

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
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sciences



ESP Programme

Level : L3 Classes (EGE)

Economie de Gestion et d'Entreprise

Economy of Management and Enterprise

An Academic Handout delivered to L3 students specialized in "EGE"
Economie de la gestion de l'Entreprise

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ESP

English for specific purposes

Definition:

In ESP, when somebody talks, she/ he uses words and terms that have relationship with the field (the speciality). The speaker uses specific words for specific area or domain; such as scientific terms e.g. Economics: enterprise, company, business...

Mackay and Mountford (1978 :2) stated that English for Specific Purposes (ESP) “is generally used to refer to the teaching of English for a clearly utilitarian purposes”. That is, English should be taught to achieve specific language skills using real situations, in a way that allows the learners to use English in their future profession, or to understand English discourse related to their area of speciality. Again Vein Robinson (199 :2) stated that the students’ purpose of learning English is “ not because they are interested in the English language or English culture as such, but because they need English for study or work purposes”. In brief , defining ESP has to be so problematic to researchers ,and providing a simple and easy definition of ESP was not easy task to do. Scholars have provided different definitions, yet most of them were considered as common core, simply for the reason that they described ESP as teaching specific content and skills of English to specific mass of students aiming at communicating effectively in academic or vocational situations.

How does English for Specific Purposes (ESP) distinguish from English for General Purposes (EGP) or English as Second Language (ESL)

The most essential difference is based on the learners of ESP and their aims or goals for learning English. Learners of ESP usually have some knowledge of English and they learn it for the aim of communicating a set of professional skills and performing particular job-related functions. Hence, ESP schedule is built on an assessment of goals, needs and the functions for which English is required. Moreover, ESP focuses more on language in context than on teaching grammars and language structures. The ESP focal point is that English is not taught as a subject separated from the student’s real wishes and objectives.

As a matter of fact, ESP combines subject matter and English teaching language. Such mixture is highly motivating because learners are able to apply what they learn in their English classes to their main field of study such as business management economics,

computer science, tourism... The ability of ESP students to employ the vocabulary and structures that they learn in meaningful context reinforces what is taught and increases their motivation. Learners of ESP are conscious of the aims for which they will need to study and use English.

Business Operations

A variety of operations keep businesses, especially large corporations, running efficiently and effectively. Common business operation decisions include: *production, marketing, finance and human resource management.*

1. Production: includes those activities involved in conceptualizing, designing and creating products and services.

2. Marketing: is the process of identifying the goods and services that **consumers** need and want. Providing those goods and services at the right place and time.

3. Finance: involves the management of money. All business must have enough **capital** on hand to pay their **bills**, and **for-profit** business seeks for extra capital to expand their operations. In some cases, they raise **long-term** capital by selling ownership in the company. Other common financial activities include **granting, monitoring**, and collecting on **credit** or **loan** and insuring that **customers** pay bills on time.

4. Human Resource Management (HRM): business relies on effective **human resource management** to ensure that they hire and keep employees, and they are able to respond to conflicts between workers and management.

Exercise: Discuss the following questions

1. Give definition to the term “business”.
2. What is the difference between for-profit and non-profit organizations?
3. What is “production”?
4. Specify the notion of “just-in-time inventory”.
5. What is marketing?
6. How do you distinguish between loan and credit?

7. Complete the table below :

Verb	Noun	Adjective
To finance
To consume
To grant
To monitor
To loan

Definitions and synonyms of technical terms

1. Consumer: a person who purchases goods and services for personal use. People who buy and consume products.

Consumer= user ≠ producer.

2. Customer: a person who buys goods or services, but not necessarily for personal use.

Customer= buyer.

3. Capital: is the amount of money invested in business to generate income.

Capital= funds.

4. Bills : Printed or written statement of the money owed for goods or services.

Bill= receipt, statement.

5. For-profit : organizations operated to make a profit, to own benefits e.g. private companies and enterprises...

6. Non-profit : organizations that are not conducted primarily to make a profit e.g. public schools , hospitals...

7. Long-term-capital : long-dated= long-range.

8. Granting : agree to give or allow to.

Granting= endowment, donation.

9. Monitoring : observing and checking the progress and the quality of the project.

Monitoring= control, observation.

10. Finance : the management of large amount of money.

Finance= investment.

11. Loan : is to borrow money in order to start a business than give it back with profits.

Loan= loaning, advance.

The difference between Loan and Credit :

Loan is a written or printed legal agreement between the lender and the borrower for a limited time. When the decided period is over, the borrower is required to pay off money with the prdified interest of money (the benefits). Credit ; however, is a flexible kind of agreement in which neither the payment time, nor additional profits are gained. Credit has no documentation ; in most of time it works on trust and faith between the two parties ; the borrower and the lender.

Competitors and competition

Companies or products in the same market are ***competitors*** or ***rivals***. Competitors compete with each other to sell more, and be more successful, etc.

The most important companies in a particular market are often referred to as ***key players***.

Competition describes the activity of trying to sell more and be more successful. When competition is strong, you can say that it is ***intense, stiff, fierce*** or ***tough***. If not, it may be described as ***low-key***.

The competition refers to all the products, business, etc. competing in a particular situation seen as a group.

Questions :

- 1.** What is the topic discussed in the text above ?
- 2.** What kind of relationship that companies and products have in the market ?
- 3.** What are companies referred to in the market ?
- 4.** What are the kinds of competition in market ?
- 5.** What would happen if there was no competition ?
- 6.** What is the definition of competition in the market in your opinion ?
- 7.** What is the role of competition in the market ?
- 8.** Find in the text the synonym of :

Intensive =

- 9.** find in the text the opposite of the word :

Low-key ≠.....

Practice

1. Define briefly :

* For-profit / non-profit organization.

* Finance.

* Production.

2. Mention the difference between :

* Customer and consumer.

* Loan and credit.

3. Give synonyms for :

* Loan =

* Granting =

* Bill =

* Consumer =

* Customer =

4. Fill in the gaps using the following technical terms : customer, companies, services, manufacturer, goods :

Marketing is the movement of and from in order to satisfy the and to achieve the aims.

Buyers, Sellers and the Market

Customers and **clients** are people who buy every day services such as aeroplane travel or telephone services..... You can also talk about the **users** or **end-users** of a product or service, who may not be the people who actually buy it. For example when a company buys computers for its staff to use, the staff are the end-users. People who buy products or services for their own use are consumers, especially when considered as members of large groups of people buying things in advanced economies.

Person or organization that buys new things is called a buyer or purchaser. These words also describe someone in company who is responsible for buying goods that the company uses or sells. These people are also **buying managers** or **purchasing managers**. A person or an organization that sells something is a **seller** or a **vendor**.

The **market**, the **free market** and **market economy** describe an economic system where prices, jobs, wages, etc. are not controlled by the government, but depend on what people want to buy and how much they are willing to pay.

Assignment :

1. What is the theme discussed in the text ?

2. Find in the text words or expressions that express the following meanings :

* Someone who buys food in a supermarket. (3 expressions)

* All the people who buy the services of a private detective agency, seen as a group. (2 expressions)

* Someone who uses the computer even if they have not bought it themselves, but their company had. (2 expressions)

3. Complete the following table :

Verb	Noun : person/ organization	Noun : process	Noun : thing
To make
.....	Manufacturing	.....
.....	Product

4. Summarise the text above in your own words indicating the most important processes.

What's a corporation?

A corporation is an organization led by many people and treated by the law as though it were a person. It owns property, pays taxes, makes contracts, sues and be sued. It has separate and distinct existence from the stockholders who own the corporation's stock. Stock represents ownership rights to a certain portion of the profits and assets of the company that issues the stock. In order to form a corporation, its founders must do three things :

First, they must register their company with the government of the state in which it will be headquartered. Second, they must sell stocks. Third, along with the other shareholders, they must elect a board of directors.

Questions :

1. Give a general idea for the text .
2. What is a corporation according to you ?
3. What would be the advantages and the disadvantages of a corporation ?
4. What are the steps you go through so that you set up a corporation ?
5. how do you register a corporation ?
6. how do you name a board of directors, and for which reason ?
7. After reading the text and answering the previous questions, fill in the missing word or words :

Although a corporation is owned by many people, it is treated by as if it were a person. A corporation can make, pay taxes, and own Stock represents in the corporation and a right to a portion of the and of the company. To register a company, the owners must file an of

8. Explain the following terms :

- * Sue :
- * Stockholders :
- * headquartered :

Practice

1. Complete the table below :

Verb	Noun	Adjective
To contribute	Contribution	Contributed
To demand
To motivate
To recognize
To satisfy

2. Match the verbs forms in the sentences below with the appropriate tense : present/past perfect, present/past continuous, simple/ continuous future, simple past, simple present,

- a.** I had never been to Ireland before.
- b.** The meeting has not been fixed yet.
- c.** She will working in Brussels next week.
- d.** The products are not tested on animals.
- e.** He has already met his partner in the company.
- f.** We are being watched .
- g.** I'll speak with the director at the end of the meeting.
- h.** He was kept in hospital overnight because of the bad services.
- i.** They were celebrating during the publication of their new product.
- j.** The photocopier has been breaking down a lot recently.
- k.** He applied for the post.
- l.** They are always arguing.

Insurance

Insurance is the equitable transfer of the risk of a loss, from one entity to another in exchange for the payment. **It** is a form of risk management primarily used to hedge against the risk of a contingent, unclear loss.

According to study texts of the chartered Insurance Institute, there are the following categories of risk :

1. Financial risks which means that the risk must have financial measurement.
2. Pure risks **which** mean that the risk must be real and not related to gambling.
3. Particular risks which mean that these risks are not widespread in **their** effect, for example earthquake risk for the region prone to **it**.

An insurer, or insurance carrier, is a company selling the insurance ; the insured, or policyholder, is the person or entity buying the insurance policy. The amount of money to be charged for a certain amount of insurance coverage is called the premium risk management, the practice of appraising and controlling risk, has evolved as a discrete field of study and practice.

Methods of insurance : in accordance with study books of the Chartered Insurance Institute, there are the following types of insurance :

1. Co-insurance which relates to risks shared between insurers or insurer and insured.
2. Dual-insurance which relates to risks having two or more policies with same coverage.
3. Self-insurance which relates to the situations when the risk is not transferred to insurance companies and solely retained by the entities or individuals themselves.
4. Reinsurance which relates to the situations when insurer passes some part of or all risks to another insurer called Re-insurer.

Questions :

A) Read the text and say whether the statements are true or false, then give the correct answer if it is false :

1. A quake risk is an example of particular risk.
2. Risk management has developed as a discrete field of study and practice.
3. There are three kinds of insurance.

B) Read the text again and answer the following questions :

1. Mention the categories of risks that are insurable.
2. How many classes of risks are there ?
3. What are the pure risks ?

C) Find in the text :

*Transmit=..... Concerning=..... developed=..... domain=..... double=.....

*Certain=..... gain=..... Unreal=..... general=.....

