض الأموال / غسيل الأموال

False accounting حساب مزور

Creative accounting حساب حقيقي

Auditing

Tax evasion التهرب الضريبي

To smuggle التهريب

To bribe يرشي

To trade يتاجر

To counterfeit يقلد

Counterfeiting التقليد

Counterfeit مقلد

Fake مقلد

Original أصلي

Genius	أصلي
Imitate	يقلد
Bribery	الرشوة
The bribe	الرشوة
To corrupt	يفسد
Corrupt	فاسد
Corruption	فساد
To embezzle	يختلس
Embezzler	مختلس
Embezzlement	الاختلاس
Invoice	الفاتورة
Code of ethics	قانون أخلاقيات
Behaviour	سلوك
Ethically	أخلاقيا
Forge	يقلد
Imitate	يقلد
Copy	يقلد

PRONUNCIATION:

Stress on words ending with “ ics” is on the syllable before the last (second from the end) penultimate :

Statistics

GRAMMAR

-so (noun phrase) that.....
-so (adj) that
-such (noun phrase) that
- there are so many fake products in the markets that consumers lost confidence on them.
- Copies of brands are so cheap that consumers don't hesitate to buy them
- Counterfeits are such a bad quality that it is a waste of time to buy them
- so that and such that express result.
- So that and such that can be replaced by: as a result, as a consequence, consequently.

GRAMMAR

Obligation and prohibition

1. Consumers must stop buying fake products because they are dangerous.
 2. Consumers have to buy genuine products.
 3. Companies mustn't copy products.
 4. Rich people don't have to buy imitations.
- A) Obligation : must / have (has) to
B) Prohibition : mustn't
C) Lack of obligation : Don't (doesn't) have to

VOCABULARY:

VERBS:

- Defraud يغش
- Forge يقلد
- Imitate يقلد
- Deceive يحتال

NOUNS:

- Fraud الغش
- Forgery التقليد
- Imitation التقليد
- Deceiver محتال

Formation of nouns from some adjectives: Adj + suffix = N

Adjective	Noun
hospitable	hospitability
honest	honesty
stupid	stupidity
responsible	responsibility
cruel	cruelty
moral	morality
legal	legality

Formation of opposites keeping the same root by adding prefixes

Word	Opposite
honest	dishonest
approve	disapprove
agree	disagree
approval	disapproval
legal	illegal
moral	immoral
fair	unfair
responsible	irresponsible
appear	disappear

PRONUNCIATION:

Stress change from verb, noun and adjective

Verb	Noun	Adjective
<u>e</u> conomize	e <u>co</u> nomy e <u>co</u> nomist	e <u>co</u> nomic e <u>co</u> nomical une <u>co</u> nomical

Stress in words ending with: IC, ICS , ICAL is on the syllable before the last.

Writing :

Some people argue that counterfeiting benefits consumers by giving them access to lower-price goods. This is a totally mistaken claim ...:

1. imitations : poor quality – not last long
2. fake medicines can kill people
3. Counterfeiting kills creativity and innovation.
4. Counterfeiting gives bad reputation to the country.

Link words:

- Cause : because, due to
- Result/consequence/effect : consequently; as a result, therefore
- Addition: also, besides, moreover, furthermore.
- Concession : but,

Some people argue that counterfeiting benefits consumers by giving them access to lower-price goods. This is a totally mistaken claim.

First, imitated goods are poor quality and do not last long. There is then no guarantee of value for money and more importantly, that fake goods are safe. Imagine how much damage low quality parts fitted in a car can do to the driver and passengers when they fail!

Secondly, if we think of fake foods or medicines, and the criminal procedures used by the people who make them, we can only remain firm on buying authentic products. There are several cases of substitute edibles which have caused dangerous diseases to people and which have resulted in long-lasting law suits. The outcomes could only be compensations paid for irreparable damage but the moral damage caused to the victims can never be repaired! Recent figures released by the European Union show that the customs are confiscating 100 million fake items every year.

Thirdly, it is highly immoral to reap where other people have sown. Pirating products is indeed imitating other people's property, and refusing to engage in a creative act. It is much more rewarding to turn one's abilities to creating new objects of value that could serve the community, or improve the performance of existing ones.

Fourthly, pirating objects is by essence theft, especially when the producer of a fake item affixes the label of a well-known trade mark on it. Some countries are notorious for their practice of counterfeit objects. One wouldn't like Algerians to be known for practicing this dubious trade, as much as one wouldn't like to see them buy cheap, fake products and head into unsuspected troubles.

