

**MINISTÈRE DE L'ÉDUCATION NATIONALE  
ET DE LA FORMATION PROFESSIONNELLE**

# MODULE I

## ANGLAIS

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**Novembre 2016**

**DIRECTION DE L'ENSEIGNEMENT SECONDAIRE**

## INTRODUCTION

Ce module est conçu dans le but d'accompagner les élèves du secondaire I dans l'apprentissage de la langue anglaise comme langue étrangère. Les thèmes abordés dans les chapitres sont choisis en fonction des phénomènes de sociétés, des orientations culturelles et permettent aux élèves de s'orienter vers un domaine professionnel tout en insistant sur le volet de la production par l'apprenant. Ils visent un entraînement systématique lié aux activités langagières : compréhension de l'oral, compréhension de l'écrit, expression orale, expression écrite et un vocabulaire lié aux compétences socioculturelles et sociolinguistiques.

Ces thèmes traitent de la vie quotidienne, de la santé, de l'éducation, de l'environnement, des sciences et de la technologie. Ce manuel propose des supports riches et variés (des extraits de documents textuels et iconographiques). Chaque chapitre contient des exercices de rappel, des activités d'expression orale de groupe, des textes liés à des thématiques et des exercices diversifiés visant aux compétences linguistiques. Les activités en groupes, le brainstorming, les débats, le clustering, les présentations en classe sont entre autres des stratégies vivement encouragées dans les pratiques d'enseignement des professeurs du secondaire I.

L'utilisation des technologies nouvelles, d'appareils audiovisuels, de CD ROM, DVD, smart phone, etc., constitue un enrichissement, un attrait supplémentaire qui contribue à l'autonomie de l'élève.

De plus, cette méthode de travail permet de consolider et d'approfondir les connaissances et compétences acquises dans le fondamental. Elle enrichit les possibilités d'expressions des apprenants, leur apprend à s'extérioriser et leur ouvre la voie vers de multiples occasions d'échanges.

Il importe, toutefois, de souligner que le présent module est loin d'être une panacée, encore moins une œuvre exhaustive. Il y va de la largesse d'esprit de l'enseignant de l'agrémenter d'activités similaires dans l'objectif de développer le maximum de compétences prévues par le PPO.

Donc, à tous les usagers du présent module dont le contenu reste fidèle au programme actualisé du NSI, professeurs et apprenants, nous vous souhaitons un bon travail et une année scolaire réussie.

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## WARM UP ACTIVITIES

Instructions : Les expressions suivantes sont proposées dans le but de faire un rappel des compétences linguistiques orales et écrites développées antérieurement. A cet effet, l'enseignant est prié de les utiliser comme des activités de mise en train et de rappel pour la première année du secondaire.

L'apprenant doit être mis en situation d'utilisations verbales et écrites des expressions ci-dessous.

Instructions class situation	Stand! Come here! Shut the door! Could you switch on? Off the light please! Could you repeat please? Take out your books! Copy book! Speak up! Hurry up! Raise your hand! Put your hands up! Come on! You can do better than that!
Familiar expressions of daily life. Greetings	Hello! Hi Good morning / afternoon / evening / How are you? How are you doing?
Farewell	Good bye! Bye-bye! See you on Monday! Good night! Have a nice day! See you later / soon / tomorrow/nice meeting you Off we go! We're off!
Acknowledgements	Thank you! Thanks! How nice! Thanks a lot! Thank you very much!

1. I must remember to tell him / her I've forgotten how to use it
2. Don't let me forget it.
3. It's on the tip of my tongue
4. May I remind you to...?
5. Let's forget it! etc.

## EXPRESSING PAST EVENTS

1. Three days ago he decided to...
2. At the time he was still fit.
3. She was very famous.
4. I used to + Inf. When I + past tense
5. How long is it since he last came?
6. Have you ever met him?
7. I stayed with them for two weeks.
8. Once upon a time ...

## EXPRESSING OPINIONS, ASKING FOR SOMEONE'S OPINIONS

1. What do you think of their new life ...?
2. Could I know what you think of ...?
3. Can I ask you what your own view is ?
4. I'd be happy to have your opinion.
5. In your opinion, is it worth + ing?
6. Are you sure ...?
7. Have you got something to add?
8. Do you have any comments?
9. I'd like to know your opinion about ...?
10. Are you convinced, it's ...? Etc.

## GIVING OPINION

1. What I think is that...
2. To be honest I don't know?
3. In my view it will take much longer.
4. If you want my opinion, do it.
5. My impression is that....
6. I'd say it ...
7. As I said before ...
8. As for me, I estimate it is a wise decision
9. I have the feeling that..... etc

## INVITING SOMEONE / ACCEPTING AN INVITATION

1. Would you like to come too?
2. Do you want to join us?
3. What about going to ...?
4. You know you're welcome among us.
5. Yes, with pleasure!
6. I am sure I'll enjoy it!
7. Yes, I do.
8. I hope you'll be able to come
9. Yes, with pleasure.
10. I would be please if you ...

## INABILITY

1. Be incapable of ...
2. I don't know how to ...
3. It's impossible for us to ...
4. I can't stop doing it. Etc.

## EXPRESSING LACK OF UNDERSTANDING

1. What do you mean?
2. I beg your pardon !
3. I am sorry, but I don't understand.
4. What I don't understand is...
5. Can you repeat, please?
6. I am sorry, but it's too vague. Etc.

## EXPRESSING LIKES

1. I like surpassing my self
2. I love + ing ...
3. She enjoys + ing ...
4. I take great pleasure in + ing
5. I would like to ...etc

## CONGRATULATING SOMEONE

1. Congratulations!
2. Well done!
3. Perfect!
4. You did it!
5. I am very proud of you!
6. Let me congratulate you on the birth of your son.
7. That's great! Etc.

## EXPRESSING THE FUTURE

1. We plan to...
2. By the end of the month ...
3. She is on the point of + ing
4. At this time tomorrow, we'll be + ing
5. In the long run...
6. One day etc.
7. I am about to....

## UNIT 1.

Competencies: Communicate orally. Talk about family members and be capable of introducing one's family members. The use of the possessive adjectives and pronouns.



### The Obamas

The family of [Barack Obama](#), the 44th [President of the United States of America](#), is made up of people of [Kenyan](#) (Luo), [English](#), [African-American](#) and [Irish](#), French, Scottish, English, Welsh, German and Swiss ancestry as established through Obama's writings and other reports. His immediate family is the [First Family of the United States](#). The Obamas are the [first Family of African descent](#). Michelle Obama, née Robinson, the wife of Barack Obama, was born on January 17, 1964, in Chicago, Illinois. She is a lawyer and was a [University of Chicago Hospital](#) vice-president. She is the [First Lady of the United States](#).

Malia Obama and Sasha Obama

Barack and Michelle Obama have two daughters: Malia Ann, born on July 4, 1998, and Natasha (known as Sasha, born on June 10, 2001). They were both delivered by their parents' friend Anita Blanchard at [University of Chicago Medical Center](#). Sasha is the youngest child to reside in the White House since [John F. Kennedy Jr.](#) arrived as an infant in 1961. In 2014 Malia and Sasha were named two of "The 25 Most Influential Teens of 2014" by [Time](#) magazine. As a high school student, Malia Obama spent a portion of the summer in 2014 and 2015 working in [television studios](#) in New York and Los Angeles. In May 2016, the White House announced that following her graduation, Malia will take a [gap year](#) and then attend [Harvard University](#) in 2017 as part of the class of 2021.

(New York Times issued in June 2016)

#### I. READING COMPREHENSION

A. Answer the following questions according to the text above

1- Does Natasha Obama have a nickname? If so, what is it?

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2- What does Michelle Obama do?

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3- Were the Obama daughters nominees? Justify your answer.

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4- To what extent can we say that the Obamas are from a melting pot?

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5- Is Malia still a teen? Justify your answer.

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#### I. READING AND DISCUSSING

Work with a partner and discuss about the following questions. Feel free to share your opinion and comments upon answering the questions.

1. Why do you think Malia needs a gap year before entering college? Explain.

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2.. Do you think it's a good idea to take a gap year following your graduation in high school? Explain.

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## I. PROBLEM SOLVING SITUATION

1. Some people agree that the Obamas are from African descent and as a matter of fact they belong to the Afro-American ethnic group. To what extent can one say Barack Obama has incarnated Martin Luther King Junior's dream "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." Come up with strong arguments.

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2. Complete the following phrase with at least 50 words.

"I have a dream that one day in my country, ....."

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## II. COMPETENCE LINGUISTIQUE

A. Complete the sentences with can, can't, could, couldn't or was/were able to.

- 1- When I arrived, I \_\_\_\_\_ see a few people waiting for the train.
- 2- After saving their money for ten years, they \_\_\_\_\_ buy a house.
- 3- Sam and Beth \_\_\_\_\_ speak Italian fluently, can't they?
- 4- \_\_\_\_\_ you tie your shoelaces when you were four years old?
- 5- It was a very tricky question, but Paul \_\_\_\_\_ answer it.
- 6- I \_\_\_\_\_ hear what they were saying because the music was too loud.
- 7- Although it was difficult, the children \_\_\_\_\_ build a tree house.

A. Fill in the gaps with the correct form of "be" or "have" either in present or past tense.

- 1- Mr. Alexis ..... a good man and he.....two good children.
- 2- When I saw Mr. Mercier he ..... a nice black bag in his hands'
- 3- You and I..... friends yesterday but today we are enemies.
- 4- Do you often .....a big lunch at home?
- 5- Oh yeah! Alix .....with me last night.
- 6- I .....only one daughter and she.....good behavior.
- 7- No. Carol.....not my sister, she is my cousin.
- 8- .....Jack and Junior at the party last weekend?
- 9- Who..... at the door?
- 10- The group ..... ten people, each one ..... from a different area.

C- Complete with a member of the family. The use of the relatives' titles.

- 1- My father's father is my.....
- 2- Obama's mother is Malia's.....
- 3- If you are my brother, so my children are your .....or.....
- 4- The son of my son is my.....
- 5- The son of my sister is my.....
- 6- The son of my father is my .....
- 7- The daughter of my grandmother is my.....
- 8- Normally the sister of my sister is my.....
- 9- My sister's husband is my.....
- 10-My mother's husband who is not my father is my.....
- 11- Abel is your brother in law, so he is your ..... 's husband
- 12-My.....is the mother of my children.
- 13-You are my son, thus your son is my.....

B. Fill in the gaps with the correct possessive adjective (my, your, etc.) and one of the words from the list below.

Homework, flat, honeymoon, hand, bag, car, parents, umbrella

- 1- Alexis wants to buy a house. \_\_\_\_\_ is too small.
- 2- Gerry and Mary got married last week. They went to Hawaii for \_\_\_\_\_

- 3- It's raining! Take \_\_\_\_\_ with you!
- 4- I have to take the bus tomorrow. \_\_\_\_\_ has got a flat tire.
- 5- Ann lost \_\_\_\_\_ when she was on holiday.
- 6- My brother and I live in the city, but \_\_\_\_\_ live in the country.
- 7- Billy left his books at school and now he can't do \_\_\_\_\_

A. Underline the correct word.

- 1- This is our / ours car.
- 2- Is this yours / your house?
- 3- Whose is this umbrella? It's mine / my
- 4- That bicycle is hers / her
- 5- Whose are these boots? Are they your / yours?
- 6- This is mine / my camera.
- 7- These aren't our / ours pens. They are your / yours.
- 8- She's mine / my sister. Her / Hers name is Anne.