D) Find in the text words whose definitions follow :

- 1.Amount of money to be charged for a certain amount of insurance coverage .
- 2.A company selling the insurance.
- 3.the persons or entity bying the insurance policy.
- 4.The equitable transfer of the risk of a loss, from one entity to another in exchange for payment.

E) What do the underlined words refer to : it, which, their, it.

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First Semester ESP Exam

Activity 01 :Read the following text then answer the questions (6pts)

In paris, 500 organizations offer language training to companies. However, 90 % of sales are made by the top 5 language training organization. The market, is not growing in size overall. Organization A has 35 % of the market , and faces stiff competition from B, which has about 25 % of the market ? and from C,D and E who each has 10 %, but who are trying to grow by charging less for their courses.

Questions :

- 1.What is the topic discussed in the text above ?
2. How many competitors are there in this market ?
3. Is the competition in the market strong ? Justify.
4. Who is the market leader ? Justify.
5. Who are the key players ?
6. Find out the synonyms of the following words :

Strong =

Expand =

Activity 02 : Define briefly : (4pts)

- * For-profit business :
- * Charities :
- * Production :
- * Monitoring :

Activity 03 : (4pts)

Business is an activity of exchanging goods and services for the aim of gaining money. So what are the operations that keep business running ?

Activity 04 : (3pts)

1. How do you defferentiate **loan** from **credit** ?
2. What are the kinds of competition in the market ?
3. How do you distinguish between **customer** and **consumer**.

Activity 05 : (3pts)

Verb	Noun/Process	Noun/Person	Adjective
To purchase			
To sell			
To buy			
To produce			

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First Semester ESP Make-up Exam

Task 01 : turn the following statements to the passive/ active forms :

1. Payment will be made by bank transfer.

.....

2. The bank worker has opened a current account to Jane.

.....

3. Businessmen must organize their jobs.

.....

4. The thief was arrested by a policeman.

.....

5. The head of the company had explained the problem to the client.

.....

6. The manager gave her a ticket.

.....

Task 02 : relate each concept with its appropriate definition :

Concept	Definition
1. Wage	a. money that customers leave for workers in addition to the bill.
2. tips	b. get paid every month.
3. Bonus	c. free meals.
4. Perks	d. get paid every week.
5. Salary	e. extra money you get if you sell more product.

Task 03 : complete the table :

Noun	Verb	Adjective
.....	Consume	.....
Organization	.....	.....
.....	Loan	.....

Passive / Active forms

Passive form :

Rule : Be + Verb (Past Participal) +by.

- * Past simple : was, were + V(pp)+by.
- * Present simple : is, are , am + V(pp)+by.
- * Present continuous : is being, are being, am being +V(pp)+by.
- * Present perfect : has been , have been +V(pp)+by.
- * Past perfect : had been+V(pp)+by.
- * Future + models : will, can might, must, should, may, have to... + be

E.g.1 A man **stole** her.

She **was stolen by** a man.

E.g.2 A manufacturer **files** the articles of incorporation application.

The articles of incorporation application **are filed** by a manufacturer.

E.g.3 A competitor **has plagiarized** them.

They **have been plagiarized** by a competitor.

E.g.4 Businessmen **must** organize their jobs.

Jobs **must be** organized by businessmen.

Task 01 : change the following sentences from active to passive :

1. The policeman arrested the thief.
2. We often teach foreign languages through questions and answers.
3. The earthquake destroyed the whole city.
4. You can not buy friendship with money, you can only buy it by friendship.
5. the large number of cars delayed me.
- . 6. The storme damaged the trees.

Task 02 : turn the following statements to passive :

1. Mrs. Nada teaches us ESP.
2. The teacher praised him.
3. The fireman took the injured to the hospital.
4. The boy's work pleased the teacher.
5. The fire damaged the building.
6. The manager will give you a ticket.
7. The police caught the thieves.

Task 03 : complete the following sentences using the appropriate active or passive voice :

1. The problem..... To the client. (explained/ was explained)
2. Those pyramids (built/ were built) around 4000 AD.
3. All the trouble..... by the new worker. (has caused/ was caused)
4. The visitors..... a collection of old manuscripts. (were shown/ have shown)
5. I.....him ten thousand pounds last year.(lent/ lend/ was lent)
6. That picture..... by my grand mother. (painted/ was painted).
7. Iby his attitude. (shocked/ have shocked/ was shocked)
8. Excuse the mess. The house(is painting/ is being painted / has painted).
9. I knew why I (had chosen/ had been chosen).

Definition of some business terms

1. Elasticity of supply and demand :

a. Elasticity of supply : responsiveness of output to change in price ; computed the percentage change in the quantity supplied divided by the percentage change in price. Supply is said to be elastic if the elasticity exceeds (is less than 1) the more elastic supply is, the more will change in price increase production.

b. Elasticity of demand : responsiveness of buyers to changes in price, defined as the percentage change in quantity demanded divided by the percentage change in price. Demand for luxury items may slow dramatically if prices are raised ; because, these purchases are not essential and can be postponed.

2. Employment agency : public or private organization providing employment services for those seeking employment as well as potential employers seeking employees. Public agencies provide a wide range of services, most of which are supported by employer contributions to state unemployment funds. Private agencies play a major role in recruiting professional and managerial candidates.

3. Enterprise : business firm : the term is often applied to a newly formed venture.

4. Entrepreneur : individual who initiates business activity. The term is often associated with one who takes business risks.

5. Leadership : upper level of management that provides vision and direction for the company.

6. Liquidity : ability for individual or company to convert assets into cash or cash equivalents without significant loss.

7. Macroeconomics : study of the aggregate forces of a nation's economy as a whole. Using such data as price levels, unemployment, inflation and industrial production.

8. Management :

a. Combine field of policy and administration and the people who provide the decisions and supervision necessary to implement the owners' business objectives and achieve stability and growth. The formulation of policy requires analyses of all factors having an effect on short- and the long term profit.

b. Key people in an organization. Those who make the important decisions are called top management.

9. Management science : study of management, school of management emphasizing the use of mathematics statistics as an aid in resolving production and operation problems. A major objective is to provide management with a quantitative basis for decisions.

10. Manager : person charged with the responsibility of administrating and directing an organization's activities.

Practice

Translation :

1. Say in Arabic :

- a.** Insurance is the equitable transfer of the risk of loss from one entity to another in exchange for payment.
- b.** Financial risks which mean that the risk must have financial measurement.
- c.** It is commonly accepted that the only financial, pure and particular risks are insurable.

2. Say in English :

- a.** Le paiement se fera par transfer bancaire.
- b.** Payez-vous comptant ou avec un carte de crédit .
- c.** Veuillez nous ouvrir un compte courant au nom de X.

Financial management

The text :

Financial management entails planning for the future of a person or a business enterprise to ensure a positive cash flow. It includes the administration and maintenance of financial assets. Besides, financial management covers the process of identifying and managing risks.

The primary concern of financial management is the assesment rather than the techniques of financial quantification. A financial manager looks at the available data to judge the performance of entreprise. Managerial finance is an interdisciplinary approach that borrows from both managerial accounting and corporate finance.

Some experts refer to financial management as the science of money management. The primary usage of this term is in the world of financing business activities. However, financial management is important at all levels of human existence because every entity needs to look after its finance.

Questions :

1. Answer the following questions :

- a. What does financial management involve ?
- b. What is the main concern of financial management ?
- c. What does managerial finance mean ?
- d. What is the main use of financial management

2. Say whether the following statements are true or false ;

- a. Financial management entails planning only to ensure a positive cash flow.
- b. The assessment of financial quantification is the secondary concern of financial management.
- c. Managerial finance is a sub-variety of managerial accounting and corporate finance.
- d. Financial management is the science of money management.

3. Find in the text words that are synonyms of the following :

Principal=..... Accessible=..... Word=.....

4. Find in the text words that are antonyms of the following :

Negative≠..... Lend≠..... Amateur≠.....

5. Put the word between parenthesis in the right place :

a. Financial management includes the administration and maintenance of financial assets. It covers the process of identifying and managing risks. (In addition)

b. It is important at all levels. The primary usage of financial management is financing business activities. (But)

6. Classify the following words according to their final /s/ :

Entails - Covers - risks - enterprise - borrows - experts - needs - activities.

/s/	/z/	/iz/
.....
.....
.....
.....

Text :

The aim of any economic activity is to produce goods and services. Production is ;therefore, the transformation of the input into output, by means of different productive processes.

To produce any article or to provide any service depends upon some factors or agents of production, also called factor resources. There are two broad types of factors of production human factors and non-human factors. The human factors consist of labour and enterprise, and non-human factors refer to land and capital.

As far as production is concerned, we distinguish two kinds : direct production and indirect production. The former implies that the worker produces for his own needs ;whereas the latter refers to a chain of productive processes. This chain can be divided into three major processes : primary process deals with the extraction of raw materials. Secondary process, in this process, the raw materials are transformed into manufactured goods. Tertiary process in which the finished article is made available and displayed to the consumer.

Questions :

1. Give a title to the text.
2. Give synonyms to the following terms :

Aim=..... Articles=..... Therefore=.....

3. give opposites to the following words :

Latter≠ Output ≠..... Major≠.....

4. Answer the following questions from the text :

- a. What is the purpose of any economic activity ?
- b. What are the major processes of production ?
- c. What is meant by direct production ?

5. Put 'true' or 'false' to validate the type of the following sentences :

- a. Mary explains the situation. (passive voice)
- b. Their work have been finished. (passive voice)
- c. He masters many languages. (active voice)

6. Choose the right answer :

a. In the future most of our work.....by the machine.

Will be doing- has been done- will be done.

b. The new company is looking for..... workers.

Illiterate- lazy- careless- skilled.

c. Self-employed people enjoy.....the freedom to work when they like.

To have- to be having- having- have.

Text :

Direct mail is the most common form of direct marketing ; it is a kind of advertising that conveys its message straight to the consumer or another business rather than using an intervening medium such as TV or print advertising. To the average consumer, the term may be considered synonymous with junk mail, but for advertising it is an inexpensive and, when properly targeted, effective means in order to getting message to consumers, direct mail includes any marketing materials that can be mailed in order to encourage the recipient to buy a product, accept an offer or support an organization : postcards, letters, brochures, catalogues, newsletters or statements stuffers. It may include product samples, coupons or special offer not available through other means.

Questions :

Part one : Reading comprehension :

1/ Select the best idea that suits the text.

- a. What is direct mail ?
- b. The importance of direct mail.
- c. The direct mail techniques.

2/ Answer the following question according to the text :

- a. Why is direct mail the most famous type of marketing ?
- b. Extract from the text two adjectives that best describes direct mail.
- c. What does direct mail include ?

3/ Find in the text the synonyms and antonyms

- a. Synonyms : extract words that have the same meaning of the following terms.
Buyer=..... Sent=.....
- b. Antonyms : find in the text opposites to these words.
indirect≠..... Discourage≠.....

Part two : Grammar

1/ Individe these words into : prefix/ root/ suffix

Indirect/ intervening/ inexpensive/ reconsidered.

Prefix	Root	Suffix
.....
.....
.....
.....