Some people argue /think/say that businessmen should apply their own personal ethical standards when doing business.

There are two opinions:

- The relation between ethics and business:
 - A) Ethics has nothing to do with business.
 - B) Ethics has everything to do with business.

Arguments:

- A) Ethics has nothing to do with business ,there is no relation between ethics and business, they are separated issues because:
 - 1) You need money to make money.
 - 2) People start business to become wealthy.
 - 3) People do business with each other for profit.
 - 4) The world of business is a jungle.
 - 5) Moral issues are a diversion.
 - 6) Respects of an ethical code my limit production and competition.

- 7) Ethics can undermine the values of hard work and freedom.
- B) Ethics has everything to do with business. there is a relationship between ethics and business, they are linked issues because:
 - 1) Business is a human activity and should therefore, comply with moral standards.
 - 2) Some businessmen abuse work/safety regulations.(child labor)
 - 3) Some business activities endanger the environment.
 - 4) Greed may result in unfair competition and exploitation.
 - 5) Business activities should have a code of good practice to ensure fairness.

UNIT: THREE

Education in the world: Schools different and alike

VOCABULARY:

University جامعة
Study دراسة
Education - دراسة - تعليم
Educate يعلم
Pass the examination ينجح في الامتحان
Training for citizenship التدريب على المواطنة
Preparing people for life تحضير الناس للحياة
Training a workforce تحضير القوة العاملة
Secondary school ثانوية
Headmaster مدير

GRAMMAR:

Unless

- Unless you let him make his own choice, he will blame you for his failure later.
- If you don't let him make his own choice, he will blame you for his failure later.

Unless = if not

- if you don't study hard, you'll not pass your BAC
- Unless you study hard, you'll not pass your BAC.
- You'll not pass your BAC unless you study hard.

- If you don't listen carefully, you will not understand.

- Unless you listen carefully, you will not understand.

- You'll not understand unless you listen carefully.

Wish:

wish about the past	wish about the present	wish about the future
- I wish I had taken your advice.	- I wish he were not so late - I wish there were a school in my neighborhood I wish I could help you.	- I wish William would change his mind <u>soon</u> .

VOCABULARY:

School leaving age سن مغادرة المدرسة
Attend school مزاولة الدراسة
Drop out of school التخلي عن الدراسة
Comprehensive school
Public school مدرسة عمومية
State school مدرسة عمومية
Private school مدرسة خاصة
Compulsory education
Further education

Higher education دراسة عليا

Free education تعليم مجاني

GRAMMAR:

- Formation of adjectives from verbs and nouns with suffixes : ive – al:

Educational تعليمي

Effective فعال

Selective اختياري

Functional فعال

Practical تطبيقي

Attractive جذاب

Responsive

Innovative حداثي

Constrictive بناء

VOCABULARY:

Education in Britain التعليم في بريطانيا

University جامعة

College ثانوية

Lycée ثانوية

High school ثانوية

Comprehensive school

Academic اكايمي

Qualification شهادة – تاهيل

Qualify ياهل

Qualified مأهل

Degree درجة

Bachelor ليسانس

Master ماستر

Certificate شهادة

Graduate يتخرج

Graduation التخرج

Fees الاقساط – تكاليف الدراسة

Financial help المساعدة المالية

Full time education دراسة كامل اليوم

Part time education دراسة جزء من اليوم

Primary education التعليم الابتدائي

Infant school تعليم الاطفال

Junior school

Subjects المواد الدراسية

Requirements الشروط

Similar مشابه

Different مختلف

Differ يختلف

Difference الاختلاف

Similarity التشابه

National curriculum المنهاج الوطني

Educational system النظام التعليمي

Inspectors المفتشون
 School performance التحصيل المدرسي
 Tests الاختبارات
 Exams الامتحانات
 Enable يؤهل
 Able مؤهل – قادر
 Compare يقارن
 Comparison المقارنة
 Progress يتطور
 Progression تطور
 Progressive تطوري

- The middle school and the secondary school are different (differ) in many aspects:

Points of comparison	Adjectives
- Classes	large-small-crowded
- Classrooms / tables	large- big – small- good – functional
- Teachers' students characters	lenient – funny – happy – patient
- Student age	old – young
- Subjects	easy – difficult
- Cost of school furniture	expensive – cheap - available