A. VOCABULARY

The Nuclear and the extended family trees

Activity 1. (Class evaluation)

Draw a list for your nuclear family and then a list for your extended family

- 1- This is mine / my camera.

A. VOCABULARY

The Nuclear and the extended family trees

Activity 1. (Class evaluation)

Draw a list for your nuclear family and then a list for your extended family

1. My sister's daughters are my \_\_\_\_\_
2. My father's grandfather is my: \_\_\_\_\_
3. My sister's twin sister is my: \_\_\_\_\_
4. My mother's new husband is my: \_\_\_\_\_
5. My Brother's wife is my: \_\_\_\_\_

Activity 2. The Family Semantic Field

1. My sister's daughters are my \_\_\_\_\_
2. My father's grandfather is my: \_\_\_\_\_
3. My sister's twin sister is my : \_\_\_\_\_
4. My mother's new husband is my: \_\_\_\_\_
5. My Brother's wife is my : \_\_\_\_\_

### Activity 2. The Family Semantic Field

The teacher will make a projection about the different types of family, both the nuclear and the extended families.

The students can correct their previous lists and make sure they can use any family-related vocabulary.



#### A. WRITING PRODUCTION

1. Choose one of the following topics.

- a) At my best friend's birthday bash last night I met Malia Obama as she was working as a waitress at the restaurant. I had the pleasure to introduce her to my boy/girlfriend. Write a small dialogue to express yourself about the content of the conversation
- b) Describe one of your most favorite relatives in a five-line paragraph

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#### New Vocabulary

Make a list of 15 new words that you have learnt from the 1<sup>st</sup> unit. Feel free to add the French translation for each one.

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**UNIT 2.** COMPETENCIES: Write a six-line paragraph upon one's leisure activities or hobbies. Express oneself about daily routines. Use logical connectors, the topic sentence and the supporting details.

TV will never be a serious competitor for radio because people must sit and keep their eyes glued on a screen; the average American family hasn't time for it." - Author Unknown, from New York Times, 1939

Life is meant to be lived, not watched. To get started living your own life rather than watching others live theirs, consider its impact on your life.



### Five Reasons to Watch Less Television

It is influencing your worldview. Anybody who has ever been a policeman, a lawyer, a psychiatrist, or an FBI agent will attest to the truth that television does not accurately portray their life. In almost all aspects, television rarely depicts the world and life accurately. Too much television results in disillusionment about what to expect from the world around us. This can most commonly be seen in people's expectations of love, romance, and sexuality.

It is influencing your spending habits. If you think you are immune (or too smart) to be influenced by the power of advertisements, you are wrong. Corporations do not spend trillions of dollars in advertising hoping to influence you. They spend trillions of dollars because they are certain they will influence you.

It takes you away from the real people all around you. The characters on television are not real. They are thought up in an office building and given life on a piece of paper. In contrast, you are surrounded everyday by real people living real lives. These real people are facing real problems. They need you. And you need them.

It is robbing you of precious mental energy. When your television is on, your concentration is held hostage. Your mental energy is drawn into the screen and your ability to control it is given up.

It is costing you money. Americans spend over \$6 billion per year just paying for the electricity to power their television sets. Add in the cost of cable/satellite bills, dvd's, movie subscriptions, peripherals ... and we're starting to talk about real money.

(Readers Digest, Sep. 1999)

#### 1- READING COMPREHENSION

Answer the following questions according to the text above

- 1- What does the author imply by saying "When your television is on, your concentration is held hostage" in the 4<sup>th</sup> paragraph? Find out a synonym expression for the highlighted one.

1. How much do Americans spend on an annual basis on paying for the electricity to power their TV sets? Write the answer in numbers then in letters.

2. To whom does the author refer when talking about the real people? Does he insinuate besides real people there are fake ones too? Express yourself.

3. After reading the third reason, can you say that watching TV is most likely to increase your social involvement? Express yourself with strong details.

I. READING AND DISCUSSING

1. Work with a partner and discuss about the following questions. Feel free to share your opinion and comments upon answering the questions.
2. Why do you think the Author has chosen to entitle the text '5 reasons to watch less TV?

- 3- Someone quoted 'TV is an electronic babysitter.'

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I. READING AND DISCUSSING

1. Work with a partner and discuss about the following questions. Feel free to share your opinion and comments upon answering the questions.

2. Why do you think the Author has chosen to entitle the text "5 reasons to watch less TV?"

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3- Someone quoted "TV is an electronic babysitter."

Do you think it's a good idea for parents to put a TV set in their children's bedroom according to the quote above? Express yourself and discuss in pairs or groups. Feel free to see a psychologist or a psychiatrist for accurate details, on the quote above.

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II. PROBLEM SOLVING SITUATIONS

1. On your birthday eve, your father proposed you two choices: Either he offers you a TV set or a smart phone. Which one would you choose? Why? Suppose the TV set is a smart TV, what would be your choice?

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2. Complete the following phrase with at least 50 words, using a dictionary.

"If my mother asked me to choose a gift, I ....."

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### III. COMPETENCE LINGUISTIQUE

#### 1. Circle the correct word between the underlined pair of words

- 1- Sam got married last year. His brother had got married two years. Ago / before
- 2- The storm broke as / during the climbers were running for shelter.
- 3- I expect Samantha will have woken up by / until nine O'clock.
- 4- We'll stay in the house until / before it stops snowing.
- 5- By / After I've finished my work. I'll go out.
- 6- You are welcome to stay in my flat as long as / as soon as you like.
- 7- Call me as soon as / until you arrive back home.
- 8- Since / when you go to the shop, don't forget to ask for a receipt.
- 9- He was singing a song during / while he was walking.
- 10- Turn off the lights before / as long as you go to bed
- 11- He offered to help no sooner / whenever I was in trouble.
- 12- Please call me as soon as / till you get the results.

#### 2. Fill in the gaps with since, until, while, before hardly, when, as soon as, when or as long as.

- 1- I was listening to the radio \_\_\_\_\_ I heard the news.
- 2- Sharon waited in the car \_\_\_\_\_. Sam was filling the petrol tank.
- 3- I had \_\_\_\_\_ finished my dinner \_\_\_\_\_ my friend knocked at the door.
- 4- I have to do my homework \_\_\_\_\_. I can go out.
- 5- You can keep this book \_\_\_\_\_ you like.
- 6- Jack has been friends with Sarah \_\_\_\_\_ they were at school together.
- 7- She fell asleep \_\_\_\_\_ she closed her eyes.
- 8- I can't pay the bills \_\_\_\_\_ my boss gives me my wages.

#### 3. Fill in with : so, as, such or such a: whichever correct.

- 1- A: Why didn't you come to work last week?  
B: I had \_\_\_\_\_ bad cold that I stayed in bed all week.
- 2- A: Are you going to Abel's party tonight?  
B- No, I have \_\_\_\_\_ much work to do that I can't go.



3- A: I really like that new shop in town

B: So do I, but it sells \_\_\_\_\_ expensive clothes that I never buy anything.

4- A: I don't want to go out tonight.

B: Oh, but it's \_\_\_\_\_ lovely evening that it would be a shame to stay at home.

4. Write the correct forms of the verbs in parentheses to fill in the following sentences.

- a) Jenifer (go) \_\_\_\_\_ to school every day by bus.
- b) Jean (study) \_\_\_\_\_ English vocabulary every afternoon.
- c) Mr. Cole (visit) \_\_\_\_\_ Haiti on summer vacation only.
- d) The train (leave) \_\_\_\_\_ at 9 o'clock.
- e) I (speak) \_\_\_\_\_ English but I don't write it.
- f) My family (do) \_\_\_\_\_ exercises only in the morning.
- g) The principal and the coordinator (have) \_\_\_\_\_ the same opinion.
- h) The students always (do) \_\_\_\_\_ research, but the exposé does not take place.
- i) The program (take) \_\_\_\_\_ place in Jacmel in July.

#### IV. Vocabulary

1. Circle the wrong word.

One word in each list does not go with the others. Put a circle around it.

- a) Nervous      calm      upset      Cotton
- b) Knife      spoon      steel      fork
- c) Rainy      party      wedding      reception
- d) Cotton      toaster      wood      leather
- e) Service      hungry      tired      thirsty
- f) Today      tonight      too bad      tomorrow
- g) School      graduation      groom      class

## 2. Choose the right word

Fill in each blank with a word from the list. Each word may be used only once.

Nervous   reception   friendly   asleep   ago   cotton

- 1- After the wedding, there was a \_\_\_\_\_
- 2- The children are usually \_\_\_\_\_ by nine o'clock.
- 3- Six months \_\_\_\_\_ Bob was in New York.
- 4- Towels and shirts are usually made of \_\_\_\_\_
- 5- We love Beverly. She's very \_\_\_\_\_

## V- WRITING PRODUCTION



The tips and techniques of writing a short essay.

### Writing a good TOPIC SENTENCE

"Young people these days spend far too much time watching television, on computers and playing video games. Children should be strictly limited to a maximum of two hours every day in front of a screen." How far do you agree with this view?

Example paragraph with a topic sentence at the start:

One of the strongest arguments in favor of limiting the amount of time that youngsters spend in front of screens is that children need to be more active in order to have a healthy lifestyle. Research shows that there is an increasing number of overweight children in the developed world and that there is a link between the amount of time spent in front of screens and being overweight. If children were not allowed to be on screens, they would find other ways to entertain themselves, and this would include playing games and sports. Research also shows that active children grow into active adults so restricting screen time for children would have a lifelong impact on the people concerned.

Activity 1. Read the example given above then choose the most convenient topic sentence given below to fill in each of the three following paragraphs. One topic sentence per paragraph.

1. Online learning has its problems.
2. The biggest benefit of going to university is not what you learn, but the people you meet there.
3. One of the most important qualities for successful language learning is being confident.

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Much research has been done into how people learn languages and what type of people learn languages most successfully. It has been shown that people who are confident, who don't worry about making mistakes and who take risks are the most successful ones. These type of people actually do better in language learning research projects than people who have the highest average marks in class.

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Although student surveys always show students like to have access to materials online, the take up of purely online courses is low. When questioned, students find that studying online can be a lonely and unsatisfying experience. Not only do students miss the human interaction with other students, they also don't like having to wait for answers to work that they have done.

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Although the main reason to go to university is to study, many people go into careers and professions unrelated to their degree program and soon forget the things they learned. However, the relationships that students make will often last a lifetime and friendships made at university can provide useful contacts in professional life.

**I. Writing a topic sentence.**

Write a topic sentence for the following paragraph, then compare your answer with a partner.

During the 1990s, I really enjoyed watching Friends on television every Thursday night. I really wanted Rachel's haircut—I think every girl wanted Rachel's haircut back then! Rachel's haircut went really well with the Guess Jeans that were so popular in the 1990s. I remember all the advertisements for Guess and Calvin Klein Jeans that were in each month's Sassy magazine. I don't think Sassy magazine exists anymore, but it was one of the most popular magazines for young women in the 1990s.



Answer: Thinking about the 1990s brings back a lot of memories for me about fashion and popular culture



A kite is traditionally a tethered heavier-than-air craft with wing surfaces that react against the air to create lift and drag. A kite consists of wings, tethers, and anchors. Kites often have a bridle to guide the face of the kite at the correct angle so the wind can lift it

Read the excerpt above then write a 5-line paragraph to talk about this leisure. Are you familiar with this hobby or have you ever seen folks having fun flying rainbow kite? When in the year are teens most likely to enjoy this leisure? Take turns expressing yourselves in a class discussion.