2/ Supply punctuation and capitals when necessary.

this aspect of direct marketing an emphasis on traceable measurable positive responses from consumers regardless of medium

3/ Put the verbs in brackets in their correct form.

- a. We (to watch).....the film yesterday.
- b. I (to practice)sport every week.
- c. In 2010, South Africa (to organize).....the football world cup.

4/ Link these sentences using the appropriate connector (although, to, so, but)

- a. The price of oil has greatly increased/ Algerian people are still suffering lack of food.
- b. The manager has helped a lot in the company's projects/ All the workers want him to be re-elected.
- c. Algeria is very rich in raw materials/ it has weak industry.
- d. Ameliorate the productivity/ The firm adopted new strategy.

5/ Translate the first paragraph into Arabic.

.....

.....

.....

.....

.....

.....

.....

Free Enterprise Economy

Free enterprise economy, also called the capitalist economic system is a politico-economic mode of production in which all decision on the management of the community are made by individuals, this type of economy is based on the following criteria.

1. Private property i.e., private ownership and control of the means of the production.
2. Private profit i.e., creation of economic activities by individuals in order to make more profit.
3. Creation of market structure which regulates these economic activities.
4. Laissez-faire principles which lead to competition between the different supplies of goods and services.

In this mode of production, the state does not intervene in other economic sphere. Its role is supportive rather than interventionist. In other words, the state seeks to provide the conditions which are necessary for the economic framework to prosper.

In the latter forms of capitalism, the role of the state has become more influential and significant, in the sense that it attempts to control the economy. The aim of such interventions is to create stability and to protect local capital.

Questions :

Part one :

1/ Answer the following questions :

1. What is the capitalist economic system ?

.....

2. What are the main characteristics of this type of economics ?

.....

3. What is the role of the state in the earlier form of capitalism ?

.....

4. What is the role of the state in the later form of capitalism ?

.....

5. Why does the state control the economy ?

.....

2/ Say whether the following statements are true or false.

1. The capitalist economic system is based on liberal principle.
2. The owners of capital always seek to provide the necessary condition for them to make more profit.
3. In the economic system, the workers control the means of production.
4. In the capitalist economic system, the workers control the political and economic framework.
5. The role of the state in ' pure' capitalism into intervene in the economic sphere.

Part two :

Find in the text words that are closest in meaning to the following terms :

- Ownership=.....
- Company=.....
- Criteria=.....

Find in the text words that are opposites in meaning of the following word :

- general≠.....
- group≠.....
- early≠.....

Give the meaning of the following terms in Arabic :

- production →
- ownership →
- property →
- means →

Grammar desk

Wh- question words :

1. Who : asking about people (who are you ?/ who likes cookies ?)
2. What : asking about things or activities (what is this ?/ what sports do you like ?)
3. What time : asking for specific time.
4. What.....like : asking about characteristics (what is your sister like ?)
5. When : asking about general or specific times (when is the movie ?/when is ESP class ?)
6. Where : asking about places (where is the school ?/ where is the restaurant ?)
7. Which : asking to specify a specific thing from a number of things (which pencil is mine ?/ which do you like most, the dog or the cat ?)
8. How : combined with many words to ask questions about a specific characteristics, qualities, quantities, etc. (how much ?/ how long ?/ how often ?)

Yes/ No-questions :

To do/ To have/ modal verbs + subject + verb + the rest of the sentence + ?

To be + subject + the rest of the sentence ?

Activity one : complete with a **Wh-** question :

- 1..... is your profession ?
- 2.....the meeting will take a place?
- 3.....are you wearing, a coat ?
- 4..... colleges do you have ?
- 5.....is your management science teacher ?
- 6.....is your birthday ?

Activity two : ask questions for the underlined words :

- 1/ a. George often has the capacity to solve the problem.
b.
- 2/ a. our interest in this project is to produce new quality of corn-flakes for children.
b.

3/ a. the teacher is writing some examples on the board.

b.

4/ a. Tom is watching a movie now.

b.

5/ a. No, my parents never smoke cigarettes.

b.

6/ a. Peter and Rob go to school by service bus.

b.

7/ a. Sam is doing his homework in his room.

b.

8/ a. I read two books every month.

b.

9/ a. I cannot understand Hans because I do not know German.

b.

10/ a. No, Sally is not writing a letter now.

Activity three : change the following sentences to yes/no questions :

Example : He is a student. Is he a student ?

1. This company is newly established.

.....

2. The boss has appreciated the efforts of the workers.

.....

3. The idea was really interesting.

.....

4. They entered strongly to the market.

.....

Marketing

Marketing is a set of techniques having the aim of evaluating the need and the interactions of the consumer and according to these data to work out strategies in order to affect decisions of purchase .

The first technique of marketing intervening only after the production and simply takes charges of the interests of the manufacturer up to the final point of sale.

Today, marketing took an importance much larger in the strategy of the entreprise. In the large companies, marketing precedes the manufacture of product. It includes market research and the development of the product, the design and tests.

The management of marketing comprises planning, the organization, the direction and the control of the decision-making concerning the ranges of products, the price determination, promotion and the services. In the majority of these fields, marketing has total control, like the development of the range of product ; its role is primarily. In other cases, the services marketing of a company has the load of the phisicaldistribution of the products, determining the distribution systems which will be used and supervising the profitable flow of goods of the factory to the places of storage.

Questions :

1/ Answer the following questions according to the text.

a. What's the main goal of marketing ?

.....

b. Mention the differences between marketing in the old times and now.

.....

c. In which domains has marketing a complete control ?

.....

d. When the role of marketing is only advisory ?

.....

2/ Find in the text words that are close in meaning to the following terms :

Taxies =..... complete=

Buying=..... comprise=.....

3/ Find in the text words that are opposite in meaning to the following terms :

after≠ nature≠.....

Finally ≠..... Monitory≠.....

4/ Match the words with their corresponding meaning :

Words	Meaning
a. Market research	1. Skills in managing any affair
b. Strategies	2. Ability to judge and act accordingly
c. decision-making	3. study of the reasons why people buy, or don't buy certain goods

5/ Complete the table :

Present	Simple past	Participle past	In Arabic
Take
.....	Got/ gotten	.....
.....	Sent	.....	.....
.....	Gone	.....
.....	بجد
.....	Begun	.....

6/ Translate into English the following technical terms :

.....: رؤوس الاموال

.....: السعر

.....: الادخار

.....: الترويج المالية

What makes a great manager?

The first problem when you start to manage is that you do not actually think about management issues because you do not recognize them. Management is about pausing to ask yourself the right questions so that your common sense can provide the answers.

When you gain managerial responsibility, your first option is to do what is expected of you. You are new at the job, so people will understand. You learn slowly by your mistakes and probably you try to devote as much time as possible to the rest of your work. When you became a manager, you gain control over your own work, not all of it. You can change things, you can do things differently. You actually have the authority to make a huge impact upon the way in which your staffs work. You can shape your own work environment.

In a large company, your opinions may be limited by the existing corporate culture, and here you have to face directly into the main thrust of corporate policy, and make changes sideways. Options are wider (since custom is often less rigid) and the impact that your team has upon the company's success is proportionately much greater. Thus once you start working well, this will be quickly recognized and nothing gains faster approval than success.

Part one :

a-Read the text carefully then answer the questions bellow :

1. What is the first problem the manager faces ?
2. What do you have to do the first time when you became a manager ?
3. What jobs you can do ?
4. Where does a manager have wider options ?

b- Antonyms and synonyms :

1. Find in the text words that are opposites to the following terms :

fast≠..... diapproval≠.....to loose≠.....

2. Find in the text synonyms of the following terms :

To fix=..... choice=..... company=.....

Part two : Mastery of language :

Change the following statements from active into passive

1. The policeman arrested the thief.
2. We often teach foreign languages through questions and answers.
3. The earthquake destroyed the whole city.
4. You cannot buy friendship with money ; you only buy by friendship.
5. The large number of cars delayed me to reach the meeting.
6. The storm damaged the trees.

Complete the table below :

Verb	Noun	Adjective
To finance		
	Leadership	/
/		Accurate
	Consumption	
To inflate		/

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2nd semester ESP Exam

Activity one : Give a brief definition to :

a. Entreprense :

.....

b. Leadership :

.....

c. Management science :

.....

d. Liquidity :

.....

Activity two : transform into the passive :

a. Large corporations keep business.

.....

b. people buy every day services.

.....

c. Entrepreneur has initiated business activity.

.....

Activity three :

a. give synonyms to :

Input=.....

aim=.....

major=.....

b. Give opposites to :

lend≠.....

Negative≠.....

Raw material≠.....

activity four : relate the statements using the following conjunctions :

a. Financial management includes the administration and maintenance of financial assets. It covers the process of identifying and managing risks. (Moreover).....

.....

b. It is important at all levels. The primary usage of financial management is financing business activities. (However).....

.....

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2nd semester ESP Make-Up Exam

Activity 01 :

Routine response behaviour **occurs** when consumers buy low-cost.

Substitute the underlined word by its synonym :

- a. arise b. improves c. happens d. appears

activity 02 : Put the verb between brackets into the correct tense :

1. The Algerian economy(to be) in grave danger.
2. If you(to buy) this book, your life(to be) better.
3. In 1971, Houari Boumediene(to nationalise) the hydrocarbons sector.
4. The boss(to talk) on the phone at the moment.

Activity 03 : Transform into passive :

1. A manufacturer has filed the articles of incorporation application.
.....
2. enterprises must organise their jobs.
.....
3. The new worker has caused a trouble at work .
.....
4. The bank worker has opened a current account to a client.
.....

Key answers

Business operations

1. Business : the activity of exchanging goods and services(buying and selling) for the aim of gaining money.

2.

a. *for-profit organization* : operates for earning profits such as Coca-Cola, Pepsi-Co and Koch Brothers... it is also called profit organizations.

b. *non-profit organization* : operates for social aims (serving the society) as a whole such as helping poor or sick people. They are also called charities e.g. public hospitals, schools and Human Rights Watch...

3. is the method of turning inputs into finished goods or products in a manufacturing process. In other words ; it means the creation of something new from basic input.

4. Just-in-time Inventory : or JIT is a management strategy or a methodology that helps business reduce waste in production by only keeping enough stock on hand to fulfil current orders or maintain production.

5. Marketing : is the movement of goods and services from manufacturer to customer in order to satisfy the customer and to achieve the companies objectives. In other words, it is the process of bying, selling, market research, transportation, storage, advertising,etc. all these are the types of the complex area of business known as Marketing.

6. the difference between loan and credit :

Loan is a written or printed legal agreement between the lender and the borrower for a limited tima. When the decided period is over, the borrower is required to pay off the money with the predifined interest of money (benefits). Credit ; however, is a flexible kind of agreement in which neither the payment time nor the interest rate are fixed i.e. no limitted period of time, nor additional profits are gained ; credit has no documentation ; in most of time , it works on trust and faith between the two parties ; the lender and the borrower.