- Formation of nouns from verbs by adding : ing – ion – ation

verb	noun
educate	education
develop	development
instruct	instruction
begin	beginning
learn	learning
go	going
socialize	socializing
train	training
function	functioning

VOCABULARY:

Fail يفشل
 Failure الفشل
 Succeed ينجح
 Success النجاح
 Successive بنجاح
 Pass ينجح
 Course درس
 Graduate يتخرج
 Assess يقيم
 Assessment تقييم

PNONUNCIATION:

- Stress in words ending with (tion) is on the syllable before the last (before tion)

Verb	Noun	Verb	Noun
<u>educate</u>	edu <u>ca</u> tion	<u>form</u>	forma <u>ti</u> on
<u>instruct</u>	instru <u>cti</u> on	trans <u>form</u>	transforma <u>ti</u> on

WRITING

- Write a letter to your friend describing your school / classroom
Use the present simple passive and adjectives.

Dear Linda,

Today, I'll write to you about my school. And the least I can say is that I feel quite happy and comfortable in it.

First, let me mention its old stone building, surrounded by a nice flower garden. The flowers are carefully arranged, and in spring, they give off nice scent when we head for the classes through the garden.

Further back, there are two large courtyards with enough space and benches to play or relax. There are also big, ancient olive trees near the walls, where birds perch and nest. We can hear them warble and chirp all year round.

Let me also describe my classroom. It is large and well decorated, with old-fashioned brown desks, and posters and pictures all over the walls. And then, there are those cabinets full of books which smell of old paper. Actually, I like borrowing a book from to time and dream of all the adventures and mysteries I read about.

I'll finally say a few words about my teachers. I'm lucky to have such good and considerate people around me. They are so keen to see the students do well. They are always prepared to answer our questions, and they really want to make sure we understand the hard parts of the lessons and exercises. I like the way teachers get us involved. They surely have children of their own at school, which explains why they understand how we feel.

So if there is one good reason why I like my school, it surely is because the teaching staff is so caring, and so friendly. I can't dream of a better school!

- Design a homepage for your school
- Location الموقع
- Curriculum البرنامج الدراسي
- Regulations النظام الداخلي
- Exams الامتحانات
- Discipline السلوك
- Sport الرياضة
- extra-curricular activities النشاطات الإضافية عن البرنامج
- staff الفريق التربوي
- parent-teacher association جمعية اولياء التلاميذ

WRITING

- Write a short paragraph about your ideal school
Ideal school:
- course attendance مزاولة الدراسة
- programme البرنامج

- Examinations الامتحانات
 - student population عدد التلاميذ
 - teaching methodology مناهج التدريس
 - discipline السلوك
 - buildings الهيكل
 - social activities النشاطات الاجتماعية
- My ideal school is a school where students are free to choose what they like to study, it has many classrooms and each classroom is equipped with computers

PRONUNCIATION :

Homophones الكلمات موحدة الصوت

Tale-tail

Aisle – isles

Tears – tiers

One – one

For – four

Two – to – too

Board – bored

Rain – reign

VOCABULARY:

- nursery school
 - kindergarten
 - elementary school
 - middle school المتوسطة
 - high school الثانوية
 - secondary school الثانوية
 - junior school
 - senior school
 - college الثانوية
 - freshman
 - master ماستر
 - Bachelor ليسانس
 - Doctorate دكتوراه
- Education in the USA: التعليم في الولايات المتحدة الأمريكية:
 - Department of education وزارة التربية
 - Federal government الحكومة الفدرالية
 - State(local) government الحكومة الإقليمية
 - Formal education التعليم الرسمي
 - Public education التعليم العام
 - Private education التعليم الخاص
 - Compulsory education

- Link words : discourse connectors
- Although رغم أن
- since = because=as لان
- however = yet = but لكن
- therefore = so إذن
- thus = so = as a result لذلك
- in order to = so as to = to لكي
- because لان
- unlike = contrary to على خلاف ذلك

UNIT FOUR

We are a family

VOCABULARY:

Comedian مهرج
Comedy كوميديا
Funny مضحك
Comic ساخر
Joke نكتة
Laugh يضحك
Laughter ضحكة
Smile ابتسامة – ابتسم
Humor مزاج
Sick humor مزاج معكر

GRAMMAR

Must: obligation
Mustn't : prohibition
Have to : necessity
Don't have to : lack of obligation
Ought to : advice
Should : advice

Keys to happiness:

1. Savor a moment. Live in the present and treasure the satisfaction of helping a friend, the pleasure of a good book, or a good laugh with the loved ones.
2. Take control of your time. Happy people set themselves big goals, and then break them into daily duties.
3. Be positive, evidence shows that negative emotions take their toll on us while positive ones boost the body's healing process. Happy people take steps to keep their negative emotions in check.
4. Gove priority to close relationships .people with close friends copes better with stress.
5. Act happily .Experiments show that people who put on happy face really do feel better. it seems that the facial muscles we use to smile widely trigger happy feelings in the brain.
6. Don't vegetate .don't engage in self-absorbed idleness, or put yourself in front on the TV. Get involved in little jobs and do physical exercise to keep fit.

VOCABULARY

Positive		Negative	
Noun	Adjective	Noun	Adjective
fun	funny	stress	stressful
humor	humorous	tragedy	tragic
happiness	happy	self-centerness	self-centered
help	helpful	self-satisfaction	self-satisfaction
joy	joyful	sickness	sick
comedy	comic	worry	worried
thought	thoughtful		
optimism	optimistic		

- We can derive some verbs by adding the suffix “en” to some adjectives
Verb = adj+en

Adjective	Verb	Adjective	Verb
bright	brighten	dark	darken
broad	broaden	rough	roughen
deep	deepen	soft	soften
wide	widen		
short	shorten		

Large : enlarge (prefix)

WRITING:

- Suppose you are agony aunt. Write a reply to the letter.

Dear Miserable,

I'm very sorry to hear that you are having difficulty coping with stress and anxiety, due to the forthcoming final examination. I more than sympathize with your being depressed. Let me tell you however that taking a few commonsense steps would restore confidence and cheerfulness in you.

I think you are working too hard, and not taking enough time for breaks. Do you know that cramming and doing exercises endlessly produce more anxiety in you? That's why you don't feel you have time to spare for your friends, and to enjoy some of the pleasures of life you are entitled to.

So, as I said, you should relax and sleep regularly, meanwhile leaving your brain to process the hardest points of lessons and activities. You should go out for walks or practice some sport everyday to help you relax. You ought not to worry constantly about the time when your exam occurs, lest you would lose your concentration on the appointed day.

Think that after all, you have reached a good level of competence, and that you have enough strategies at this stage to decide how to organize your work. Let me tell you again that when the exam comes, always start with the things you can do easily and leave time for the most tricky parts.

I'm sure that when the time comes, you will be able to overcome your stress and perform quite successfully. I wish you all the best.

Aunt Hillary

VOCABULARY:

Ashamed خجلان

Shame: الخجل

Shameful مخجل مخزي

Shameless لا يستحي

Cry يبكي

Weep يبكي

Crying البكاء

Weeping البكاء

Feel يحس

Feeling الإحساس

Emotion العاطفة

Publicly علنيا

Emotional عاطفي

Weak ضعيف

Strong قوي

Weakness ضعف

Strength قوة

Embarrassed محرج

Embarrassment حرج

- American people believe that it is better to express feelings rather than hide them, they say what they feel, they are extrovert.
- British people tend to hide their feelings rather than show them, they think that expressing feelings publicly is a sign of weakness, they are introvert.

VOCABULARY:

Anger غضب

Love حب

Hatred كره

Attitude مزاج

Pretend يتظاهر

Comfort يواسي

Affection تعاطف

GRAMMAR

- Expressing likes and dislikes and preferences :
 - Likes and dislikes : like, love, hate, dislike....
 - Preferences : Prefer, would rather, it is better.....

VOCABULARY :

Fear خوف

Fearful خواف

Fearless لا يخاف

Guilt ذنب

Guilty مذنب

Relieve يفرج

Relief الفرج

Stress التوتر - الشدة

Stressful مزعج مقلق

Calm هادي

Calmness الهدوء

Humor المزاج

Humorous مزاجي

Hate يكره

Hatred الكره

Hateful مكروه

Jealousy الغيرة

Jealous غيار

Patriot وطني

Patriotic غيور على وطنه

Patriotism الغيرة على الوطن

Honest	مخلص صادق أمين
Honesty	الأمانة الصدق الإخلاص
Friend	صديق
Friendship	صداقة
Selfish	أناني
Selfishness	أنانية
Generous	كريم سخي
Generosity	الكرم / السخاء
Kind	طيب
Kindness	الطيبة
Hero	بطل
Heroic	بطولي
Heroism	بطولة
Proud	مفتخر
Pride	الافتخار / الفخر
Happy	سعيد
Happiness	السعادة
Sad	حزين
Sadness	الحزن

- Derivation of nouns from adjectives by adding suffixes : ness,ship,ity,...