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## UNIT 3.

Competencies: Identify and describe the different types of housing and buildings. The use of simple past and present perfect for regular and irregular verbs/ The use of ''since'' and ''for''.

This place is enormous

Jerry: I've never been here before. This place is enormous.

Ann: Yes. It's huge, isn't it?

Jerry: It's the biggest shopping mall I've ever seen.

Ann: Do you still want to buy a lens for your camera?

Jerry: Yeah where's the camera shop?

Ann: It used to be over there, but that store looks empty now.

There's a sign on the window. Can you read it?

Jerry: Yes. It says it's under new management and has moved next to Grant's Department Store. Where's Grant's?

Ann: It's straight ahead



Jerry: Well. I'll have to come back tomorrow. They're having a grand opening sale. Is there anything in particular you're looking for?

Ann: Well. Next week is Uncle Harold's sixty-fifth birthday.

Remember? And Aunt Grace is giving him a surprise party.

Jerry: Oh, right we should get him something special. Say, he likes to fish, doesn't he?

Let's get him a new fishing rod.

Ann: That's a great idea. He used to go fishing all the time. I'm sure he still does.

Jerry: Is there sporting goods store in the mall?

Ann: It's upstairs. But the stores don't open until 10:00 and it's only 9:45, so let's walk around for a while.

Jerry: Sounds good. And maybe we can get a cup of coffee somewhere.

### I. READING COMPREHENSION

A. After reading the conversation above, answer the following questions.

1. Where is this conversation taking place?

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2. What does Jerry suggest to offer Uncle Harold on his sixty-fifth birthday?

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3. To what extent can we say there is a bar at the mall? Justify your answer

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4. What word in the text is the opposite of: narrow?

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5. Look at the picture above, and then describe the place. Is this place enormous as mentioned in the title?

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## Expressions for Past Tense

last	ago	yesterday
last night	10 minutes ago	yesterday
last Sunday	an hour ago	yesterday morning
last week	three days ago	yesterday afternoon
last weekend	a week ago	yesterday evening
last year	a month ago	the day before yesterday
last month	a year ago	



### II- COMPETENCE LINGUISTIQUE

#### A. Put the verbs in brackets into the correct form of the simple past.

- 1- Mother \_\_\_\_\_ (clean) the windows twice last week.
- 2- They \_\_\_\_\_ (not/go) on holiday to Spain last year.
- 3- Tina \_\_\_\_\_ (not/sing) in the school concert yesterday.
- 4- Paul often \_\_\_\_\_ (fight) with his brother when they were young.
- 5- Mother Teresa \_\_\_\_\_ (help) the poor people in India.
- 6- Her sister \_\_\_\_\_ (bake) this beautiful cake on Monday.
- 7- \_\_\_\_\_ (Sam/enjoy) his trip to Wales last week?
- 8- Abel's twin brother \_\_\_\_\_ (fall) and \_\_\_\_\_ (hurt) his knee, last night.

#### B. Complete the sentences with the correct form of 'used to' or 'be used to' and the verb in (...)

- 1- I \_\_\_\_\_ (not/watch) the news, but now I watch it every day.
- 2- My aunt \_\_\_\_\_ (drink) a lot of coffee, but now she prefers to drink tea.
- 3- We \_\_\_\_\_ (live) in a flat, but we live in a big house now.
- 4- \_\_\_\_\_ (you/go) to school on foot?
- 5- We \_\_\_\_\_ (not live) each other, but now we're good friends.
- 6- I \_\_\_\_\_ (not/eat) vegetables now I eat them everyday
- 7- My sister \_\_\_\_\_ (play) the piano, but now she doesn't.
- 8- They \_\_\_\_\_ (spend) their weekends in the country side. They don't any more.

#### C. Fill in the gaps with the correct reflexive pronoun.(myself, yourself, etc.)

- 1) He has hurt \_\_\_\_\_
- 2) They are enjoying \_\_\_\_\_
- 3) She made the cake \_\_\_\_\_
- 4) He may burn \_\_\_\_\_
- 5) You must behave \_\_\_\_\_
- 6) He went fishing by \_\_\_\_\_
- 7) She can't dress \_\_\_\_\_

**D. Fill in the gaps with an appropriate reflexive pronoun or each other.**

- 1) I look at \_\_\_\_\_ in the mirror every morning.
- 2) Tim's line is busy and Brian's line is busy too. I think they're talking to \_\_\_\_\_.
- 3) Fred and Jenny help \_\_\_\_\_ with their homework
- 4) The boys are having fun. They are enjoying \_\_\_\_\_.
- 5) Help \_\_\_\_\_ to more coffee and biscuits. (two people)

**E. Change into the past tense.**

- 1- The artist designs the first plan. \_\_\_\_\_
- 2- The train leaves at 3:00. \_\_\_\_\_
- 3- Mr. Mercier's office is on Capois street. \_\_\_\_\_
- 4- Uncle Belo moves too often in the capital. \_\_\_\_\_
- 5- Fiona and Johanna clean the noon. \_\_\_\_\_
- 6- The car is repaired by boss Reynolds. \_\_\_\_\_
- 7- We justify all that we study. \_\_\_\_\_
- 8- Herb grows very much in the garden. \_\_\_\_\_
- 9- N a t h a l i e                      i s                      p l a y i n g                      w i t h  
Sarah. \_\_\_\_\_
- 10- The food is interesting, everybody likes it. \_\_\_\_\_

**F. Complete with the past tense and the past participle then repeat the verbs after the teacher.**

Base form	Past tense
Past Participle	
1- To decide	
2- To work	
3- To push	
4- To study	
5- To wash	
6- To beg	
7- To detect	
8- To inspect	
9- To Pull	
10-To Play	
11-To Prey	
12-To step	
13-To fill	
14-To ask	
15- To carry	

6. Since and for (Present Perfect/ Continuous)

Fill in the gaps with since or for and read the completed phrases loudly.

- 1- .....three months
- 2- .....Six minutes
- 3- .....Six o'clock
- 4- .....Three hours
- 5- .....The President's departure
- 6- .....Years
- 7- .....He arrived from Gonaives
- 8- .....Ten years old
- 9- ..... Ten years
- 10- ..... My arrival
- 11- .....Two centuries

Problem Solving Situation. Providing advice

Ten Expressions to Use In Speaking And Writing1. 1. I reckon you should stop now

2. Why don't you stop now?
3. How about stopping now?
4. If I were you, I'd stop now.
5. I suggest you stop now
6. You'd (really) better stop right now.
7. I would strongly advise you to stop
8. My advice would be to stop now
9. It might be a good idea to stop
10. You might try stopping

My name is Theresa. My best friend Shelly got married last year. One night about a month ago, I saw her husband with another woman and he had his arm around her. I immediately called Shelly and told her about it. Now, Shelly is getting a divorce and she is mad at me. Should I have done it? Give me your advice.



## UNIT4

**Competencies:** Express your pain in context. Spread knowledge on healthcare policies. The use of: If clause, the conditionals.

Read this conversation. Decide which of the following words goes in each gap and write them in the space provided.



Injury, matter, pain, suffer, headache, ache, allergy, wrong, condition, treatment, hurt  
Patient: I feel really ill.

Doctor: Not again! What exactly is the .....

Patient: I don't know. I have an .....in my joints. I have an old leg .....and I can't walk properly.

Doctor. You've been receiving .....or that, haven't you?

Patient. Yes, but it's worse now. I'm sure I've ..... my back too.

Doctor. Oh - I've dropped my pen.

(Patient bends down and picks it up.)

Doctor. Thank you. I see there is nothing ..... with your back after all.

Patient. Well, I ..... from insomnia. I hardly get any sleep at nights. I can hear my heart beating all the time. I'm sure I have a heart .....

Doctor. Let me listen to it. No, it seems all right to me. Oh!

Are you in ....., doctor?

Patient. Yes, I have a dreadful ..... It must be an .....



H. READING COMPREHENSION

A. Answer the following questions after reading the conversation above

1- Where is the conversation taking place?

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2- What's wrong with the patient?

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3- How did the Doctor find out about the patient's back pain?

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4- To what extent can we say the patient suffers from a sleeping disorder?\_

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B- Answer the sentences by true or false.

1. The patient is merely suffering.\_\_\_\_\_

2. The doctor sounds very nice to the patient\_\_\_\_\_

II. COMPETENCE LINGUISTIQUE

A. Change into the negative form

1- I like the secondary program.....

2- The books are on the desk.....

3- We passed through by the principal gate.....

4- I saw the film about the environment.....

- 5- The teacher questioned every student about what happened.....
- 6- They like to eat in this restaurant.....
- 7- Everybody in the family goes to the beach.....
- 8- I had time to do it but I preferred to eat outside.....
- 9- The driver stops the car in the middle of the crossroad.....
- 10- My English teacher's name is Alexis.....
- 11- My Computer was infected too often.....
- 12- The Spanish seminar starts today and finishes next week.....
- 13- You and I buy first, and our friend Alix will buy after.....
- 14- Mrs. Dumond's bicycle is very heavy.....

**If clauses structure - Conditional**

If clauses type	If clause	main clause
If clauses type 1:	Simple Present	will + infinitive
If clauses type 2:	Simple Past	would + infinitive
If clauses type 3:	Past Perfect	would + have + Past Participle

**15- Examples - If clauses type 1, type 2, type 3 - Conditional**

clause at the beginning of a sentence.

If clauses type	If clause	main clause
If clauses type 1	If the game is good,	I will play it.
If clauses type 2	If the game was good,	I would play it.
If clauses type 3	If the game had been good,	I would have played it.

If clause at the end of a sentence.

If clauses type	main clause	If clause
If clauses type 1	I will play the game	if it is good
If clauses type 2	I would play the game	if it was good
If clauses type 3	I would have played the game	if it had been good

B- Put the verbs in brackets into the correct tense.

1-If you..... (look) both ways before crossing the street, you wouldn't have been knocked down.

2-If I.....(be) you, I would phone my mother tonight.

3-If he hadn't stopped the car, he .....(have) an accident.

4-I .....(give) some money to charity if I won a competition.

5-Unless we .....(leave) now, we'll be late.

6-Your friend wouldn't have phoned if you .....(not/meet) her in the street.

7-If I hadn't woken up early, I.....(be) late for work.

8-If I .....(have)more time, I would tidy the garden.

9-If John.....(phone), please take a message!

10-If I were you, I.....(get) someone to help me.

11-I were you, I.....(study) for the exams.

12-If we had a car, we .....(go) for a drive in the country.

13-John .....(lend) me some money if I have asked him.....(ask) me.

14- If she.....(get) good grades, she .....(go) to University next year.

15-If I .....(be) rich, I .....(never/work) again.

## II- GUIDED PRODUCTION

You have just visited New York City with your mother. Suddenly, she has a hypertension crisis. The paramedics rush your mother to the hospital. When the doctor comes in for the diagnostic, he starts asking you a few questions. Jot down in a few lines what this conversation may be mainly about.

Doctor: .....

You:.....

Doctor:.....

You:.....

Doctor:.....

You:.....

Doctor:.....

You:.....

**If clauses: Fill in the correct form of the verb**

1. If Jake  the money, he will go to America. (have)
2. If I had a lot of money, I  some to charity. (give)
3. If the girls  shopping, they would have bought some new shoes. (go)
4. Jake will bring some CDs if he  some good ones. (find)
5. If I  her, I would wear the red top. (be)
6. If Pete were hungry, he  a hamburger. (eat)
7. If we  to the café, we will drink tea. (go)
8. Ben  to a restaurant if he had more time. (go)
9. If the teacher corrected the tests, the pupils  the marks. (know)
10. Ben will go to the club if his friend  with him. (go)

## Unit 5.

**COMPETENCIES:** Placing an order at a fast food restaurant. The use of the perfect tenses along with yet, recently, how long, never, since, just, so far, for, ever, already.