7. Completing the table :

Verb	Noun	Adjective
To finance	Finance	Financial
To consume	Consumption	Consumed/ consumable
To grant	Granting	Granted
To monitor	Monitoring	Monitored
To loan	Loan	Loan

Competitors and competition

- 1.** the topic discussed in this text : The tough competition between rivals in the market.
- 2.** The relationship that is between companies and products in the market : they are competitors and rivals.
- 3.** Companies are referred to as key-players in the market.
- 4.** There are two types of competition in the market : strong competition and low-key competition.
- 5.** if there was no competition in the market, the prices would be the same ; because, the different stores do not compete with each other. Moreover, the prices would be high wherever the client goes in the case if manufacturers decided on the stores' selling prices i.e. the stores would not be able to compete on price. The customer would have to buy the same product at a high price.
- 6.** In my opinion, competition in the market is a necessary activity between different companies in order not to stop the creativity and the productivity of what is new, especially new technological products that are needed nowadays in the world as a whole.
- 7.** Competition in the market leads to a variety of products and prices. The customers may have many options and choices to choose from. Not only so, but also it drives to more developed and high quality products ; because, each company tries to attract customers with its products. Competition also pushes to the appearance of new products, goods, services by which each company does its best to invent new merchandise that is not available in the market.
- 8.** Intensive= strong.
- 9.** low-key ≠ intense, stiff, fierce, tough.

What's a corporation?

1. A general idea for the text : the corporation should be led by people, treated by the law and goes through three major steps in order to be established.

2. A corporation is a legal entity organized under the state laws, whose investors purchase shares of stocks as evidence of ownership in it.

3. a. Advantages :

* Limited liability : the shareholders of a corporation are ownly liable up to the amount of their investments. The corporate entity shields them from any further liability.

* ownership transfers : it is not difficult for a shareholder to sell shares in a corporation. Though this is more difficult when the entity is privately-held.

* Perpetual life : there is no limit to the life of corporation since ownership of it can pass through many generations of investors.

b. Disadvantages :

* Double taxation : depending on the type of corporation, it may pay taxes on its income after which shareholders pay taxes on any dividends received, so income can be taxed twice.

* Excessive tax fillings : depending on the kind of the corporation, the variuos types of income and other taxes that must be paid can require a substantial amount of paper work.

* Independent management : if there are many investors having no clear majority interest, the management team of a corporation can operate the business without any real oversight from the owners.

4. There are three main steps yu go through in order to establish a corporation ; the establishers of a corporation should first register their company whith the government of the state. Then, they are obliged to sell their stocks. At the end, the shareholders must elect a board of directors.

5. To register a corporation, the founders have to file articles of incorporation application with the state in which foundation they will run their corporation. In general, these articles include four items :

a. name, adress and purpose of the corporation.

b. names, addresses of the initial board of directors (these men and women will serve until the first stockholder's meeting, when a new board may be elected.

c. numbers of shares of stores to be issued.

d. amount of money capital to be raised through issuing stocks.

6. To become incorporated, a corporation must have a board of directors. Therefore, founders of the corporation would select the first board for their corporation. After that, stockholders at their annual meeting would elect the board.

7. contracts, property, ownership, profits, assets, articles, incorporation application.

8.

* Sue = adjudicate = prosecute .

* Headquartered = the head office = the prime place where it will be established.

* Stockholders = contributors , the persons who has shares in a company.

Insurance

1. answering by 'true' or 'false' :

- a. True
- b. True
- c. false, there are four kinds of insurance

2. answering questions :

- a. there are three classes of risks.
- b. pure risks should be pure and not related to gambling.

3. transmit= transfer

concerning= related

developed= evolves

domain= field

double= dual.

certain≠uncertain

gain≠loss

unreal≠real

general≠particular

4. words and definitions :

- a. the premium.
- b. insurance carrier.
- c. policyholder.
- d. insurance.

5. it : insurance.

Which : pure risks.

Their : particular risks.

It : earthquake.

Financial management

- 1.a. Financial management involves the administration and maintenance of financial assets.
- b. Its main concern is the assesment rather than the techniques of financial quantification.
- c. It is the science of money management.
- d. The primary usage of this term is in the world of financing business activities.

2.a. false.

b. false.

c. false.

d. true

3. Principle= primary. Accessible= available Word=term

4. Negative≠ positive Lend≠ borrow Amateur≠expert

5. a. Financial management includes the administration and maintenance of financial assets. In addition, it covers process of identifying and managing risks.

b. The primary usage of financial management is fianancing business activities, but it is important at all levels.

/S/	/Z/	/Iz/
Risks	Entails, Covers, Entreprise,	Avtivities
Experts	Borrows, Needs	

Text comprehension

Part one :

1.Title : Production.

2. synonyms :

Aim= objective, goal, purpose.

Articles= outputs.

Therefore= consequently, so.

3.Antonyms :

Latter first, former.

Outputs ≠ inputs.

Major≠ minor, secondary.

4.answering the questions :

- the purpose of any economic activity is to produce goods and services.
- The major processes of production are the transformation of the input into output.
- Direct production implies that the worker produces for his own needs.
- Indirect production refers to a chain of productive processes.

5.stating true or false :

- false
- true
- true

part two :

Grammar :

- Will be done.
- Skilled.
- Having.

Text comprehension 2

part one :

1. The best idea that suits the text :

the importance of direct mail.

2.a. Direct mail is the most famous type of marketing ; because , it conveys its message straih to the consumer or another business rather than using an intervening medium such as TV or printing advertising.

b. Two adjectives : expensive , effective.

c. Direct mail includes any marketing materials.

3. Synonyms and antonyms :

a. buyer= consumer sent = mailed

b. indirect ≠ direct discourage ≠ encourage

part two :

1.

Prefix	Root	Suffix
in	direct	
	intervene	ing
In	expensive	
Re	consider	ed

2. Punctuation :

this aspect of direct marketing ; an emphasis on traceable, measurable and positive responses from consumers regardless of medium.

3. a. we **watched** the film yesterday.

b. I **practice** sport every week.

c. in 2010, South Africa **organised** the football world cup.

4. a. the price of oil has greatly increased, **but** Algerian people are still suffering lack of food.

b. the manager has helped a lot in the company's projects. **So**, all the workers want him to be re-elected.

c. **although** Algeria is very rich in raw materials, it has week industry.

d. the film adopted new strategy **to** ameleorate the productivity.

Free Entrepise Economy

Part two :

1.synonyms :

Ownership= property

Company= entreprise

Criteria= mode

2.antonyms :

General ≠ private

Group ≠ individuals

Early ≠ latter

3. translation :

Production → انتاج

Ownership → ملكية

Property → ملكية

Means → وسائل

Grammars

Activity one : complete with a **Wh-** question :

- 1 . what is your profession ?
- 2 . when the meeting will take a place?
- 3 . what are you wearing, a coat ?
- 4 . how many colleges do you have ?
- 5 . who is your management science teacher ?
- 6 . when is your birthday ?

Activity two : ask questions for the underlined words :

- 1/ a. George often has the capacity to solve the problem.
b. How often George has the capacity to solve the problem ?
- 2/ a. our interest in this project is to produce new quality of corn-flakes for children.
b. What is our interest in this project ?
- 3/ a. the teacher is writing some exapmles on the board.
b. What the teacher is doing ?
- 4/ a. Tom is watching a movie now.
b. When Tom is watching a movie ?
- 5/ a. No, my parents never smoke cigarettes.
b. Do your parents smoke cigarettes ?
- 6/ a. Peter and Rob go to school by service bus.
b. How do Peter and Rob go to school ?
- 7/ a. Sam is doing his homework in his room.
b. Where is Sam doing his homework ?
- 8/ a. I read two books every month.
b. How many books I read every month ?

9/ a. I cannot understand Hans because I do not know German.

b. Why I cannot understand Hans ?

10/ a. No, Sally is not writing a letter now.

b. Is Sally writing a letter now ?

Activity three : change the following sentences to yes/no questions :

Example : He is a student. Is he a student ?

1. This company is newly established.

Is this company newly established ?

2. The boss has appreciated the efforts of the workers.

Has the boss appreciated the efforts of the workers ?

3. The idea was really interesting.

Was the idea really interesting ?

4. They entered strongly to the market.

Did they enter strongly to the market ?

Marketing

Words	Meaning
a. Market research	1. Skills in managing any affair
b. Strategies	2. Ability to judge and act accordingly
c. decision-making	3. study of the reasons why people buy, or don't buy certain goods

5/ Complete the table :

Present	Simple past	Participle past	In Arabic
Take	Took	Taken	اخذ
Get	Got	Got/ gotten	حصل على
Send	Sent	Sent	ارسل
Go	Went	Gone	ذهب
Find	Found	Found	يجد
Begin	Began	Begun	بدا

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1st semester ESP Exam Correction

A/ Text Comprehension :(6pts)

1. the topic discussed in the text is : the rough competition between companies that are offered a language training organizations.
2. There are 5 top competitors in this market.
3. No, competition is not strong in this market ;because, the market is not growing in size overall.
4. The market leader is « A ». For, it has 35% of the market.
5. the two key-players are company « A » and « B »
6. Synonyms :
Strong= stiff
Expand= grow

Activity two : Definitions

- *For-profit business : the business made for the reason of getting a profit, through exchanging goods and services such as private enterprises.
- * Charities : or non-profit organizations that are made for non-profits in order to help people, they are made for the aim of serving the society.
- * Production : an activity of conceptualizing, designing, and creating new goods and services from the exploration and the transformation of raw-materials into finished or semi-finished products.
- * Monitoring : observing and checking the companies' movements.

Activity 03 : business operations :

- *Production
- * Finance
- * Marketing
- * Human Resource management

Activity 04 : answering the questions :

- * Loan is legal, written agreement, lent for limited period of time, based on mortgage and seeks for benefits and profits. However, credit is illegal based on trust and faith, for free time with no profits.
- * There are two kinds of competitors in the market : strong competitors and low-key competitors.
- * Customer is the buyer and can be the user at the sametime, yet the consumer is the user or end user of the product or service.

Activity 05 :

Verb	Noun/Process	Noun/Person	Adjective
To purchase	Purchasing	Purchaser	purchased
To sell	Selling	Seller	sold
To buy	Buying	Buyer	bought
To produce	Production	Producer	produced

First Semester ESP Make-Up Exam correction

Task 01 : Passive / Active forms (6 pts) :

1. Bank transfer will make payment.
2. A current account has been opened to Jane by the bank worker.
3. Jobs must be organized by businessmen.
4. A policeman arrested the thief.
5. The problem had been explained to the client by the head of the company.
6. She was given a ticket by the manager.

Task 02 : concepts and their definitions (2pts) :

Concept	Definition
1. Wage	a. money that customers leave for workers in addition to bills.
2. Tips	b. get paid every month.
3. Bonus	c. free meals.
4. Perks	d. get paid every week.
5. Salary	e. extra money you get if you sell more products.

task 03 : completing the table (2pts) :

Noun	Verb	Adjective
Consumption	Consume	Consumed/ consumable
Organization	Organize	Organized
Loan	Loan	Loaned/ loanable
Purchasing	Purchase	Purchased

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2nd semester ESP Exam Correction

Activity one : Give a brief definition to :

a. Entreprise : a business firm, the term generally refers to a newly formed venture.

b. Leadership : upper level of management that provides vision and direction for the company.

c. Management science : study of management, school of management emphasising the use of mathematics statistics as an aid in resolving production and operation problems. A major objective is to provide management with a quantitative basis for decisions.

d. Liquidity : ability for individual or company to convert assests into cash or cash equivalents without significant loss.