Adjective	Noun	Adjective	Noun
bitter	bitterness	graceful	grace
friendly	friendship	generous	generosity
happily	happiness	courageous	courage
lonely	loneliness	selfish	selfishness
sad	sadness	pessimist	pessimism
tender	tenderness	faithful	faith
humorous	humor		
kind	kindness		
peaceful	peace		

WRITING:

Feelings and emotions expected from Algerian women and men in various situations:

The death of a close friend or a relative, the occurrence of a natural disaster or an accident, and other fatalities are likely to generate different feelings and emotions in people.

Actually the difference in reaction is more particularly a question of gender. Men will tend to hide their grief over the death of somebody they know, or their awe when they witness a tragedy; during a natural disaster, they will try not to panic and control their emotions; instead, they will react by taking steps to protect their families and neighbors. Women will show their emotions more openly. They will express their sadness and mourning, and cry profusely when they learn about a relative's death. Likewise, they will be rather shocked and terrified when they see an accident in which there are casualties. Finally, they are likely to lose their self-control, and fail to take the right decisions to protect themselves in an emergency.

The difference in response regarding the expression of love and affection will most likely follow the same pattern. Men always try to avoid excessive sentimentality. They generally avoid showing in verbal manner too much emotion and feelings to their families and friends; they will express their care in a different way; for instance by showing concern, offering help or giving presents. Women are again prone to showing their

feelings more openly. They would more often than not use terms of endearment, and they often hug and kiss family members, especially children.

The differing level of sensitivity between men and women concerning the facts of life is probably the reason why their marks of sympathy and affection are dissimilar. But the male and female attitudes are complementary, and both necessary for good human interaction.

VOCABULARY:

- Acquaint يتعرف
Acquaintance التعرف
Close friend صديق مقرب
Stranger غريب
Positive person شخص ايجابي
Rely يعتمد على
Reliable يمكن الاعتماد عليه
Supportive متعاون
Support مساعدة
Optimist تفاءلي
Optimism التفاؤل
Optimistic متفائل
Criticize ينتقد
Criticism النقد
Passion شغف
Passionate يشغف

Tenses

Stem = verb without “to”: work – study-visit.... (S/P) = Subject or Pronoun

Past P = Past Participle (= past for regular verbs) (for irregular verbs see the table of irregular verbs)

Type/Tense	Form	Past	Present	Future
Simple	Affirmative	- Stem + ed I worked - Irregular form She went	- Stem I work - Stem + s/es/ies She works/goes/studies	- will + Stem I will work She will go
	Negative	- Did not + stem I did not work She did not go	- Do not + Stem I do not work - Does not + Stem She does not work	- Will not + Stem I will not work She will go
	Interrogative	- Did+(S/P)...+Stem? Did I work? Did she go?	- Do+(S/P) + Stem..? Do you work? - Does+(S/P) + Stem..? Does she work?	- Will+(S/P) + Stem ...? Will you work? Will she go?
Perfect Have +Past P	Affirmative	- Had + Past P I had Worked she Had gone	- Have + Past P I have worked - Has + Past P She has gone	- Will have + Past P I will have worked She will have gone
	Negative	- Had not + Past P I had not worked She had gone	- Have not + Past P I have not worked - Has not + Past P She has not gone	- Will not have + Past P I will not have worked She will not have gone
	Interrogative	- Had+(S/P) +Past P..? Had you worked? Had she gone?	- Have +(S/P) +Past P ...? Have you worked? - Has+(S/P) +Past P ...? Has she gone?	- Will +(S/P) +have +Past P I will have worked She will have gone
Continuous Be+Stem+ing	Affirmative	- Was +Stem + ing I was working - Were + Stem + ing They were working	- I am + Stem + ing I am working - is + Stem +ing She is going - are + Stem + ing They are working	- Will be+ Stem + ing I will be working She will be going
	Negative	- Was not + Stem +ing I was not working - Were not + Stem + ing They were not working She was not going	- am not + Stem + ing I am not working - is not +Stem +ing She is not going - are not +Stem + ing They are not working	- Will not be +Stem +ing I will not be working She will not be going
	Interrogative	- Was +(S/P) + Stem + ing ...? Was she going? - Were +(S/P) + Stem + ing..? Were you working	- Am I + Stem + ing....? Am I working? - is +(S/P) +Stem + ing...? Is she going?	- Will+(S/P) + be + Stem + ing.? Will I be working? Will she be working?