### A HUNDRED BILLION HAMBURGERS

Once upon a time, a businessman named Ray Kroc discovered a restaurant owned by two brothers. The restaurant served just four shakes and coca cola. But it was quick. Mr. Kroc liked it so much their idea and their name: Mc Beef, big business and fast



Opened his first Mc Donald's in things: hamburgers, \*French fries, milk clean and inexpensive, and the service was that he paid the brothers so that he could use Donald's.

service were the ingredients when Mr. Kroc 1955. Four years later, there were 100 of them. Kroc knew Americans liked success. So he put \*signs saying how many millions of Mc Donald's hamburgers people had bought. In just four years, the number was one hundred million. Now, there are more than 13,000 Mc Donald's restaurants from Dallas to Paris and from Moscow to Beijing.



Anyone who wants to open a Mc Donald's must first work in one for a week. Then, they do a nine-month training programmed, in the restaurants and at "Mc Donald's University" in Chicago.

There, they learn the Mc Donald's philosophy: quality control, service, \*cleanliness and cheap prices. Mc Donald's' has strict rules, Hamburgers must be served before they are ten minutes old, and French fries, seven.

Mc Donald's has never stopped looking for new methods to attract customers, from drive-in Windows to birthday parties. Children, fish, salad and, in some places, pizza are now on the menu. Mc Donald's in Holland even sells a vegetarian burger.

Their international popularity shows they have found the \*recipe for success.

### I. Reading Comprehension

A- Answer the following questions according to the text above

1) Who is Ray Kroc?

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2) When was the first Mc Donald's built?

---

3) Where is Mc. Donald's University?

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4) How many Mc Donald's restaurants are there in the world?

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5) Was Ray Kroc the pioneer of Mc Donald's restaurant? Explain.

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6) How long did Ray take to get success?

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B. Answer the question by true (T) or False (F)

1- The restaurant served three things. \_\_\_\_\_

2- Finally two brothers bought the restaurant from Ray Kroc. \_\_\_\_\_

3- Mc. Donald's policy is Top dollar prices \_\_\_\_\_

- 4- Hamburgers must be served after twenty minutes. \_\_\_\_\_  
 5- Anyone who wants to open a Mc. Donald's must first work in one for a week. \_\_\_\_\_  
 6- Mc Donald's has never stopped looking for new methods to attract customer \_\_\_\_\_

C. Pair work, Ask your classmate.



- 1- Are you a Business man?  
 2- Is your father a businessman?  
 3- Do you like to eat out at the restaurant?  
 4- Do you like fast food restaurant? Why  
 5- What is your favorite restaurant in Port-au-Prince?  
 1-Is it expensive to eat at the restaurant?  
 2-What are the different items you need to make a hamburger?  
 (Students can write a hamburger recipe and practice it as a class activity)

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## I. Grammar

A. Put the verbs in brackets into the correct form of the present perfect.

- 1- My cousin \_\_\_\_\_ (open) a flower shop in the village.  
 2- I \_\_\_\_\_ (not / do) my homework yet.  
 3- The baker \_\_\_\_\_ (bake) many loaves of bread.  
 4- \_\_\_\_\_ (you / send) aunt Jenny a card yet?  
 5- She \_\_\_\_\_ (not / finish) his lunch yet?  
 6- I \_\_\_\_\_ (lose) my hat,  
 7- Angel \_\_\_\_\_ (Write) a new book.  
 8- What \_\_\_\_\_ (you / do) so far?  
 9- I \_\_\_\_\_ (have) lunch and I \_\_\_\_\_ (take) the dog for a walk  
 10- They \_\_\_\_\_ (pack) their suitcases.

A- In pairs, ask and answer questions using the present perfect

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B- Unscramble the following words to make meaningful sentences

- 1- Paul/live/here/three years\_\_\_\_\_
- 2 Kim / be / a teacher / 1995\_\_\_\_\_
- 3- They / work / here / six months\_\_\_\_\_
- 4- Peter / know / them / last year\_\_\_\_\_
- 5-Rob / be / ill / Tuesday/last.\_\_\_\_\_

C- Fill in the gaps with yet, recently, how long, never, since, just, so far, for, ever, already.

- 1- \_\_\_\_\_have you been a teacher?
- 2- Kate has \_\_\_\_\_ cleaned the window.
- 3- Have you \_\_\_\_\_ been to Egypt?
- 4- Sandra has\_\_\_\_\_ driven a car before.
- 5- I haven't invited anyone to the party\_\_\_\_\_
- 6- She has only written one letter\_\_\_\_\_
- 7- You have known them\_\_\_\_\_ five years.
- 8- He hasn't phoned\_\_\_\_\_ Sunday
- 9- Tony has\_\_\_\_\_ bought a dog

### I. Vocabulary

Match each word with its meaning

- |                 |  |
|-----------------|--|
| 1- Great        | a) grand                                     |
| 2- Introduce    | b) a person whose job it to welcome visitors |
| 3- Magnificent  | c) to give good wishes to a person you meet. |
| 5- Receptionist | d) to bring in something new                 |
|                 | e) goal                                      |



I. Writing Production

A. Cross out the unnecessary word in each sentence

- 1- I have broke a vase yesterday.
- 2- Were you be in Paris last month?
- 3- Tom has ever eaten all the fruit.
- 4- There were not no people at the bus stop.
- 5- Abel already cut his finger yesterday.
- 6- John hasn't never phoned me yet.

B. Unscramble the following words to make meaningful sentences

- 1- Years - In-just - number - the - one -was - million - hundred - four.
- 2- Discovered - a - businessman - two - by - brothers - owned.
- 3- Even - Holland - in - sells - vegetarian - burger - Mc Donald's -a.
- 4- in - morning - Mr. - Joe - eat - to - likes - hamburgers - the

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

C. You make up your mind about going to the super market. What are you going to buy to make 5 delicious hamburgers?

How many loaves of bread will you purchase?

Draw a list of all items you intend to go shopping to prepare your hamburgers.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



8. Would you buy a jar of mayonnaise too? Why do you need it for? Can it be optional?

\_\_\_\_\_

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## UNIT 6

Competencies: Write different types of letters, and compose well-written paragraph, to express one's ideas.

### What Computers can, cannot, and should not do

1- Computers exist to benefit and assist people, not to replace them. Computers cannot, for example, make emotional judgments; disobey instructions entered by humans, read people's minds, or replace interpersonal relationships. On the contrary, people must be extremely explicit in instructing a computer to perform even the simplest commands. What computers can do, is extremely helpful. They can.

- Store data in vast amounts
- Process data quickly and accurately
- Simulate possible outcomes based on a given set of conditions
- Recommend or take action based on output



2- Computers cannot be effective unless the people using them are able to identify the results they need and how to achieve those results. Ultimately, computers are dependent upon people.

3- Accordingly, people should not relinquish their decision-making responsibilities to computers. Humans need to be on hand to interpret conditions reported by computers, particularly if medical treatment, national defense, air traffic control, or even loan processing is involved. Nonprogrammable, human factors must complement computer read-outs for a complete and fair analysis.

4- At times computers may appear to make decisions. For example, in monitoring a refinery (a site where substances such as oil are processed), a computer might trigger a fire-extinguishing system. Another computer, used for monitoring vital signs, might reregulate the flow of oxygen to a patient. In both cases, however, although the computer initiates action, it does not make a decision. Rather, the

decisions of these process control systems were made by the human beings who programmed the machines to respond to a particular set of conditions. Therefore, people must take complete responsibility for a computer's actions. They must anticipate all potential problems and direct computers to avoid them.

5- While computers may be able to enhance a person's capabilities, they can never adequately replace interpersonal relationships. Even the most sophisticated computing machinery cannot.

**I. Reading comprehension**

**A. Circle the correct answer in each prompt, after reading carefully the text above.**

**1- Which of the following are computers not able to do?**

- A- Replace interpersonal relationships.
- B- Simulate possible outcomes based on a given set of conditions.
- C- Store vast amounts of data.
- D- Process data accurately and quickly.

**2- With Regard to decision making, computers.**

- A- Are able to make fast, accurate decision.
- B- Make decisions and store data related to the decision.
- C- Only appear to make decisions.
- D- Make more logical decisions than people do.

**3- People control computer system in which of the following ways?**

- A- By designing the program
- B- By monitoring operations.
- C- By making final decisions based on the out put
- D- All off the above

**4- Computers can**

- A- Make emotional judgments. B- Assist people.
- C- Disobey instructions entered by humans.
- D- Read people's minds.

**5- Complete responsibility for a computer's actions with people.**

- A- Control systems.
- B- People
- C- Sophisticated computing machinery
- D- Data stored in the

**E- Answer by True or False**



- 1- Computers exist to replace people\_\_\_\_\_
- 2- What computers can do, however, is extremely helpless\_\_\_\_\_
- 3- People must be extremely explicit in instructing a computer to perform the simplest instructing a computer to perform the simplest commands.\_\_\_\_\_
- 4- Computers are worse than typewriting.\_\_\_\_\_
- 5- People must not take complete responsibility for a computer's actions.\_\_\_\_\_

**Pair work: Ask and answer each other the following question:**

1. How often do you use a computer?

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2. Why do you use it?

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3. Are computers cheap or expensive in your country?

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4. When was the last time you used a computer?

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5. Can you make a drawing on a computer? If so, which software (s) will you use?\_\_\_\_\_

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**II. COMPETENCE LINGUISTIQUE**

Patrick O'Neil  
27 Galway Road

Clifton, Go Galway, Ireland

Dear Pen friend,

Hello! Our teacher asked us to write a letter to a pen pal but I don't know who I am writing to. It is kind of weird!

My name is Patrick O'Neil. I am 14. I was born in New York City, but I grew up here in Ireland. My parents moved back to Connemara 10 years ago. They bought a big house which they turned into a guest house. It's a sort of B and B, a little hotel. My mother is a game designer and I want to be one too. My father runs the guest house.

I sometimes help him but I hate it. Who likes making beds and cleaning bathrooms? But that's how I get my pocket money. I have twin sisters who are 16 and a baby brother who was born just a year ago. So when I am not helping in the hotel, I have to babysit. Fortunately, I have my judo class every week. I love it. I am an orange belt. Do you like judo?

I'm fond of animals. I also enjoy listening to music. My favorite groups are U  
Sincerely,

Patrick O'Neil

Activity 1. Follow the model then use a separate sheet of paper to write a letter to your pen pal. Feel free to use the name of any of your friends in the classroom. Your friend should do the same activity too. Good luck!!!

### III. Vocabulary

Answer each question by checking on the answer choice that makes sense.

1- In order to prevent any accidents in the chemistry lab, the professor give explicit instructions for every experiment.

#### Explicit

- A- Sony; lengthily
- B- boring; uninteresting
- C- Patient
- D- Absolutely clear in meaning.

2- When the parents were found to be guilty of neglect, they were forced to relinquish their children to foster care.

#### Relinquish

- A- Abandon suddenly

- B- Give over control of
- C- Retrieve; take back.
- D- Minimize.

3- After my brother selected a suit, the clothing salesman suggested a pale blue shirt and a striped tie to complement the outfit.

**Complement.**

- A- Make complete
- B- Brighten up
- C- Maintain
- D-Construct; design.