Activity two : transforme into the passive :

a. Large corporations keep business.

Business are kept by large corporations.

b. people buy every day services.

Every day services are bought by people

c. Entrepreneur has initiated business activity.

Business activity has been intiated by entrepreneur.

Activity three :

a. give synonyms to :

Input=raw materials aim=objective major=main

b. Give opposits to :

lend≠borrow Negative≠positive Raw material≠output

activity four : relate the statements using the following conjunctions :

a. Financial management includes the administration and maintenance of financial assets. It covers the process of identifying and managing risks. (Moreover)

* Financial management includes the administration and maintenance of financial assets.

Moreover, it covers the process of identifying and managing risks.

b. It is important at all levels. The primary usage of financial management is financing business activities. (However)

* It is important at all levels. **However**, the primary usage of financial management is financing business activities.

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2nd semester ESP Make-Up Exam Correction

Activity 01 : Substituting the underlined word by its synonym :

Routine response behaviour occurs when consumers buy low-cost.

- a. arise b. improves **c. happens** d. appears

activity 02 : Putting the verb between brackets into the correct tense :

1. The Algerian economy **is / will be** in grave danger.
2. If you **buy** this book, your life **will be** better.
3. In 1971, Houari Boumediene **nationalised** the hydrocarbons sector.
4. The boss **is talking** on the phone at the moment.

Activity 03 : Transforming into passive :

1. A manufacturer has filed the articles of incorporation application.
The articles of incorporation application have been filed by a manufacturer.
2. enterprises must organise their jobs.
Jobs must be organised by enterprises.
3. The new worker has caused a trouble at work .
A trouble has been caused by the new worker at work.
4. The bank worker has opened a current account to a client.
A current account has been opened to a client by the bank worker.

Text

The general objective of the text : To raise the learners' awareness about the negative effects of fraud and corruption over the world.

Part One. A) Reading Comprehension.

Read the text carefully then do the activities.

In many parts of the world, people do not hesitate to engage in activities that do not comply with the basic patterns of ethics. The absence of legal structures to control **their** businesses and the spread of poverty and illiteracy in their land encourage the birth of all sorts of unlawful practices. The illegal means they handle enable them to acquire vast fortunes and hold immense influence over their communities.

In Asia and in Africa but also in South America, the widespread usage of child labour by merciless employers and the expanding trade in drugs and narcotics dominated by powerful groups are vivid examples of the barbarous features that take grip of human societies. Other misdeeds that are practised on a large scale involve the obligation made to girls and women to perform immoral acts in return to low gains, and the extending manufacture of all sorts of forged and imitated goods without any respect either to the statutes protecting the products and their inventors or the regulations required for their safe use.

We also find that bribery and embezzlement of public funds by unscrupulous individuals take alarming proportions in many nations. At the same time the unauthorised sale of fire arms and the marketing of suspicious medicaments have become intensive. In addition, many operations are carried out by international organisations that no authority is able to check and to penalize.

All these transgressions to law and morality weaken the resources of the state and impair the social condition of the inhabitants because of the tax evasion they generate in every country. Worse than that, **they** enable their authors to handle the clever strategy of laundering their billions of dollars through lawful channels where no suspicion will be raised about the cruelty through **which** they have amassed and even the death of thousands of defenceless creatures they have caused.

1. Match each paragraph with its corresponding idea.

Aim: to skim through the text to get the general ideas.

Paragraphs	Ideas
§ 1	a- The violation of the law endangers the existence of the state.
§ 2	b- Some people become wealthy through illegal actions and activities.
§ 3	c- Some inventions are illegally reproduced and sold in the world.
§ 4	d- Some groups deviate public funds for their own interests.

2. - Read the text and then say if the following statements are true or false.

Aim : to scan through the text to ensure comprehension.

- a) Wrong-doers have much control over the fellows in their communities.
- b) Secured treatments and medicines are given to poor patients.
- c) Big sums of money get deviated from their legal destination.
- d) Legal business will reduce the incomes of the governments and states.

3. Answer the following questions according to the text.

Aim: To improve the learners' comprehensive capabilities by making them searching for specific notes and details while reading a text.

- a)-What do poverty and illiteracy engender in modern societies?
- b)- What attitude do wrong-doers have toward the law?
- c)- Is tax evasion harmful to the economy of the state.
- d)- Do people sometimes acquire fire arms illegally?

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

Aim: To train learners to consider words in relation to each other.

- a) their (§1)
- b) they (§4)
- c) which (§4)

5. Is the text:

Aim: to recognize the type of the discourse they are dealing with.

- a) argumentative ?
- b) expository ?
- c) narrative?

b) Text Exploration (8pts)

1) Match each word with its definition

Aim: to understand the meaning of vocabulary words.

Words	Definitions
1) merciless	a) punish for breaking law
2) misdeeds	b) wrong or illegal actions
3) unscrupulous	c) showing no pity to people who suffer
4) penalize	d) without moral principles

2) Which adjectives can be derived from the following nouns?

Aim: to get learners aware about forming adjectives by adding suffixes to the nouns.

Nouns	illiteracy	Ethics	Influence	Cruelty
adjectives				

3) Ask the questions to which the underlined words are possible answers.

Aim : to form question about specific words /information

a) Poverty and illiteracy encourage the birth of all sorts of unlawful practices.

b) The absence of legal structures increases unlawful practices.

4) Rewrite the second sentence so that it means the same as the first sentence.

Aim : to practice the grammar notions that the learners have dealt with in the classroom.

a)- Many operations are carried out by international organizations.

b)-International organizations -----

a)-The violation of the law endangers the existence of the states.

b)-The existence of the state -----

5) Classify the words below according to the pronunciation of their final “s”.

Aim : to practise the pronunciation of the final ‘s’.

Ethics – practices – products – Resources – Communities - drugs.

/s/	/z/	/ɪz/

Part two Written expression (5pts)

Choose one of the following topics:

Topic 1:

Aim : to write an opinion article about the importance of ethics in business.

Some businessmen say :< Business is Business>. They mean that every businessman is free to choose his personal ethical standards; business profits are more important than moral values. *Write a short essay (a speech) saying that ethics is important in business.*

Businessmen arguments	Your arguments
You need money to make money	Business should comply with ethics
People start business to become wealthy	Business can endanger the environment
Respecting ethics may limit production	Greed may result in unfair competition
Ethics can undermine the values of work	Good practices ensure fairness and success

Undermine: make less effective. / Greed: a desire to get more (example: profits-money...)

Topic 2: What are the features of a successful businessman according to you?

Aim: to prepare an opinion article about the successful businessman.

Part one Reading comprehension (7pts)

1)

Paragraphs	Ideas
§ 1	b- Some people become wealthy through illegal actions and activities.
§ 2	c- Some inventions are illegally reproduced and sold in the world.
§ 3	d- Some groups deviate public funds for their own interests.
§ 4	a- The violation of the law endangers the existence of the state.

2) a)True b>false c>true d) false

3) a- Poverty and illiteracy encourage the birth of all sorts of unlawful practices

b- Wrong-doers do not respect the laws.

c- Yes, it is.

d- Yes, they do.

4) a) their (§1) b) they (§4) c) which(§4)

5) The text is **expository**.

b) Text Exploration (8pts)

1)-

Words	Definitions
1) merciless	c) showing no pity to people who suffer
2) misdeeds	b) wrong or illegal actions
3) unscrupulous	d) without moral principles
4) penalize	a) punish for breaking law

2)-

nouns	illiteracy	Ethics	influence	cruelty
adjectives	illiterate	ethical	influential	cruel

- 3) a) **What** encourage(s) the birth of all sorts of unlawful practices?
 b) **What** does the absence of legal structures increase?
- 4) a-International organizations carry out many operations.
 b-The existence of the state is endangered by the violation of the law.
- 5)

/s/	/z/	/iz/
ethics products	Drugs	practices resources communities

Part Two Written expression (5pts)

Topic one / Topic two: Content + Form (5pts)

Evaluation Grid		
Competences	Indicators	G
1. Task achievement	Content/format relevance to topic	1.5
2. Coherence/Cohesion	Logical structuring of ideas/use of markers	1.5
3. Accuracy	Language correctness: Spelling/punctuation	1
4. Structure/Lexis	Appropriate structure / lexis	1

Text

The general objective: to raise students' awareness about codes of ethical and unethical dimensions and practices in the field of medicine.

Medical ethics are the principles or standards of human conduct with regard to the field of medicine, medical research, the philosophical analysis and discussion of these principles. Questions about medical ethics were, until the middle of the 20 century, thought to be for the medical profession alone to answer. There might be questions, for example, about whether it could be ever be right to breach the strict code of confidentiality that holds between doctor and patient.

Should a patient's family be told if **he** or she were suffering from transmissible or heritable disease that the patient intended to conceal from family members? Should a cephalic baby, born without a brain, be quietly allowed to die by the doctor, and the parents told that the baby had died naturally? Could someone with a terminal illness be given drugs that would hasten an otherwise painful death? Such problems still arise and in an acute form. It is still true, too, that if a doctor in the United Kingdom behaves in a professionally disgraceful way, **he** or she can be struck off from the register and barred from practice by other doctors. **They** make up the General Council and are responsible for the honour and trustworthiness of the profession.

Recently, the medical profession can no longer rely on **its** own conscience, for the questions they are faced with are no longer concerned with the relationship between individual doctors and their individual patients. The general public is better educated and has the power to take a share in ethical and public policy decision making.

PART ONE: Reading and Interpreting

A/- Comprehension: (7pts)

1- Are these statements true or false. Correct the false ones?(1.5 pts)

Aim: to read for specific information.

- a- In the past, people thought that the only medical profession could answer about medical ethics.....
- b- Ethical problems, nowadays, in medical research and practice concern doctors only.....
- c- The General Medical Council can prevent a doctor from having unethical practices.....

2- Read the text and answer the following questions: (2 pts)

Aim : To have students improve their reading comprehension skills.

- a- What do we mean by 'medical ethics'?
- b- List down two ethical problems which medicine is facing nowadays?

3- What or who do the underlined words refer to in the text::(2 pts)

Aim : to find the link between words and their antecedents.

- a- he(§2)..... b-he(§2).....
c-they(§2)..... d-its(§3).....

4- In which paragraph it is mentioned the definition of medical ethics?

Aim: to scan the text for specific information

..... (0.5 pt)

5- Circle the letter that correspond to the right answer: (0.25pt)

Aim: to give the general idea of the text.

The text is about:

- a- The history of medicine
b- Medicine in the 20 century
c- Medical ethics and its principles

6- Reorder the following ideas according to the text:

Aim: to have learners skim through the text and get the general idea of each paragraph.