Perfect Continuous:

Type/Tense	Form	Past	Present	Future
Perfect Continuous (Have been + stem + ing)	Affirmative	had been + stem + ing I had been working She had been going	- Have been + stem +ing I have been working. - has been + stem + ing She has been going	- will have been + stem + ing I will have been working She will have been going
	Negative	had not been + stem + ing I had not been working. She had not been going?	- Have not been + stem +ing I have not been working? - has not been + stem + ing She has not been going??	- will not have been + stem +ing I will not have been working. She will not have been going.
	Interrogative	had +(S/P)+ been + stem +ing..? Had you been working? Had she been going?	have (S/P) been + stem + ing ...? Have you been working? Has she been going?	- will (S/P) have been + stem +ing? Will you have been working? Will she have been goin?

Conditional Statements:

Condition	Result
If (Present Simple)	Present Simple
If (Present Simple)	Future Simple
If (Past Simple)	Would + Stem
If (Past Perfect)	Would have + Past Participle

1. If you listen carefully, you understand the lesson
2. If you revise your lesson, you will get a good mark
3. If you worked hard in the exam, you would get a good mark
4. If they had helped us, we would have helped them.

If (to be in the past) = were (not was)

- If she were here, I would tell her.
- If I were you, I would not accept their offer.

Unless:

If you work hard, you will get a good mark.

You will **not** get a good mark **unless** you work hard.

Unless you work hard, you will not get a good mark.

Reported Speech

- To change the tense from direct speech to reported speech the reporting verb should be in the past (said, told,asked,answered,replied,ordered,declared....)
 - Other changes are made even if the reporting verb is not in the past:
- if the reporting verb is not in the past the verbs in reported speech do not change:

He says: "I like tennis." (Present)

He **says** that he **likes** tennis. (Present)

- If the reporting verb is in the past the verbs in reported speech change.

He **said**: "I like tennis." (Present)

He **said** that he **liked** tennis." (Past)

- He said: "I work in a bank."
- He said that he worked in a bank.
- Present Simple → Past Simple
 - He said "I worked in a bank."
 - He said that he had worked in a bank.
- Past Simple → Past Perfect
 - He said: "I will work in a bank."
 - He said that he would work in a bank.
- Future Simple → Would + Stem
 - He said: "I have worked in a bank."
 - He said that he had worked in a bank.
- Present perfect → Past Perfect
 - He said: "I had worked in a bank."
 - He said that he had worked in a bank.
- Past Perfect → Past Perfect
 - He said: "I will have worked in a bank."
 - He said that he would have worked in a bank.
- Future Perfect → would have + Past Participle.
 - He said: "I am working in a bank."
 - He said that he was working in a bank.
- Present Continuous → Past Continuous
 - He said: "I was working in a bank."
 - He said that had been working in a bank.
- Past Continuous → Past Perfect Continuous.
 - He said: "I will be working in a bank."

- He said that he would be working in a bank.

* Future Continuous → would be + Stem + ing

Direct Speech	Reported Speech
Present Simple	Past Simple
Present Perfect	Past Perfect
Present Continuous	Past Continuous
Present perfect Continuous	Past Perfect Continuous
Past Simple	Past Perfect
Past Perfect	Past Perfect
Past Continuous	Past Perfect Continuous
Past Perfect Continuous	Past Perfect Continuous
Future Simple	Would + Stem
Future Perfect	Would have + Past Participle
Future Continuous	Would be + Stem+ ing
Future Perfect Continuous	Would have been + stem +ing

Modals:

Direct Speech	Reported Speech
can	could
shall	should
may	might
will	would
infinitive	infinitive
must	had to
could	could
should	should
would	would
might	might
ought to	ought to

Present unreal	present unreal
Past unreal	Past unreal

- He said: “I would help the homeless if I were a Mayer.”
- He said that he would help the homeless if he were a Mayer
- She said: “I would have given the answer if, if I had known it.”
- She said that she would have given the answer if she had known it.
- He asked me: “What time does the train leave?”
- He asked me what times the train leaves.

• **We don't use auxiliary verbs when we report questions**

- She asked me: “What do you want to drink?”
- She asked me what I wanted to drink.

- He asked me: “Does your friend live here?”