**TIME FOR FUN**

**GUIDE A ODUCTION**



1.What is the difference between A& B?

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2. What do you call BOTH of them?

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3. Which one of these mice is useful? Why?

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**I. Writing Production**

**A. Correct the mistakes**

- 1- Mine room is big
- 2- Are those pencils your?
- 3- This is hers book.
- 4- There is some money in mine pocket
- 5- Yours bicycle has got two wheel.



**B. Put the words in the right order to form meaningful sentences**

- 1- Photo - this - is - yours.
- 2- Hat - a - on - head - has - his - got - Paul.
- 3- Record - cousin's - this - isn't - my
- 4- Got - you - bag - my - have?
- 5- Is - long - it's - its - and - a - giraffe - neck.



Make a short summary of the text above, in, a, 4-line paragraph

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## UNIT 7

### Express oneself about the weather. Active Vs Passive voice. The verb wish



#### Weather Around you

Wherever you live, there is weather. Weather can be hot or cold. Weather can be dry or wet. The sky can be cloudy or clear. The wind can be blowing or still. On some days, the weather changes from cloudy to clear or from windy to still

Different things make and change the weather. Air is always moving and makes the wind. The way Earth turns and moves around the sun changes the weather, too. Some places on Earth get more sun and heat than other places. Water also changes the weather. Water makes clouds that can bring rain and snow.

#### Wind

Wind is air that moves. You cannot see wind, but you can see what wind does. When you see leaves move on a tree, you know that the wind is moving the leaves.

Wind moves from places where air is light. Cold air is heavy. Warm air is light. When masses of cold air meet masses of warm air, the wind can be strong. It can blow so hard that people cannot walk into the wind. At other times, not even a leaf is moving. Sometimes the wind blows hard enough to let children fly kites.



#### I. Reading Comprehension

##### A. Reading comprehension

Read the text carefully then answer the following questions.

1- Name three (3) forms the weather can have.



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2- How can the weather change? Give 2 examples

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3- Give 2 advantages of the wind.

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4- What is wind?

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5- Can people see what wind does? Explain and justify your answer

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## II. Grammar

A- Change to passive or active voice

1. Dr Naismith hung two old peach baskets

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2. Basketball was being played in both the United States and Canada.

\_\_\_\_\_

\_\_\_\_\_

3. The teams had already been reduced to seven players.

\_\_\_\_\_

\_\_\_\_\_

4. Call the physical education instructor now

\_\_\_\_\_

\_\_\_\_\_

5. The fast-moving game could be played indoors.

\_\_\_\_\_

\_\_\_\_\_

**B- Put the verbs in parentheses into the correct tense.**

- 1) I wish I \_\_\_\_\_ soccer in the 1904 Olympic games (to see)
- 2) Jesse Owen enjoyed \_\_\_\_\_ sports (to play)
- 3) The coach recommended that he \_\_\_\_\_ for a few days (to rest)
- 4) Your hair wants \_\_\_\_\_ (to cut)
- 5) I'd rather you \_\_\_\_\_ yourself (to do)

### III. Vocabulary

**A. Fill in the blank with one of the following prepositions in the box.**

Instead of, by, without, for, beside, of, about.

- 1- The police arrested someone \_\_\_\_\_ breaking into the house.
- 2- The student become proficient in english \_\_\_\_\_ speaking every day.
- 3- You are capable \_\_\_\_\_ doing your home work yourself.
- 4- We get tired \_\_\_\_\_ hearing the same old Jokes.

**Find the antonyms of following adjectives. Antonyms = synonyms)**

- 1) Wet \_\_\_\_\_ 2) cloudy \_\_\_\_\_ 3) rainy \_\_\_\_\_

4) Heavy\_\_\_\_\_



**IV. Writing production.**

1. What are the impacts of deforestation on the environment in Haïti according to you? Come up with details to support your point of view

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2. Summarize the text in 4 complete sentences. Write a topic sentence at first. Follow the model in pages 15-17

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3. Rewrite the second paragraph of the text using the simple future. Be careful with the verb forms and word forms

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## UNIT 8

**Competencies: Manage efficiently the environment to avoid massive damage.**

### Deforestation

Deforestation is clearing Earth's forests on a massive scale, often resulting in damage to the quality of the land. Forests still cover about 30 percent of the world's land area, but swaths the size of Panama are lost each and every year.

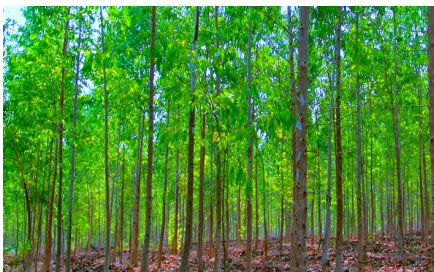
Forests are cut down for many reasons, but most of them are related to money or to people's need to provide for their families. The biggest driver of deforestation is agriculture. Farmers cut forests to provide more room for planting crops or grazing livestock. Often many small farmers will each clear a few acres to feed their families by cutting down trees and burning them in a process known as "slash and burn" agriculture.

Not all deforestation is intentional. Some is caused by a combination of human and natural factors like wildfires and subsequent overgrazing, which may prevent the growth of young trees.



Deforestation has many negative effects on the environment. The most dramatic impact is a loss of habitat for millions of species. Seventy percent of Earth's land animals and plants live in forests, and many cannot survive the deforestation that destroys their homes.

Deforestation also drives climate change. Forest soils are moist, but without protection from sun-blocking tree cover they quickly dry out. Trees also help perpetuate the water cycle by returning water vapor back into the atmosphere. Without trees to fill these roles, many former forest lands can quickly become barren deserts.



The quickest solution to deforestation would be to simply stop cutting down trees. Though deforestation rates have slowed a bit in recent years, financial realities make this unlikely to occur.

A more workable solution is to carefully manage forest resources by eliminating clear-cutting to make sure that forest environments remain intact. The cutting that does occur should be balanced by the planting of enough young trees to replace the older ones felled in any given forest. The number of new tree plantations is growing each year, but their total still equals a tiny fraction of the Earth's forested land.

I- Reading comprehension

A. Read the text carefully then answer the following questions.

1- What is deforestation?

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2- Is deforestation always intentional? Give details to clarify the answer.

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3- Why do they cut down trees, according to the text?

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4- How are the effects of the deforestation on the ecosystems? give explanation.

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5- What is the fastest solution to deforestation?

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6- Can we consider population growth and demographic explosion as a cause of deforestation? Explain.

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B. Summarize the text in 5 complete sentences. Write a topic sentence at

first.



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## II. Grammar

**A. Complete each sentence using myself / yourself / itself, etc. with one of these verbs in the correct form.**

**Blame / burn / cut / enjoy / express / hurt / Put.**

- 1- Charlie \_\_\_\_\_ while he was shaving this morning.
- 2- Bill fell down some steps, but fortunately he didn't \_\_\_\_\_ badly
- 3- It isn't her fault. She really shouldn't \_\_\_\_\_
- 4- Please try and understand how I feel \_\_\_\_\_ in my position.
- 5- They had a great time. They really \_\_\_\_\_
- 6- Sometimes I can't say exactly what I mean. I wish I could \_\_\_\_\_ better.



## B. Writing production

- 1- Look at the pictures above then express yourself about the importance of a reforestation policy countrywide?

Notice: deforestation is different from reforestation

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- 2- What are the impacts of deforestation on the environment in Haiti as far as you're concerned as a student in high school? Come up with strong details to support your point of view

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## UNIT 9.

**Competencies:** Be prone to identify the different types of transportation in both rural and urban areas



### Part 1. Traffic and Road Conditions in Haiti

**Class Activity:** Students brainstorm about the different issues that make the traffic chaotic in Haiti. The group will draw a list of recurrent traffic problems in Haiti and then present about it.

**Strategy:** The teacher should feel free to divide the class in pairs or groups of not more than 3 students.

While in Haiti, you may encounter road conditions that differ significantly from those in most countries in the region. The information below concerning Haiti is provided for general reference only, and may not be totally accurate in a particular location or circumstance.

Most of the main roads have been cleared of rubble following the January 2010 earthquake, although some rubble might remain in certain areas and impact traffic. A few roads remain impassable due to damage from the earthquake. People regularly walk on the side of the road and street-side vendors ply their wares on the existing sidewalks. Small animals (pigs, dogs, goats) are often encountered in the city and larger ones (cows and donkeys) will unexpectedly cross country roads. Cars are supposed to be driven on the right side of the road in Haiti, but few roads have lane indicators and drivers use whichever side of the road is open to them. Traffic is extremely congested in urban areas, and hour-long traffic jams develop throughout the country.

Driving in Haiti must be undertaken with extreme caution. Traffic is usually chaotic; those with no knowledge of Haitian roads and traffic customs should hire a driver through a local tour operator or hotel. Roads are generally unmarked, and detailed and accurate maps are not widely available. Lanes are not marked and signs indicating the direction of traffic flow seldom exist. Huge potholes may cause drivers to execute unpredictable and dangerous maneuvers in heavy traffic. The Haitian government lacks adequate resources to assist drivers in distress or to clear the road of accidents or broken-



down vehicles blocking the flow of traffic. While drinking and driving is illegal in Haiti, people frequently drive after drinking, especially at night.

**I. READING COMPREHENSION**

**Answer the following questions according to the text above**

1. How does the author depict the traffic situation in Haiti? Come up with two arguments.

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2. Where do street vendors ply their wares?

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3. What may cause drivers to execute unpredictable and dangerous maneuvers while driving?

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Provide two synonym words for the key word of the answer.

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4. What does the author imply by saying "Most of the main roads have been cleared of rubble following the January 2010 earthquake, although some rubble might remain in certain areas and impact traffic"?

Do you think the author insinuates that the January 12, 2010 earthquake still affects traffic in Haiti?

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5. Complete the following phrase using your common sense

Cars aren't supposed to be driven on the

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6. Choose the word that best fits to complete the following sentence

Driving in Haiti must be undertaken with extreme

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Precaution/Carelessness /Turbulence

## II. COMPETENCE LINGUISTIQUE

### A. Put the verbs in brackets into the correct form of the simple past.

1. Mother \_\_\_\_\_ (clean) the Windows twice last week
2. They \_\_\_\_\_ (not/go) on holiday to Spain last year.
3. Tina \_\_\_\_\_ (not/sing) in the school concert yesterday'
4. Paul often \_\_\_\_\_ (fight) with his brother when they were young
5. Mother Teresa \_\_\_\_\_ (help) the poor people of India
6. Her sister \_\_\_\_\_ (bake) this beautiful cake on Monday
7. \_\_\_\_\_ (Sam/enjoy) his trip to Wales last week?
8. John \_\_\_\_\_ (fall) and \_\_\_\_\_ (hurt) his knee

B. Match Column A with column B

A

- |                                       |                               |
|---------------------------------------|-------------------------------|
| 1. While I was driving home           |                               |
| 2. We were watching the children      | a- As he was chopping wood    |
| 3. He cut his finger                  | b- He was sleeping in his bed |
| 4. At eight o'clock yesterday morning | c- While they were playing    |
| 5. As she was crossing the street     | d- She slipped and fill       |
| 6. While they were talking            | e- I Man out of petrol        |
|                                       | f- Thedoorbell rang           |

C. Put the verbs in brackets into the present perfect simple or the past simple.

- 1- Mr. and Mrs. Patel \_\_\_\_\_ (win) two free tickets to Paris in a TV show last week.
- 2- First, Robert \_\_\_\_\_ (brush) his teeth, then he \_\_\_\_\_ (go) to bed.
- 3- \_\_\_\_\_ (you/ever/see) a lion? Yes, I saw one when I \_\_\_\_\_ (go) to Kenya in 1996.
- 4- I \_\_\_\_\_ (not/are) my family for two years.
- 5- Where's John? He \_\_\_\_\_ (go) fishing for the day with his father.
- 6- My sister \_\_\_\_\_ (not/play) the violin since she was twelve.
- 7- I \_\_\_\_\_ (already/see) this film. Let's watch something else
- 8- Last week, Fred \_\_\_\_\_ (fall) off a ladder and \_\_\_\_\_ (break) his arm.
- 9- I \_\_\_\_\_ (never/hear) such a moving song before.