- a- The dilemma between telling secrets to patients and the honesty of doctors.
b- The general public and the power of sharing making medical ethics.
c- The definition of medical ethics.

B/- Text Exploration: (8 pts)

1- Read the text and find words that are closest in meaning to these definitions:(0.5 pts)

Aim: to deduce the meaning of definitions from the text.

- a- Property that can be passed from one member of a family to an other:
b- Person born without brain:

2- Find in the text words that are opposites to the following: (1pts)

Aim: to have learners use their background vocabulary

- .a- tolerant (§1)≠..... b- dishonesty (§2)≠.....
c- private (§3)≠..... d- worse (§3)≠.....

3-Join the pairs of the sentences using the given linking words:(2 pts)

Aim: to practice the grammar points that the learners have studied.

- 1-a- ethical problems in medical research will be solved.
b- the general public is involved in medical research to solve ethical problems. (providing that)
2-a- strict laws were legislated by governments.
b- many businessmen still escape from taxes. (although)

4- Complete the table: (1.5 pts)

Aim: to practise their background vocabulary knowledge with words related to corruption.

NOUN	VERB	ADJECTIVE
.....	To embezzle	.....
bribery	.....	.....
.....	To corrupt.	.....

5- Put a stress mark on the following words: (1pts)

Aim: to practice the stress

Corruption / economic / personality / product (n)

6- Fill in the blanks using the following words: goods-taxes- wages- salaries (1 pt)

Aim: to get students fill in the blanks to make the text meaningful.

The government collects money from citizens through...(1)..... Income tax is the tax collected on.....(2)....and.....(3)..... Inheritance tax is collect on what people inherit from others. Customers or excise duties have to be paid on.....(4).....imported from countries.

PART TWO: Written Expression (6pts)

Choose one topic:

Aim : to make students express their point of view about Euthnasia.

Topic 1- Sometimes doctors need to end someone's life by giving him a medicament or an inject just because he suffers a lot or his mind is dead..etc

Do you agree with this practice? Is it ethical to end someone life? Justify your point of view using arguments.

Topic 2- Do you think that ethics are important in teaching? Explain using arguments?

You can use the following clues: Make differences between poor and rich pupils / neglect some pupils and concentrate only on the excellent ones / giving marks according to pupils faces or prestige / teachers' role is just to present the lesson no matter to pupils' understanding or questions

Aim : to write an article opinion about ethics in education.

Correction

Part One: Reading and Interpreting

A- Comprehension: (7pts)

1- True or False: (1.5pts)

a- true

b- false. Ethical problems, nowadays, in medical research and practice concern doctors and the general public.

c- true

2- Answer the questions: (2pts)

a- Medical ethics: are the principles or standards of human conduct with regard to the field of medicine, medical research, the philosophical analysis and discussion.

b- Two ethical problems which medicine is facing today are: whether to tell a patient that he is suffering from transmissible or heritable disease and to allow a cephalic baby to die by the doctor and the parents told that the baby had died naturally.

3- Reference words: (2pts)

a- he: patient

b- he: a doctor

c- they: other doctors

d- its: medical profession

4- The definition of medical ethics is mentioned in (§ 1)

5- The text is about: Medical ethics and its principles (0.25pt)

6- Reorder the sentences according to the text: (0.75pt)

c- The definition of medical ethics.

a- The dilemma between telling secrets to patients and the honesty of doctors.

b- The general public and the power of sharing making ethics.

B/- Text Exploration: (7pts)

1- Words that match the definitions:

a- Property that can be passed from one member of a family to another: **heritable**.

b- Person born without brain: **cephalic**

2- Find opposites: (1pt)

a- tolerant ≠ **strict**

b- dishonesty ≠ **trustworthiness**

c- private ≠ **public**

d- worse ≠ **better**

3- Join the pairs of the sentences: (2pts)

1- Ethical problems in medical research will be solved **providing that** the general public is involved in medical research to solve ethical problems.

2- **Although** strict laws were legislated by government, many businessmen still escape from taxes.

4- Complete the table: (1.5pts)

verb	noun	Adjective
embezzelment	To embezzle	Embezzled
To bribe	bribery	Bribed
To corrupt	corruption	Corrupt

5- Put a stress mark: (1pt)

Cor'**r**uption eco'**n**omic perso'**n**ality '**p**roduct (n)

6- Fill in the blanks: (1pt)

a- taxes **b-** wages **c-** salaries **d-** goods

Part Two: Written Expression (6pts)

Topic 1: 2pts.....form 2pts.....content 2pts.....spelling mistakes/ tenses

Topic 2: 1.5pts.....form 1.5pts.....content 3pts.....spelling mistakes/ tenses

B/Text Exploration:

1) Find in the text words or phrases that are close in meaning to: (1pt)

Aim: To deduce meanings of difficult words from context.

- a)-offence (§1)
- b)find evidence (§2)

2-Find in the text words that are opposite in meaning to the following: (1pt)

Aim: to get students deduce the opposite of the words from the text by using their background ground vocabulary.

- a)- innocent §1
- b)- native §2

3)-Complete the following table (1.5pt)

Aim: to enrich students vocabulary baggage.

verb	noun	adjective
To defend		
	prevention	
		evasive

4 -Rewrite the second sentence so that it means the as the first. (1,5)

Aim: to get students to use their background grammar knowledge.

- 1) - a)-The president said, “ Criminals are hiding huge amounts of money in foreign banks.”
b) – The president said.....
- 2) - a)-A rich man regrets not having paid his taxes
b)-He wishes.....
- 3)- a)-The government should reduce taxes .
b)-The government.....

5-Ask questions on the underlined words.(1pt)

Aim: to ask questions for specific information by using correct grammar structure.

- a) The criminals were sent to federal prisons.
- b) Bank customers broke the government laws.

6)- Classify the following words according to the number of their syllables .(1pt)

Aim: -to check students spelling.

To identify syllables in the words.

Wealthy – revenue - provide -crime

1 syllable	2 syllables	3 syllables

PART TWO : WRITTEN EXPRESSION (Choose ONE of the following topics) (5pts)

Topic one: Write an article about money laundering and its impact on economy. You may use the following notes:

- **Money laundering** /hiding the illegal /origin /money/ disguise/ from tax inspection /criminals /deposit/ foreign banks/buy / sell properties/money becomes legal.
- Effects:** damage /financial sector/increase crime, terrorism ,criminal organization / encourage corruption/ social problems....etc

Aim: to help and encourage students to express their opinions about money laundering.

Topic2:

In your opinion, what are the best measures to have a free-corruption society? Give suggestions.

Aim: to make students able to express freely their point of view about free-corruption society. besides developing a sense of active citizenship.

Correction

A/ Comprehension

- 1- a
- 2-a:T b:T c: F d:F
- 3-a- A tax evader is punished by fines and imprisonment
- b-It is forced to change it owing to the global banking crisis
- c-Tax revenue is spent in funding public investments in education, health, physical infrastructure, crime prevention, and public defense.
- d-The condition was that foreign governments could prove that bank customers were breaking the law.
- 4-a- citizens/ taxpayers
- b-** Many wealthy people avoid paying taxes in their own country by opening a Swiss bank account.

B/ Text Exploration

- 1-a-crime b-prove
- 2-a-guilty b-foreign
- 3-

Verb	noun	adjective
To defend	Defense/defendant	Defensible/defensive
To prevent	prevention	preventive
To evade	Evasion/evader	evasive

- 4- 1) The president said that criminals were hiding huge amounts of money in foreign banks.
 2) He wishes he had paid his taxes.
 3) The government had better(ought to) reduce taxes.

- 5-a-Where were the criminals sent to?
 b-What did bank customers break?

6-

1	2	3
Crime	Wealthy, provide	Revenue

PART TWO : WRITTEN EXPRESSION

Text

Part one : Reading (15 points)

A-Comprehension. (08 points)

Read the text carefully then do the following activities.

Somalia, South Sudan, North Korea and Syria are perceived to be the most corrupt countries in the world, according to Transparency International's latest annual review that draws on a mix of business and government sources for its rankings .Somalia has held the undesirable title as the world's most corrupt country for the past ten years, with a score of 10 on the Corruption Perceptions Index 2016, which ranks countries' public sector from zero to 100.

Countries with a lower score are considered to be more corrupt, and are generally characterized by impunity for corruption, poor governance and weak institutions, the report said. Second from the bottom is South Sudan, a relatively new country which only gained its independence from Sudan six years ago, with a score of 11. The third most corrupt country is North Korea, followed by Syria, a war-torn country which is presently seeing a massive outflow of refugees.

Countries in the Middle East suffered the worst declines on the corruption index, led by Qatar which fell 10 scores from the previous year due to scandals such as FIFA's decision to host the World Cup 2022 in Qatar surrounded by reports of migrant workers abuse.

<https://www.cnbc.com/2017/01/24/these-are-the-worlds-most-corrupt-countries.html>

1- The text is:

Aim : to get students distinguish which type of discourse they are dealing with.

- a. Prescriptive. b. expository. c. argumentative.

Circle the letter that corresponds to the right answer.

2- Are the following statements true or false? Write T or F next to the letter corresponding to the statement.

Aim : to read for specific information.

- a-** Some African countries are considered as the most corrupt in the world.
b- Syria is the fourth most corrupt country.
c- South Sudan got its independence in 2016.
d- The foreign employees are well treated by the Qatari people.

3-Answer the following questions according to the text.

Aim: -to check students comprehension.

- a-**On which bases does the International Transparency make its selection of corrupt countries? **b-** Is North Korea among the least corrupt countries ?justify from the text. **c-**Why did Qatar witness a bad rank this year in terms of corruption?

4-In which paragraph is mentioned that

Aim : to scan the text for specific details.

a-one of the mentioned countries is classified in bad position a decade ago?

b-bad government and weak institutions are characteristics of classification?

B-Text Exploration. (06 points)

1-Find in the text words or phrases that are closest in meaning to the following.

Aim : to deduce the meaning of the words from the text.

the worst=.....(§1) described=.....(§2) decreased=.....(§3)

2-Give the opposites of the following words keeping the same root

legitimate -approve-lawful- effectively-regulated-morality

Aim: to form opposites by adding prefixes to the given words.

3-Rewrite sentence B so that it means the same as sentence A:

Aim: to get students practice their grammar notions they studied.

A-The government is not implementing the law effectively.

B- The law

A-You think that the law should be more stringent.

B-It's high time.....

A-We regret the fact that the government didn't eradicate the corruption scandals.

B-We wish.....

Part Two: Written Expression (06 points) Choose ONE of the following topics.

Topic One:

Use the following notes to write a composition of about 70 to 80 words stating what we would do to fight corruption.

-edict stricter laws.

-appoint honest civil servants.

-fight tax evasion.

-fight all sorts of illegal money transactions.

Aim: to encourage students to write a statement about how to fight corruption by guiding them with some notes.

Topic two:

Write a composition of about 70-80 words on the following topic.

Are you ready to be an active member in an anti-corruption association or any other organization that fights unethical practices in your country and in all the world ? Say why or not?