- He asked me if my friend lived there.

Other Changes:

Direct Speech	Reported Speech
this	that
that	that
these	those
those	those
here	there
there	there
now	then
tomorrow	the day after
yesterday	the day before
Next week, month	The following week, month
today	that day
Last week; month	The previous week, month
imperative (order)	Infinitive (to.....)
Imperative negative	infinitive negative (not to)
I	he – she
you	me – We
She	she
he	he
they	they
we	they
they	they
it	it
us	them
ago	before
my	his – her
your	my – our
her	her
his	his
our	their
their	their
its	its

REPORTING QUESTIONS:

1) YES/NO QUESTONS: (if)

- “Do you want some tea?” he asked me.
- He asked me if I like some tea.

- “Will she come tomorrow?” he asked me.
- He asked if she would come the next day.

2) WH QUESTIONS:

- “Where will you go tomorrow?” My friend asked me.
- My friend asked me where I would go the day after.
- “Why does your brother sit there?” my friend asked me.
- My friend asked me why my brother sits there. (not “ why my friend does ...”)

3) Reporting Orders :

imperative (order)	Infinitive (to.....)
Imperative negative	infinitive negative (not to)

“Stop talking” the teacher ordered the student.

- The teacher ordered the student to stop talking.

“Don’t smoke here” she ordered him.

- She ordered him not to smoke there.

PASSIVE VOICE:

- The student writes the lesson. (Active Voice)
 S V Obj
- The lesson is written by the student. (Passive Voice)
 Obj (to be) + PP S

- To change a sentence from active form to the passive voice the verb should be transitive (has an object) fly is not a transitive verb. (the bird flies)
- We place the object at the beginning of the sentence followed by to be in the tense of the verb in the active voice and we add the past participle of the verb followed by the preposition “by” and the subject.

Pronoun Subject Active	Pronoun Subject Passive
I	by me
He	by him
She	by her
You	by you
We	by us
They	by them
It	by it

* To change from passive voice to active voice we put what is after by as a subject then we derive a verb from the past participle and put it the tense of to be followed

by the object.

The lesson was written by the student.

Was written: the verb is “write” and the tense is the past (was) so: wrote

What is after “by” will be the subject. (The student)

The student wrote the lesson

PRONUNCIATION OF THE FINAL “s”

The final “s” is pronounced /s/ , /z/ , or /iz/ according to the sound **before** it :

/s/	/z/	/iz/
p – k – f – t - th		s – c(s) – ch – sh – j – g(j) - z

PRONUNCIATION OF THE FINAL “ed”

The final “ed” is pronounced /t/ , /d/ , or /id/ according to the sound **before** it :

/t/	/d/	/id/
p – k – f – ch – sh - s		t – d

Silent letters

Silent letter	Words
a	
b	climb – comb – crumb – debt – doubt - numb – subtle – thumb – tomb
c	acquire – muscle – scissors
d	Wednesday – sandwich – handsome – edge – bridge
g	sign – hight – light – fight – reign – thought – through – foreign
h	honest – ghost – hour – what – whether – honor
i	business
k	knife – know – knight – knot – knee
l	should – would – could – talk – walk – half
n	autumn – column
p	psychology – receipt – psalm
s	aisle – island
t	castle – listen – soften
w	answer – sword – two – whole – who – write – wrong

Stress placement:

- Most words have stress on the first syllable (if it is not a prefix)
- Most Verbs with 2 syllables have stress on the 2nd syllable
- Most Nouns and Adjectives with 2 syllables have stress on the 1st syllable (if it is not a prefix)
- Most words ending with : ic – tion – sion have stress on the syllable before the last.
- Most words ending with : cy – ty – phy – gy – al have stress on the second syllable from the end.
- Compound words (words with 2 parts) :
 - if the compound is a noun stress on the 1st part of the word.
 - If the compound is a verb stress on the 2nd part of the word.

Prefixes and Suffixes:

1) **Prefixes :**

- Prefixes are generally used to give the opposite of a word keeping the same root.

Prefix	word	opposite
anti		
de		
dis		
im		
in		
il		
ir		
mis		
un		

2) **Suffixes :**

- Suffixes are generally used to form nouns, adjectives , and adverbs from verbs:
- Formation of nouns

Suffix	Verb	Noun
al		
ance		
dom		
ee		
er		
or		
hood		
ism		
ist		
ity		
ty		
ment		
ness		
ry		
ship		
ion		
tion		

- **Formation of Adjectives**

Suffix	Noun	Adjective
able		
ible		
al		
en		
ese		
ful		
less		
i		
ic		
ish		
ive		

ian		
ly		
ous		
y		
ing		
ed		

- **Formation of adverbs:**
- An adverb is formed by adding “ly” to an adjective
- Some adverbs are the same as the adjectives.