10- Jennifer \_\_\_\_\_ (always/want) to get Harrison Ford's autograph.

D. Complete the sentences with the correct form of 'used to' and the verb in brackets.

1- I \_\_\_\_\_ (not/watch) the news, but now I watch it every day.

2- My aunt \_\_\_\_\_ (drink) a lot of coffee, but now she prefers to drink tea.

3- We \_\_\_\_\_ (live) in a flat, but we live in a big house now.

4- \_\_\_\_\_ (you/go) to school on foot?

5- We \_\_\_\_\_ (not live) each other, but now we're good friends.

6- I \_\_\_\_\_ (not/eat) vegetables now I eat them everyday

7- My sister \_\_\_\_\_ (play) the piano, but now she doesn't.

8- They \_\_\_\_\_ (spend) their weekends in the country side. They don't any more.

E. Vocabulary

Complete the sentences with the words in the box

Busy/courses/during/education/famous/feelings/misses/ pair.

- 1- People can study many things in college. Reyna wants to be a teacher, so she's studying \_\_\_\_\_
- 2- Reyna is studying at a college. She's taking \_\_\_\_\_ at the college.
- 3- The has classes \_\_\_\_\_ the week but not on weekends,
- 4- People from many counties know about the flamenco. It's A \_\_\_\_\_ dance.
- 5- Ana doesn't have much free time. She's usually \_\_\_\_\_ with school work.
- 6- She doesn't often dance now, and she feels sad about that, she \_\_\_\_\_ dancing.
- 7- Flamenco music can make Helen happy or sad. She knows her \_\_\_\_\_ in her dancing
- 8- Reynolds hands move "like a \_\_\_\_\_ of flying birds."

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## II. Writing Production

Writing sentences about your free lime.

- 1- When do you have face time?
- 2- What do you like to do in your free time?

2- What do you like to do in your free time?

3- Do you usually spend your free time alone or with other people?

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## Part 2. Traffic and Road Conditions in Haiti



Public transportation in Haiti consists primarily of "tap-taps" that run regular routes within urban areas and between towns in the countryside. A handful of public buses exist in the capital. Neither is considered reliable nor safe. Regular marked taxis are nonexistent. We strongly discourage the use of "tap-taps," public buses, and taxis. They pose the risk of vehicular accident - "tap-taps" in particular are hazardous because they are open and passengers are often ejected during an accident - and have been the site of

numerous robberies and kidnappings in the past.

Never ride in open vehicles that lack seatbelts or on motorbikes without helmets. If you are visiting Haiti, to assist in humanitarian projects, you should confirm that your sponsoring organization has arranged to provide safe, reliable transportation during your stay. U.S. citizens have suffered life-threatening injuries and some have been killed after being thrown from open vehicles or motorbikes in accidents in Haiti. Those who drive in Haiti should do so defensively and conservatively, should avoid confrontations such as jockeying for position, and remain aware of the vehicles around them. Drivers should carry the phone numbers of people to call for assistance in an emergency, as Haitian authorities are unlikely to respond to requests for assistance. When traveling outside of Port-au-Prince, drivers should caravan with other vehicles to avoid being stranded in the event



of an accident or breakdown

Although Haitian law requires that applicants pass both a written and a driving test to qualify for a driver's license, many Haitian drivers appear unaware of traffic laws. Signaling imminent actions is not widely practiced and not all drivers use turn indicators or international hand signals properly. For instance, many drivers use their left blinker for all actions; including turning right and stopping in the road, and others flap their left arm out the window to indicate that they will be taking an unspecified action. Drivers do not always verify that the road is clear before switching lanes, turning, or merging. When , drivers should caravan with other vehicles to avoid being stranded in the event making a left-hand turn, drivers should be aware that traffic may pass on the left while they are attempting to turn. This is legal in Haiti. The driver passing on the left has the right of way even when the car being overtaken has its left-hand turn signal on and is attempting to turn left.

### I. READING COMPREHENSION

A. Answer the following questions according to the text above

1. Come up with an example which proves that not all drivers use turn indicators or international hand signals properly?

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2. What are the requirements towards a driver's license in Haiti?

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3. What does the author suggest to the people traveling to Haiti?

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4. Is it easy to identify the taxis, according to the author? Justify your answer

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5. As far as you are concerned as a student living in Haiti, do you think the author is right by saying: "We strongly discourage the use of "tap-taps," public buses, and taxis. They pose the risk of vehicular accident - "tap-taps" in particular are hazardous because they are open and passengers are often ejected during an accident - and have been the site of numerous robberies and kidnappings in the past"?

Write a five-line paragraph to express your opinion.

## II. PROBLEM SOLVING SITUATION

1. After reading the whole text, do you think the author has depicted traffic in Haiti on a bright or a sober painting? Come up with as many expressions as possible to justify your answer.
2. What would you suggest the governmental authorities to solve this chaos?



III. COMPETENCE LINGUISTIQUE

A. Put the verbs in brackets into the present perfect simple or the past simple.

- 1) Mr. and Mrs. Patel \_\_\_\_\_ (win) two free tickets to Paris in a TV show last week.
- 2) First, Robert \_\_\_\_\_ (brush) his teeth, then he \_\_\_\_\_ (go) to bed.
- 3) \_\_\_\_\_ (you/ever/see) a lion? Yes, I saw one when I \_\_\_\_\_ (go) to Kenya in 1996.
- 4) I \_\_\_\_\_ (not/are) my family for two years.
- 5) Where's Jhon? He \_\_\_\_\_ (go) fishing for the day with his father.
- 6) My sister \_\_\_\_\_ (not/play) the violin since she was twelve.
- 7) I \_\_\_\_\_ (already/see) this film. Let's watch something else
- 8) Last week, Fred \_\_\_\_\_ (fall) off a ladder and \_\_\_\_\_ (break) his arm.
- 9) I \_\_\_\_\_ (never/hear) such a moving song before.
- 10) Jennifer \_\_\_\_\_ (always/want) to get Harrison Ford's autograph.

B. Complete the sentences with the correct form of used to and the verb in brackets.

1. I \_\_\_\_\_ (not/watch) the news, but now I watch it every day.
2. My aunt \_\_\_\_\_ (drink) a lot of coffee, but now she prefers to drink tea.

3. We \_\_\_\_\_ (live) in a flat, but we live in a big house now.
4. \_\_\_\_\_ (you/go) to school on foot?
5. We \_\_\_\_\_ (not live) each other, but now we're good friends.
6. I \_\_\_\_\_ (not/eat) vegetables now I eat them everyday
7. My sister \_\_\_\_\_ (play) the piano, but now she doesn't.
8. They \_\_\_\_\_ (spend) their weekends in the country side. They don't any more.

### C. Vocabulary

Complete the sentences with the words in the box

- 1- People can study many things in college. Reyna wants to be a teacher, so she's studying \_\_\_\_\_
- 2- Reyna is studying at a college. She's taking \_\_\_\_\_ at the college.
- 3- She has classes \_\_\_\_\_ the week but not on weekends,
- 4- People from many counties know about the flamenco. It's a \_\_\_\_\_ dance.
- 5- Ana doesn't have much free time. She's usually \_\_\_\_\_ with school work.
- 6- She doesn't often dance now, and she feels sad about that, she \_\_\_\_\_ dancing.

7- Flamenco music can make Helen happy or sad. She knows her \_\_\_\_\_ in her dancing

8- Reynolds hands move "like a \_\_\_\_\_ of flying birds."

## UNIT 10

**Competencies: Present about the different sports and what they represent in someone's healthy lifestyle. The use of comparative and superlative**

### Sports

It is for the women athletes that I will remember the 1992 Olympic Games in Barcelona. From beginning to end, it was the women's events that gave the most enjoyment and the greatest excitement.

I will never forget the marathon. The two leading women showed the greatest strength and determination as they contested every meter of the last scorching hill to the end.

The 10,000 meters race was even more thrilling. At the beginning of the last breathtaking lap, Derartu Tulu of Ethiopia strode powerfully past her South African rival to win the race. And she still had energy to spare!

However, the woman who inspired me most was Hassiba Boulmerka. She too comes from Africa and she is a Muslim. The religious authorities in Algeria, which is her country did not allow her to train there, yet her victory in the 1 500 metres was a magnificent triumph. With fire in her eyes, she fought her way round the track, pounding the ground. A reporter wrote that she was crushing myths with every stride. He said that her country, her continent and her sex have every reason to rejoice in her victory. As the sun sets in Barcelona, I too rejoice for Africa and for women.

#### I. READING COMPREHENSION

A. Answer the following questions after reading the text above

1 Why will the author remember the women athletes at the Barcelona Olympic Games?

\_\_\_\_\_

2 What qualities did the women athletes show they had?

\_\_\_\_\_

3 Which words and phrases express the strength and power of Bookmark's running?

\_\_\_\_\_

4 What are her country, her continent and her sex?

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5 In writing this article, is the author crushing myth si If so, which ones?

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1 In writing this article, is the author crushing myth si If so, which ones?

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### ILLINGUISOETENCIES

**A. Identify the mistakes then rewrite the following sentences appropriately.**

1) Jacmel will to be better in the future.\_\_\_\_\_

2) She would to stay there for days.\_\_\_\_\_

3) It may to rain tonight.\_\_\_\_\_

4) Body must to have finished by now.\_\_\_\_\_

5) Students may not to drink alcohol in class.\_\_\_\_\_

6) He says he ought call\_\_\_\_\_

7) Who can to pick it up?\_\_\_\_\_

**B. Use the comparative of superiority of the underlined adjectives or adverbs**

1) My brother works hard than I.\_\_\_\_\_

2) Smith's family is big than Jack's.\_\_\_\_\_

3) This lesson is difficult than the last one.\_\_\_\_\_

4) The building number 18 looks expensive than the number 20.

5) A truck goes fast than a

car. \_\_\_\_\_

**C. Now just write the comparative of superiority of the following adjectives.**

- |                     |                      |
|---------------------|----------------------|
| 1- 1- Nice.....     | 11- Bad.....         |
| 2- Tall.....        | 12- Regular.....     |
| 3- Rapid.....       | 13- Romantic.....    |
| 4- Beautiful.....   | 14- Wise.....        |
| 5- Intelligent..... | 15- Dirty.....       |
| 6- Happy.....       | 16- Solitary.....    |
| 7- Difficult.....   | 17- Solid.....       |
| 8- Capable.....     | 18- Well.....        |
| 9- Good.....        | 19- Safe.....        |
| 10- Polite.....     | 20- Comfortable..... |

**D. Change these statements from comparative of superiority to comparative of inferiority without changing the meanings of the statements.**

- Les Cayes is wider than Jérémie. \_\_\_\_\_
- Tiger is worse than lion. \_\_\_\_\_
- My dress is prettier than yours. \_\_\_\_\_
- The blue car is cheaper than the black one. \_\_\_\_\_
- Your father is older than your mother. \_\_\_\_\_

**E- Rewrite the sentences in the passive voice.**

- Paul sang a nice song. \_\_\_\_\_
- The chef hasn't made the dinner. \_\_\_\_\_
- An explorer has found a dinosaur egg. \_\_\_\_\_
- Mr. Gate will look after the baby. \_\_\_\_\_
- Someone left the front door open. \_\_\_\_\_
- Jenny didn't break the window. \_\_\_\_\_
- Someone is using the computer. \_\_\_\_\_
- His brother taught him to drive. \_\_\_\_\_
- Many schools accepted the program. \_\_\_\_\_

10-The policeman took Pepe's driver's license.\_\_\_\_\_

F- Read the following text and compare them

Use a separate sheet to highlight key elements while comparing Beth and Mary

My name's Beth. I'm English but I live in Edinburgh. I'll be 15 next month and I am 1.60m tall.