Aim: to motivate students to write an opinion article about anti-corruption issues beside developing a sense of an active citizenship.

Correction

Part One: Reading (15 points)

A-Comprehension(08points)

1-The text is b:expository. (1pt)

2- (2pts)

A	b	c	D
T	T	F	F

3- (3pts)

a:business and the government are the basis that the International Transparency makes its selection of corrupt country.

b:No, it is:"the third most corrupt country is North Korea"

c- Qatar witnessed bad rank this year because of scandals such as FIFA's decision to host the World Cup 2022 in Qatar surrounded by reports of migrant workers abuse.

4- (2pts)

a-§1 b-§2

B-TEXT EXPLORATION (06 points)

1-(1.5pts)

the worst=undesirable described=characterized decreased=fell

2-(1.5 pts)

Illegitimate disappear unlawful unaffected deregulated immorality

3-

B1:The law **is not being implemented** effectively by the government. (1pt)

B2:It's high time the law **was** stringent. (1pt)

B3:We wish the government **had eradicated** the corruption scandals (1pt)

Part Two: Written Expression (06 points)

Topic1:guided topic

Topic 2:Free topic

relevance	Semantic Coherence	Correct use of English	Excellence (vocabulary and Creativity)
1	1	2	1

Text

The general objective of the text: to raise students awareness about bribery and the unethical dimension and practices of bribing over the societies and the world.

Part One. a) Read the text carefully then do the activities. (8pts)

Bribery is the crime of giving or receiving something of value to influence official action. Both the person giving and receiving the bribe are guilty of bribery.

Bribery is illegal for two reasons: Firstly, **it** usually involves a public official using his or her office for personal gain. Secondly, it can cause officials to make unfair decisions **that** affect citizens. Bribery is a very old crime. There is evidence of bribery dating back more than 4,000 years.

Usually, a person who bribes a public official is paying to get special treatment. This special treatment can come in many forms. For example, a company might bribe an official to win a government contract.

Bribing a public official is the most common type of bribery. In the United States, officials convicted of bribery may be fined, removed from office, and sent to prison for up to 20 years. Commercial bribery, the bribery of owners or employees of private companies, is also illegal in many places, but **it** is less commonly punished.

No one knows how often people commit bribery, but many experts believe that most people who bribe officials are never caught. Bribery is most common in some countries or parts of countries than in others. Many countries have made it illegal to bribe officials from other countries.

1. Are the following statements true or false? Write “T” for true and “F” for false next to the sentence.

Aim: to get students read for specific information.

- a. Only the person who takes a bribe is guilty of bribery
- b. Bribery is associated to modern society
- c. Officials convicted to bribery are punished.
- d. Only few people who commit bribery are caught.

2. Answer the following questions according to the text.

Aim:- to scan through the text to get specific details .

-To check students comprehension.

- a. Why is bribery illegal?
- b. Why are public officials bribed?
- c. Are all bribery practices punished?

3. In which paragraph is it mentioned that corrupt people are rarely punished?

Aim: to scan through the text for specific information.

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

Aim : to find the link between words and their antecedents.

- a) it (§2) b) that (§2) c) it (§4)

5. Is the text:

- a) argumentative b) narrative c) descriptive e) expository

Aim : to get students recognize the type of discourse they are dealing with .

b) Text Exploration (7pts)

1) Match each word with its definition:

Aim : to deduce the meaning of some difficult words.

Words	Definitions
1. guilty	a) against the law
2. contract	b) having done something wrong
3. fined	c) a legal agreement
4. illegal	d) punished by paying money

2. Give the opposite of the following words keeping the same root.

Aim: to form opposites by adding prefixes to the given words.

- a) advantage b) ethical c) relevant

3. Join the following pairs of sentences using the connectors between brackets.

Aim: to get students practice the grammar notions they learnt.

- a. Bribery is common in third world countries. People cannot do anything without bribery. (so...that)
b. Third world countries will overcome their crises. They will fight bribery, nepotism and embezzlement. (provided that)

4. Fill in the gaps with the words from the list below so that the text makes sense.

Aim: to get students filling the gaps to make a meaningful text.

bribe - corruption - illegal - corrupt

Bribery is the...(1) payment made to a person in order to persuade him/her to do you a favour.
to...(2)... a civil servant is to corrupt him/her. Anyone who accepts bribery is(3)..... and is involved in.....(4)..... .

5. Classify the following words according to the pronunciation of their final “s”

Aim: to get students practice the pronunciation some words according to their of the final ‘s’

a)owners b)officials c)countries d)practices e)parts e)places

/s/	/z/	/ɪz/

Part two : Written expression (5pts)

Choose one of the following topics:

Topic 1:

Aim: to motivate students to write a letter of complaint by the using the appropriate skills.

You were victim of a corrupt employee or civil servant. Write a letter to the employer to complain about his unethical behaviour. Mention:

- When and where it happened
- What happened
- Who the employee was
- How he reacted when you said you would complain

Topic 2: It is said that downloading music or books is a theft. What is your opinion? Justify your answer.

Aim: to encourage students to write an opinion article about plagiarism .

Part one Reading comprehension (8pts)

- 1) a) **false** b) **false** c) **true** d) **true**
 2) a) Because it usually involves a public official using his or her office for personal gain and can cause officials to make unfair decisions that affect citizens.
 b) Not all bribery practices are punished.
 3) In **§5**
 4) It (§2): **bribery** that (§2): **decisions** it (§4): **commercial bribery**
 5) The text is **expository**
b) Text exploration (7pts) 1)

Words	Definitions
1. guilty	b) having done something wrong
2. contract	c) a legal agreement
3. fined	d) punished by paying money
4. illegal	a) against the law

- 2) a) **disadvantage** b) **unethical** c) **irrelevant**
 3) a. Bribery is **so** common in third world countries **that** people cannot do anything without bribery.
 b. Third world countries will overcome their crises **provided that** they will fight bribery, nepotism and embezzlement.
 4) Bribery is the **illegal** payment made to a person in order to persuade him/her to do you a favour. To **bribe** a civil servant is to corrupt him/her. Anyone who accepts bribery is **corrupt** and is involved in **corruption**
 5)

/s/	/z/	/iz/
Parts	officials countries owners	Practices places

Part two Written expression

Topic one / Topic two: Content + Form (5pts)

Evaluation Grid		
Competences	Indicators	G
1. Task achievement	Content/format relevance to topic	1.5
2. Coherence/Cohesion	Logical structuring of ideas/use of markers	1.5
3. Accuracy	Language correctness: Spelling/punctuation	1
4. Structure/Lexis	Appropriate structure / lexis	1

Text

The general objective of the text is: to raise students' awareness about embezzlement and how it can be done.

Part One. A) Reading Comprehension.

Read the text carefully then do the activities.

Embezzlement

Embezzlement is the act of dishonestly appropriating or secreting assets by one or more individuals to whom such assets have been entrusted.

Embezzlement is a kind of financial fraud. For instance, a lawyer could embezzle funds from clients' trust accounts, a financial advisor could embezzle funds from investors, or a spouse could embezzle funds from his or her partner. Embezzlement may range from the very minor in nature, involving only small amounts, to the immense, involving large sums and sophisticated schemes.

More often than not, embezzlement is performed in a manner **that** is premeditated, systematic and/or methodical, with the explicit intent to conceal the activities from other individuals, usually because **it** is being done without their knowledge or consent. Often it involves the trusted person embezzling only a small proportion or fraction of the funds received, in an attempt to minimize the risk of detection. If successful, embezzlements can continue for years (or even decades) without detection. It is often only when the funds are needed, or called upon for use, that the victims realize the funds or savings are missing and that **they** have been duped by the embezzler.

<http://en.wikipedia.org/wiki/Embezzlement>

1. Choose the right answer.

Aim : to get students distinguish the source of the article.

The text is taken from : a. a newspaper b. BAC annals guide c. a website

i. Write the letter which corresponds to the right answer.

Aim: to check students comprehension .

a. Spouses could embezzle money from

A. each other. B. other people's partners. C. investors.

b. Only could be embezzled.

A. money in banks . B. large sums of money. . C. entrusted money.

c. Embezzlement is often by the entrusted person.

A. discovered . B. planned and done C. hidden.

3. *In which paragraph is it mentioned that embezzlement is discovered only when the money are needed ?*

.....

Aim: to make students read the text for specific information.

4. *Answer the following questions according to the text.*

Aim: to scan the scan the text for specific information.

a. Who are the people mentioned in the text that could embezzle money?

.....

b. How does the embezzler reduce the possibility of discovering his crime?

.....

c. Can embezzlers carry on committing their crime for a long time?

.....

b) Text Exploration

1-*What / who do the underlined words refer to in the text?*

Aim: to get students read the text again to find the link between words and their antecedents

a. that (§3) b. it (§3) c. they (§3)

2- *Match words and definitions.*

Aim: to deduce the right meaning of the some important words.

<i>Words</i>	<i>Definitions</i>
1- Victim	a. Stealing money that you are responsible for or that belongs to your employer
2-Minimize	b. To reduce something, especially something bad, to the lowest possible level
3-Embezzlement	c. A person who has been attacked, injured or killed as the result of a crime

3- *Complete the following chart as shown in the example.*

Aim: to check students lexical memory.

Verb	Noun	Adjective
to corrupt	Corruption	Corrupt
.....	Counterfeit	.....
to know	.....	.....
.....	.....	Beneficial

4- Complete sentence (b) so that it means the same as sentence (a).

Aim: to get students practice the grammar notions they learnt.

A. a) I want our government to fight corruption.

b) I wish
someday.

B. a) It is advisable that she saves her money in the bank.

b) She

C . a) The government should punish embezzlers.

b) It's high time

D. a) People must not steal money.

b) Money.....

5- Classify the following words according to the number of their syllables.

Aim: To identify syllables in the words.

ethics - funds - steal – financial

<i>One Syllable</i>	<i>Two Syllables</i>	<i>Three Syllables</i>

6- Fill in the gaps with only four words from the list.

Aim: to get students filling the gaps to make a meaningful text.

ethical - integrity - if - fight - worked

It's our responsibility to embezzlement and other unethical practices. It's high time we hand in hand so as to put an end to immoral behaviour. we all cooperate and keep our probity and, we can succeed.

PART TWO: WRITTEN EXPRESSION: (5pts)

Aim: to get students write an opinion article about the importance of ethics in business.

Topic: Do you think that people who do illegal business help their country? Why or why not? Justify your opinion.

Keys:

1- Choose the right answer.

The text is taken from : **c. a website**

2-Write the letter which corresponds to the right answer.

a. a: each other

b- C. entrusted money.

c- B. planned and done.

5. In the 2nd paragraph

6-Answer the questions according to the text.

a- a lawyer could embezzle funds from clients' trust accounts, a **financial advisor** could embezzle funds from investors, or **a spouse** could embezzle funds from his or her partner.

b- It involves the trusted person embezzling only a small proportion or fraction of the funds received, in an attempt to minimize the risk of detection.

c-Yes, they can.

b) Text Exploration

1-The reference words:

a. that (§3) manner

b. it (§3) embezzlement

c. they (§3) victim

2- Match words and definitions.