Suffix	Adjective	Adverb
ly	quick	quickly
/		

Typical Exam Questions

<i>Streams/ Exam parts</i>	<i>Comprehension</i>	<i>Text Exploration</i>	<i>Written Expression</i>
<i>Foreign Languages</i>	5 Question / 7 Points	5 Questions / 7 Points	2 Topics / 6 Points
<i>Literature and Philosophy</i>	4 Question / 7 Points	4 Questions / 8 Points	2 Topics / 5 Points
<i>Science/Math/ Tech Math /Economy</i>	4 Question / 8 Points	4 Questions / 7 Points	2 Topics / 5 Points

Choose only ONE question from The following groups	Questions	Number of items to be included in the question
GROUP 1	A. COMPREHENSION :	
	1. The text is a: a) a letter b) an e-mail	3 to 4 choices for all streams
	2. Are the following statements true or false?	4 statements for all streams
	3. Are the following statements true or false? Correct the false ones.	Foreign Languages : 4 statements Other streams : 3 to 4 statements
	4. Write the letter that corresponds to the right answer.	Foreign Languages : 4 Other streams : 3
GROUP 2	1. In which paragraph it is mentioned that in which paragraph mentioned	2 Items for all streams
	2. Put the following ideas in the order they appear in the text.	3 to 4 ideas for all streams
	3. Fill in the following table with information from the	4 items for all streams

	text.	
GROUP 3	1. Answer the following questions according to the text.	Foreign Languages : 4 questions Other streams : 3 questions
GROUP 4	1. Who or what do the underlined words refer to in the text.	2 to 4 Foreign Languages 3 to 4 Literature and Philosophy 2 to 3 Other streams
GROUP 5	1. Copy the title you think is the most appropriate.	3 Titles for all streams
	2. Choose the general idea of the text.	3 Ideas for all streams
	3. The text is: a. descriptive b. Narrative c.	4 Types of texts

	4. Reorder the following sentences to get a coherent text.	4 sentences
	TEXT EXPLORATION :	
GROUP 1	1. Find in the text a word or phrase that is closest in meaning to the following:	2 to 3 words (specify the paragraph)
PART 2	2. Find in the text a word or phrase that is opposite in meaning to the following:	2 to 3 words (specify the paragraph)
GROUP 2	3. Find words in the text whose definitions follow: Either Topic 1: (Guided, related to the theme of the reading passage) Or topic 2: (free and related to one of the other themes in the text)	2 to 3 words (specify the paragraph)
	4. Match the following words with the corresponding synonyms/opposites/definitions.	
GROUP 3	1. Complete the chart as shown in the example	words from the text to be derived
	2. Divide the following words into roots and affixes.	or divided
	3. Give the opposites of the following words keeping the same root.	3 to 4 Foreign Languages 2 to 3 For other streams
GROUP 4	1. Rewrite sentence B so that it means the same as sentence A.	2 to 3 : Foreign languages and Literary and Philosophy
	2. Combine each pair of sentences with one of the connectors provided. Make changes where necessary.	2 for other streams
	3. Combine each pair of sentences with the connectors given between brackets. Make changes where necessary	2 to 3 : Foreign languages and Literary and Philosophy
	4. Give the correct form of the verbs in brackets.	4 verbs Foreign languages 3 to 4 : other streams
	5. Ask questions which the underlined words answer.	2 for all streams
GROUP 5	1. Classify the following words according to the pronunciation of the final /S/.	4 words for all streams
	1. Classify the following words according to the pronunciation of the final /ed/.	4 words for all streams
	2. Classify the following words according to the stressed syllable	4 words for all streams
	3. Classify the following words according to the number of the syllables.	4 words for all streams
	16. Circle or write the silent letter in each of the following words.	4 words for all streams
	4. Match pairs that rhyme.	4 words for all streams
GROUP 6	1. Fill in the gaps with words from the list given.	4 words , 4 gaps
	2. Fill in the gaps with only 4 words from the list given.	6 words , 4 gaps
	3. Fill in the gaps so that the text makes sense.	Only for foreign languages 4 gaps No words given