I enjoy playing the violin and I am not bad at the piano. I'd like to be able to draw, but I'm no good at art! My worst subject is maths and my best is sport. I am in the school basketball team.

Hi! I'm Mary. I'm Scottish and

I live in Edinburgh. I'm 15 years old and I am 1.55m tall.

My hobbies are painting and drawing. My best subject at school is history, but I like maths too. My worst is music.

I have asthma and I keep fit by

[illegible]

## F-Problem solving situation

Mike has decided to study Physical education, but his mother doesn't agree. His mother's choice for him is engineering. Therefore, they have been discussing for more than two hours. If you were Mike what would you use as arguments to convince your mother?

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# GLOSSARY

## Verb Tenses

Past Time	Today	Future Time
	<b>Present Perfect</b> (repeated past action, times unknown) He has seen the film six times Key words: Once, twice, many times, already	
<b>Past Perfect</b> (past action before another past time) He didn't go because <b>He had already seen</b> The show.	<b>Present Progressive</b> (past time continues to present) <b>I have been</b> Here since March. Key Words: Ever, not yet, so far, since, for	Future perfect (future action occurs up to or before another future action) By the time I retire, <b>I will have worked</b> Here for forty years.
<b>Past Progressive</b> (past action was in progress and was interrupted) We <b>were eating</b> lunch when the phone rang. ?	<b>Present Progressive</b> (Action is happening now.) <b>I am reading</b> Now ?	<b>Future Progressive</b> I will be Working Tonight at 9 PM ?
<b>Simple Past</b> (action was completed at a stated or understood past time) Yesterday we <b>left</b> at 6 PM  Key Words: Yesterday, last week, last years ago...	<b>Simple Present</b> (action is a general fact or habit) He always <b>eats</b> breakfast. Key words: Always, usually, every day, often, sometimes, rarely,...	Simple Future (action will occur at a future date) We <b>will leave</b> soon. OR We <b>are going to leave</b> Soon.

### ▪ Present Tenses

In the simple present tense, add do or does to question and negative forms. If you add the auxiliary does, then you must remove the-s from the verb.

She works hard. Why does she always work so hard?

Only use the present progressive tense when the action is happening now.

Complains  
Julie is complaining every day

## § Past Tenses

In simple past question and negative forms, did takes the past tense and the verb revert to its base form?

She worked hard. Why did she work so hard?

Do not overuse the past progressive tense. This tense only refers to events that were in progress at a specific past time

Went  
I was going to work yesterday.

Remember that some verbs cannot be used in the progressive tenses.

Believed  
He was believing in god ten years ago. (Believe is a non-progressive verb.)

## § Perfect Tenses - Since vs. For

Since refers to a specific time in the past when the action began.

- Since I graduated / since I was a child / since Monday / since 1995, etc)

For refers to the amount of time that the action lasted.

- For hours / for six months / for many years / for two days, etc)

## - Ø Future Tenses

Never write "gonna." This is not a proper word. Instead, use "going to."

Going to  
I'm gonna call you

Never use the future tense in time clauses; use the present tense instead. Time clauses are introduced by the following time markers:

When before after until unless as soon as as long as in case while
--

I will call you when I finish work.  
Time clause

## Ø Passive Form

The passive voice is formed with the verb be + the past participle.

The story was written in 1961.

## Subject-Verb Agreement

In the simple present tense, verbs that follow third-person singular subjects end -s or es.

- Add -es to verbs that end in -ch, -sh, -s, -x, or -z.

George fixes cars and trucks. He wishes that he had a different job.

- In sentences beginning with there, the subject appears after the verb. Make sure that the subject and verb agree.



There are some clouds in the sky. (plural subject)

There is a full moon tonight. (singular subject)

- Don't let interrupting phrases fool you. Make sure that the verb agrees with the subject.

The men in the front office sometimes read tabloids.

Subject Interrupting phrase verb

- Generally, when the subject is compound, the verb is plural. (Joe and I like music.)  
**But** after each and every, the verb is singular even if there is a compound subject.  
Every boy and girl makes mistakes. (Singular form of verb)
- When subjects are joined by either...or, neither ...nor, then the verb agrees with the nearest subject.

- Neither Ms. Lee nor her children watch television.  
Either those dogs or Jane has to go.

## Non-Progressive Verbs

These verbs are generally not used in the progressive tense because they indicate an ongoing state rather than a temporary action.

Likes

He is liking old movies. (Like is a non-progressive verb.)

PREFERENCE	A STATE OF BEING	POSSESSION	PERCEPTION
Want Care	Believe remember	Own	See seem
Need prefer	Know forget	Possess	Hear....appear
Like.....desire	Refuse realize	Belong	Smell*
Love appreciate	Mean understand	Have*	Taste*
Hate envy	Doubt recognize		Sound
	Trust think*		Look (meaning "appear")

Sometimes these verbs can be used in the present progressive tense when they describe an action that is in progress. Compare the following:

I have two cars. (Ownership)

I'm having a bad day

I think it is too expensive. (Opinion)

I'm thinking about you right now

Something smells wonderful. (observation)

Why are you smelling the soup?

## QUESTIONS

### Question Forms

Generally questions have the following form.

Question Word	Auxiliary	Subject	Verb	Rest of Sentence
What	Do	You	Want	A lift
Why	Are	You	Doing	
When	Did	Mark	Leave	Yesterday?
	should	we	visit	You?

## Exception

When who, what and which questions ask about the subject, no auxiliary.

Subject

Who wants more soup?

What costs more, the soup or the salad?

Diego wants more soup.

The soup costs more.

## Questions words

Question Word	Refers To	Question Word	Refers To
Who Whom	A person Who won the award? Whom did you meet	How	A method or degree How cold is it?
What	A thing What is your name?	How long	A period of time How long is the movie?
When	A time When does the show start?	How far	A distance How far is Laval from here?
Where	A place Where do you live?	How often	Frequency of activity How often do you see a dentist?
Why	A reason Why is he late?	How much / How many	Amount of something How much does it cost?  How many people are here?
Which	A choice Which seat do you want?	Whose	Possession Whose coat is this?

In formal English, use whom to ask about the object of a sentence.

Whom did she call? She called Jerry

## Embedded Questions

When a question is embedded into a larger sentence, you no longer need to use the special question word order. An auxiliary after the question word is not needed.

**Question**

What do you want for lunch?

Auxiliary

embedded question

He Wonders What you want for lunch.

**Conditionals**

Conditional sentences have two parts. The main clause depends on the condition set in the if clause.

If clause (the condition)

If we work hard,

The result

we will finish the project.

Look carefully at the types of conditional sentences.

**Possible Present and Future**

In these sentences, the condition is true or very possible.

If you think about it, life is pretty great. (This present situation is true.)

If + present tense                      present tense

If you study, you will pass the course.

If + present tense                      Future tense

(This will probably happen.)

**Unlikely Present**

In these sentences, the condition is something that is very improbable or impossible.

If I won a million dollars in the lottery, I would buy a new car.

If + past tense

would (expresses an intention)

Could (expresses a possibility)

In the "if" clause, the past verb tense is used. With the verb be, use the were form with all subjects. (In colloquial, or "street" English, you occasionally hear was.)

If I were you, I would stop complaining

**Impossible Past**

In impossible past sentences, the condition is something that cannot happen because the event is over. The speaker expresses regret about a past event or expresses the wish that a past event had worked out differently.

If you had completed your assignments, you would have passed the course.

If + past perfect tense

would have (past participle)

**Wish**

Wish about the present

You make a wish when you want things to be different. When you wish about a present

situation, use the past tense.

I wish I **knew** how to play the violin. (I can't play the violin, but I would like to.)

With the verb to be, always use **were** in formal English.

He wishes that he **were** stronger.

Wish about the past

When you could change a past situation, use the past perfect tense.

Leo wishes that he **had told** the truth to his wife.

## Modals

Modals are auxiliaries. When you place a modal before a verb, it adds a different meaning to the verb. For example, in the sentence I can read, the word can indicates ability.

Here is a list of common modals

function	Modal	Example	Past Form
Ability	Can	She can speak English	She could speak Greek When She was young
Polite requests	May Would Could can	May I help you? (formal) Would you like some tea? Could you pass the butter? Can I have some help? (informal)	
Advice	Should Ought to	Alan should see a lawyer. Karen ought to do her work	He should have seen a lawyer. She ought to have done it.
Necessity	Must Have to*	Jason must work now. She has to go to the hospital.	Jason had to work last night. She had to go there yesterday
Probability	must	Kay must be at home now	She must have been at home.
Possibility	could might may	Dan could help you. Mary might do the job. Ann may help them.	Dan could have helped you. Mary might have done it. Anne may have seen it.
Conditional Past habit	Would	If I had time, I would help her. (expresses a wish) As a youth, I would drive for hours. (expresses a past habit)	I would have helped her

- Although "have to" is not a modal auxiliary, it is included on this list because it functions like a modal and same meaning as must.

#### Ø Modals tips

- Gotta is not a word. Never write gotta.  
Incorrect: I gotta do it. Correct: I have got to do it or I have to do it.
- Should of and should are not words. In the past tense, always write should have + past participle.

	Subject Pronouns	Object Pronouns	Possessive adjectives	Possessive Pronouns	Reflexive Pronouns
	Replace the subject  <b>She</b> is sleeping.	Replace the object.  Mary saw <b>him</b> yesterday.	Appear before the noun that they describe.  That is our car.	Indicate possession and they replace a noun.  That car is <b>ours</b>	"reflect" back on the subject.  You could Do it by <b>yourself</b> .
Singular	I you he She it	Me You Him Her it	My Your His Her its	Mine Yours His Hers —	Myself Yourself Himself Herself itself
Plural	We You they	Us You them	Our Your their	Ours Yours theirs	Ourselves Yourselves themselves

#### Ø Pronoun tips

- Use object pronouns when the pronoun is the object of the preposition.  
Don't tell anyone. It is a secret between you and me.  
(It is incorrect to say "between you and I.")
- After than, if you are unsure what pronoun to use, just complete the thought.  
She knows more than (I / me). (Complete the thought: she knows more than I do.)
- Possessive pronouns never have an apostrophe.  
Incorrect: The newspaper is your's.  
Correct: yours
- Avoid Pronouns Shifts  
A shift occurs when the pronouns does not agree with its antecedent. Shifts can also occur within a paragraph.  
Incorrect: We boarded the train. It was so crowded that you couldn't sit down.  
Correct: We boarded the train. It was so crowded that we couldn't sit down.

• **Avoid sexist Language**

Terms like anybody, somebody and nobody are singular, so the pronouns that refer to these terms must be singular. It could be considered sexist to use he as a general term meaning "all people."

Sexist: Everyone has **his** own beliefs.

Solution: Everyone has **his or her** own beliefs.

Better Solution: People have **their** own beliefs.

**Singular and Plural Nouns**

Ø **Always Use singular Forms**

Ø Of nouns that follow each and every

day  
Each **days** is important

Ø Of adjectives or of nouns that act as adjectives.

dollar  
That is million **dollars** home.

Ø Of non-count nouns.

Most nouns can be counted. For example, "pen" is a count noun. But "money" is a non-count noun. Non-count nouns cannot be counted and have no plural form.

Ø **Common Non-Count Nouns**

CATEGORIES OF OBJECTS		FOOD	NATURE	
Change (money)	machinery	Bread	Air	pollution
Clothing	mail	Honey	Dust	radiation
Equipment	makeup	Meat	Electricity	mold
Furniture	money	Milk	Hail	energy
Homework	music	Fish	Rain	
Jewelry	postage	Salt	Snow	
Luggage	work	sugar	steam	
ABSTRACT NOUNS				
Advice	evidence	information	proof	
Attention	effort	knowledge	research	
Behavior	health	luck	time (free time, spare time)	
Education	help	progress	violence	

\*when work means "artistic piece such as a book, play or painting" then it is count noun. E.g., Many of Van Gogh's works are on display. In all other circumstances, work is a non-count noun.

## § Always Use Plural Forms

Ø After the expression "one of the..."

### Moments

That was one of the best moment in my life.

## § Irregular Plurals

Many English nouns have irregular plural forms.

Man-men      child-children      tooth-teeth      analysis - analyses

Woman-women      person-people      foot-feet      criterion-criteria

Most nouns that end in -for -fe change to-ves in the plural form.

Shelf - shelves, life - lives, scarf - scarves, thief - thieves, hoof - hooves

Exception: belief - beliefs.

### Sentences

## § Sentences Types

A simple sentence has one independent clause, or one complete idea.

Many people believe in ghost.

Complete idea

A compound sentence contains two or more complete ideas joined by a coordinating conjunction. You know a sentence is compound when you can cover the coordinating conjunction (and, but, or, so, nor) and still have two complete sentence.

Many people believe in ghosts but there is no proof that ghosts exist.

Complete idea

complete idea

A complex sentence contains one independent clause (complete idea) and one dependent clause (incomplete idea).

Although many people believe in ghosts, there is no proof that ghosts exist.

Complete idea

complete idea

The subordinator although turns this into a fragment, or part, of another sentence. Some other subordinators are who / what / when / where / why / that / which / unless / because / in spite of / until.

## § Common sentence errors

Sometimes students write sentences that are incomplete or incorrectly connected.

A fragment is an incomplete sentence.

Although people believe in ghosts.

A run-on occurs when two or more complete sentences are incorrectly connected.

People believe in ghosts, there is no proof that ghosts exist.

### § Placement of mid-Sentence Adverbs

Adverbs modify verbs and can express time or frequency. Midsentence adverbs (sometimes, never, ever, already, etc.) are generally placed as follows:

- After be She is often tired. He was never happy.
- Before all other simple tense verbs he usually sleeps late. We often laughed.
- Between two part verbs She can always help us. He has never seen her
- After the subject in question forms. Does she occasionally sleep late?

### Punctuation and Capitalization

#### § Apostrophes (')

Use an apostrophe

- To join a subject and verb together. We're late.
- To join an auxiliary with not. I can't come.
- To indicate possession. Ross's computer is new.

Never use an apostrophe before the "s" at the end of a verb.

#### § COMMAS (,) AND PERIODS (.)

Use a comma (,)

- To separate words in a series (more than two things). The comma before the final "and" is optional.  
She is kind, considerate, and gentle.
- Around interrupting phrases that give additional information about the subject.  
Kevin, a student at Victoria college, says that he never drink beer.
- After a phrase that introduces a quotation.  
Rebeka said, "Help me move the sofa."
- At the end of a complete quotation, if it isn't the end of your sentence.  
"Help me move the sofa" Rebeka said.

Use a period (.)

- At the end of a complete sentence.
- After the following titles: Ms., Mrs., Mr., Dr. Do not put a period after Miss.



### Punctuation Tip

Do not join two complete sentences with a comma.

Incorrect: Rob is doctor, he has many patients.

Correct: Rob is a doctor. He has many patients. (make two sentences)

Rob is doctor and he has many patients. (add a conjunction)

Rob is a doctor; he has many patients (add a semicolon)

§ Use a colon after a complete sentence to introduce a list or a quote. Also use in expressions of time.

I have visited many European counties: Italy, France, Spain, and England.

Tompkins disagrees with Douglas: "Women's literature had great value."

Class begins at 1:30

### § SEMICOLONS (;)

Use semicolons to join two independent and related clauses.

Mahatma Gandhi was a pacifist; he believed in non-violence.

### § QUOTATIONS (" ")

Use quotation marks around direct speech. After a complete introductory sentence, use a colon (:) followed by quotation marks. Put the final period inside the quotation marks.

Mrs. Baroda felt excited: "Her mind only vaguely grasped what he was saying."

After an introductory phrase, use a comma followed by quotation marks. The quotation should begin with capital letter.

In his essay, Levi said, "we were interchangeable."

If you integrate the quotation isn't the end of your sentence, end the quotation with a comma. If your quotation ends with other punctuation, put it inside the quotation mark.

"We were interchangeable," according to Levi.

"You can't be serious!" she shouted.

"What did you call me?" he replied.

### § "Inside" Quotations

If one quotation is inside another quotation, use single quotation marks ( ' ' ) around the inside quotation.

Bernice was forced to act: "She turned to Charlie Paulson and plunged. Do you think I ought to bob my hair?'"

§ Citing Page or Paragraph Numbers

Put the page or paragraph number in parentheses. Place the final period after the parentheses.

In his essay, Levi says, "we were interchangeable" (4).

§ CAPITALIZATION

Always capitalize the following:

1. The pronoun I and the first word of every sentence.

2. The days of the week, the months, and holidays.

Tuesday      May 22      Labour Day

3. The names of specific places, such as buildings streets, parks, public squares, lakes, rivers, cities, provinces, and countries.

Kelvin Street      Lake Louise      Regina, Saskatchewan

4. The names of languages, nationalities, tribes, races, and religions.

Spanish      Mohawk      Buddhist

5. The titles of specific individuals.

General Dewitt      the President      Doctor Blain

If you are referring to the profession in general, do not use capitals.

Generals      senators      doctors

6. Course and program titles.

Economics 201      Electrical Engineering      B e g i n n e r ' s  
Spanish

7. The major words in titles of literary or artistic words.

The Catcher in the rye      The Diviners      war and peace

§ PUNCTUATING TITLES

Place the title of a short work in quotation marks. Capitalize all of the major words in a title. Some short works are

Song short story newspaper article essay poem magazine article

*The Beatles' worst song was "help." In class we read "Story of an Hour."*

Underline (or italicize, if you are using a computer) the title of a longer document. Some longer documents are

TV show or movie work of art magazine book play  
newspaper

We watched the classic movie West Side Story

## Verb + Preposition Combinations

The following list contains commonly used preposition combinations. The prepositions may follow a verb, adjective or noun.

Accuse (somebody) of	(be)familiar with	Prevent (someone) from
(be) afraid of	(be) finished with	Protect (someone) from
agree with	Forget about	(be) proud of
(be) angry with, about	Forgive (someone) for	Provide (someone) with
Apologize for	(be) friendly with	(be) qualified for
Approve of	(be) grateful for	(be) realistic about
(be) associated with	(be) guilty of	(be) related to
Aware of	(be) happy about	Rely on
Believe in	Hope for	Rescue from
Capable of	(be) hopeful about	(be) responsible for
Care about, for	(be) innocent of	(be) sad about
Commit to	Insist on	(be) satisfied with
(be) concerned about	(be) insulted by	(be) scared of
(be) confronted with	(be) interested in	Search for
Consist of	(be) jealous of	Stop (something) from
(be) convinced of	Keep from	Succeed in
Count on	(be) located in	Take advantage of
Decide to, on	Look for (meaning 'search for')	Take care of
Depend on	Look forward to	Thank (someone) for
(be) disappointed with, about	(be) made of, from	Think about
Dream of	(be) opposed to	(be) tired of
Escape from	Participate in	(be) upset with, about
(be / feel) excited about	(be) patient with	(be) willing to
Feel like	(be) prepared for	(be) worried about

<b>Base Form</b>	<b>Simple Past</b>	<b>Past Participle</b>	<b>Base Form</b>	<b>Simple Past</b>	<b>Past Participle</b>
Arise	Arose	Arisen	Feed	Fed	Fed
Be	Was, were	Been	Feel	Felt	Felt
Bear	Bore	Borne / born	Fight	Fought	Fought
Beat	Beat	Beat / beaten	Find	Found	Found
Become	became	Become	Flee	Fled	Fled
Begin	Began	Begun	Fly	Flew	Flown
Bend	Bent	Bent	Forbid	Forbade	Forbidden
Bet	Bet	Bet	Forget	Forgot	Forgotten
Bind	Bound	Bound	Forgive	Forgave	Forgiven
Bite	Bit	Bitten	Forsake	forsook	Forsaken
Bleed	Bled	Bled	Freeze	Froze	Frozen
Blow	Blew	Blown	Get	Got	Got, gotten
Break	Broke	Broken	Give	Gave	Given
Breed	Bred	bred	Go	Went	Gone
Bring	Brought	brought	Grind	Ground	Ground
Build	Built	Built	Grow	Grew	Grown
Burst	Burst	Burst	Hang	Hung	Hung
Buy	Bought	Bought	Have	Had	Had
Catch	Caught	Caught	Hear	Heard	Heard
Choose	Chose	Chosen	Hide	Hid	Hidden
Cling	Clung	Clung	Hit	Hit	Hit
Come	Came	Come	Hold	Held	Held
Cost	Cost	Cost	Hurt	Hurt	Hurt
Creep	Crept	Crept	Keep	Kept	Kept
Cut	Cut	Cut	Kneel	Knelt	Knelt
Deal	Dealt	Dealt	Know	Knew	Known
Dig	Dug	Dug	Lay	Laid	Laid
Do	Did	Done	Lead	Led	Led
Draw	Drew	Drawn	Leave	Left	Left
Drink	Drank	Drunk	Lend	Lent	Lent
Drive	Drove	Driven	Let	Let	Let
Eat	ate	Eaten	Lie	Lay	Lain
Fall	fell	fallen	light	lit	lit

Reflexive pronouns.

We use reflexive pronouns when the subject and object are the same

Ex: Peter shave himself  
Subject     object

The reflexive pronouns are:

Singular: Myself / yourself (one person) / himself / herself / itself

Plural: ourselves / yourselves (more than one person) themselves.

Ex: I don't want you to pay for me. I'll pay for myself. (Not I'll pay for me)

- Mirline had a great holiday. She enjoyed herself very much.

Notice: We do not use myself, etc, after concentrate / feel / relax / meet:

Ex: you have to try and concentrate (not concentrate yourself)

Do you feel nervous? "Yes, I can't relax."

We also use myself / yourself, etc, in another way.

Ex: "who repaired your bicycle for you? "No body. I repaired it myself."

I repaired it myself = I repaired it, not anybody else.

Here, myself is used is emphasize I (it makes it stronger)

- She is not going to it for you. You can do it yourself.