<i>1</i>	<i>2</i>	<i>3</i>
<i>C</i>	<i>b</i>	<i>a</i>

3- Complete the following chart as shown in the example.

Verb	Noun	Adjective
to corrupt	corruption	corrupt
To counterfeit	counterfeit	Counterfeit/couterfeited
to know	knowledge	knowledgeable
To benefit	benefit	beneficial

4- Complete sentence (b) so that it means the same as sentence (a).

A. b) I wish our government **would fight** corruption someday.

B. b) She had better save her money in the bank.

6. b)-It's high time the government **punished** embezzlers.

D. c)-Money mustn't be stolen by people.

-5--Classify the following words according to the number of their syllables.

<i>One Syllable</i>	<i>Two Syllables</i>	<i>Three Syllables</i>
<i>Funds- steal</i>	<i>Ethics</i>	<i>financial</i>

6-Fill in the gaps:. 1- fight 2-worked 3-if 4-integrity

PART TWO: WRITTEN EXPRESSION: (5pts)

Text

Part one: Reading (15pts)

Smuggling and the importation of counterfeit products are the main problems facing Algerian officials since the liberalization of the country's foreign trade. (§1)

The two problems have negatively-impacted on Algeria's foreign trade and turned the country into a big bazaar where counterfeit products are sold at unbeatable prices. As an example, the multinational computer software company, Microsoft, has lost 20 million US dollars in Algeria due to piracy and counterfeiting, a reliable source said. (§2)

During the first half of 2002 alone, more than 30 percent of products marketed in Algeria did not meet standards. **This** also applies to the health sector, where 2,000 cases of food poisoning were recorded this summer in Algiers, the Algerian capital. Last year, the customs department seized about 860 counterfeit products from Asia and some Arab countries, ranging from electronic appliances to beauty products, detergents, spare parts and clothing. (§3)

Faced with this situation, the ministry of trade is planning to review the commercial law to adapt it to new realities, notably Algeria's impending membership of the World Trade Organization (WTO). The ministry is also planning to complete the re-registration of traders in order to " separate the wheat from the chaff. (§4)

<http://www.panapress.com/Algerian-market-flooded-with-counterfeit-products.html>

A. Comprehension: (8pts)

1.Circle the letter that corresponds to the right answer:

a)-**The text is:** **a-** an extract from a book **b-** a web site article **c-** an email

Aim: to get students aware about the source of the article.

b)-**The text is talking about:** **a-**Embezzlement **b-**Child labor **c-**Counterfeiting

Aim: to skim through the text to get the main topic of the text.

2. Are these statement True or false?

Aim: to scan through the text to ensure comprehension.

- Smuggling and counterfeit products impact on the economy of Algeria.
- Counterfeit products are not sold at unbeatable prices.
- Some products marketed in Algeria did not meet standards.
- Algeria is a membership of the World Trade Organization (WTO).

3. Answer the following questions according to the text:

Aim: To improve the learners' comprehensive capabilities by making them searching for specific notes and details while reading a text.

- Why has multinational computer software company, Microsoft, lost 20 million US dollars in Algeria?
- How many counterfeit products did the customs department seize?
- Why is the ministry planning to complete the re-registration of traders?

4. What or who the underlined words refer to in the text?

a. The two problems: (§2) b. This (§3).....

Aim: *To have learners consider words in relation to each other.*

B. Text Exploration: (7pts)

1. Find in the text words that are synonyms in meaning to the followings ones:

Aim: *to deduce the meaning of some words from the text.*

a- Fake = (§1) b – commerce =..... (§2)

2. Give the opposites of the following words keeping the same root:

Aim: *to get learners aware about forming adjectives by adding suffixes to the nouns*

a. Ethical b. responsible c. legal d. fair

3. Put the verbs between brackets into their correct forms:

Aim: *to practice the grammar notions that learners have dealt with in the classroom.*

a)- Algerians (to overcome) their crises providing that they (to fight).... bribery, counterfeit and smuggling.

b)- The government had better (to eradicate) smuggling.

c)- It is high time the government (to do) something to stop counterfeiting.

d)- I wish Algerians (to elect) more honest members of parliament as the present ones and I wish our future representatives (to be) more dedicated to serve our country.

4. Underline the stressed syllable:

Aim: *to practice the stress / to check students spelling.*

a. Ethics b. economic c. mathematics d. importation

Part Two: Written Expression (5pts)

Topic: Counterfeit products are sold at unbeatable prices. That's why some people argue that counterfeiting is beneficial to consumers. Write an article to illustrate the harms of counterfeiting on individuals, companies and governments. Use the following cues:

- Low quality, not last long,
- Harmful to health: fake medicine: kill people/ fake car parts; cause accidents...
- Companies loss, loss of job...
- Governments' loss of revenue: counterfeiters not pay taxes ...

Aim: *to write an article opinion about the harms of counterfeiting over all the society.*

Correction:

A. Comprehension: (8pts) a) The text is : b- a web site article (0.5)

b) The text is talking about: c- Counterfeiting (0.5)

1. Circle the letter that corresponds to the right answer:

2. True or false?

a. T. b. F. c. T. d. F (0.5 X 4)

3. Answer the following questions according to the text: (3 pts.)

a. Due to piracy and counterfeiting

b. About 860 counterfeit products

c. To" separate the wheat from the chaff.

What or who the underlined words refer to in the text? (2 pts.)

a. The two problems: Smuggling and the importation of counterfeit products

b. This: Products marketed in Algeria did not meet standards 2. Opposites:

3. Put the verbs between brackets into their correct forms: (0.5 x 6)

4. The stressed syllable: (0.5 x 5)

B. Text Exploration: (7pts)

1. Find in the text words that are synonyms in meaning to the followings ones:

a- Fake = Countetrfeit (0.5) b – commerce = trade (0.5)

a. Unethical (0.5) b. irresponsible (0.5) c. illegal (0.5) d. unfair (0.5)

a) Algerians will overcome their crises providing that they fight bribery, counterfeit and smuggling.

b) The government had better eradicate smuggling.

c) It is high time the government did something to stop counterfeiting.

d) I wish Algerians had elected more honest members of parliament as the present ones and I wish our future representatives would be more dedicated to serve our country.

a. Ethics b. economic c. mathematics d. importation

Part Two: Written Expression (5pts)

Form (3 pts.) Content (2 pts)

Text

PART ONE: Reading

A-Reading Comprehension: Read the text carefully then do the activities below:

The BBC says that HSBC, the world's second largest bank, helped rich people to hide **their** money so they would not have to pay tax. A BBC documentary programme got access to the details of thousands of private bank accounts, worth \$128 billion, from an HSBC bank in Switzerland. The information was leaked by a whistleblower in 2007. It shows that HSBC helped its wealthy clients to evade paying their due taxes for many years. The whistleblower was a computer expert working for HSBC in Geneva. **He** stole the details of such a big number of clients that the scandal became worldwide. A French banking team looked at the stolen data in 2013. It concluded that 99.8% of French citizens on the list were probably evading tax.

HSBC said the bank has changed a lot since 2007. It said: "HSBC has [put in place] numerous initiatives designed to prevent its banking services being used to evade taxes or launder money." The Guardian newspaper in the U.K. said HSBC told its reporters that the bank understood that **it** failed to follow the law properly. One woman who complained when the bank did not make changes lost her job. Sue Shelley said, "I will not resume work if HSBC does not follow the law." The BBC said that when **she** complained that the bank was not keeping its promise to change, the bank ignored her. The BBC said HSBC is now facing criminal investigations in the USA, France, Belgium and Argentina.

From <http://www.BreakingNewsEnglish.com/1502/150212-hsbc.html>

1-The text is: a)- a web article b)-a book extract c)- a newspaper article.

Aim: to get students realize the source of the article.

2-Say whether these statements are true or false:

Aim: to check students' comprehension through reading for specific details

- a)- HSBC is the world's third largest bank
- b)- A team said many of HSBC's wealthy French customers evaded tax.
- c)- HSBC told a British newspaper that it had done wrong.
- d) -HSBC is facing an investigation in the UK.

3. In which paragraph is it mentioned that” Someone stole private data about HSBC's rich clients in 2007

Aim: to scan through the text for specific information.

4. What or who do the underlined words refer to?

Aim: to find the link between words and their antecedents.

a- their §1 b- He §1 c- it §2 d- she §2

5. Answer the following questions according to the text:

Aim: to search for specific notes and details while reading a text.

- a) Did the whistleblower steal the information about HSBC's rich clients in 2007?
- b) What percentage of French clients on a list probably evaded tax?
- c) What happened to an HSBC worker who complained?

B- Text exploration

1. Find in the text words that are closest in meaning to the following:

Aim: To deduce meanings of difficult words from context.

a- wealthy §1 b-gained §2 c-globally §1 d-questioning §2

2. Link the pairs using the connectors in brackets. Make the necessary changes.

Aim: to get students practice the grammar notions they learnt.

- a)- The world’s second largest bank continue to help rich people to hide money. Rich people will not have to pay tax. (**as long as**)
- b)- HSBC was helpful. Wealthy clients evaded paying their due taxes. (**so.....that**).

3-Put the stress on the following words:

Aim: to make students aware about the pronunciation of the words.

Forge – authority- govern- suffer.

Part Two: Written expression.

Topic: Using the following notes to write a composition on how to fight counterfeiting. ---Help consumers recognize genuine products.

- a. Sensitize consumers on the harmful effect of fake products.
- b. Governments pass strict and severe laws to fight imitation.
- c. Companies should reduce the price of genuine products.

-People must boycott fake products.

Aim: to make students express their point of view about fighting corruption.

Keys:

1. The text is : **a-a web article**

2. Say whether these statements are true or false.

- a) HSBC is the world's third largest bank - **false**
- b) A team said many of HSBC's wealthy French customers evaded tax. **True**
- c) HSBC told a British newspaper that it had done wrong. **true**
- d) HSBC is facing an investigation in the UK. **false**

3. It is mentioned in paragraph **one**.

4. What or who do the underlined words refer to?

- a- their §1 **rich people** b- He §1 **Whistleblowser** c- it §2- **HSBC**
d- she §2- **Sue Shelley**

5. Answer the following questions according to the text:

- a) Yes, he did. b) 99.8(1) c) Lost her job(1)

B- Text exploration

1. Find in the text words that are closest in meaning to the following:

- a-wealthy §1=**rich** b-gained §2= **got** c-globally §1 =**worldwide**
d-questioning §2=**investigations**

2. Link the pairs using the connectors in brackets. Make the necessary changes.

a)-Rich people will not have to pay tax **as long as** the world's second largest bank continue to help

rich people to hide money.

b)-HSBC was **so** helpful **that** Wealthy clients evaded paying their due taxes.

3-Put the stress on the following words:

'forge- au'thority- go'vern- su'ffer

Part Two: Written expression.

Text

Part One: Reading Comprehension (15 points)

Part Two: Written Expression (08 pts)

Read the text carefully then do the following activities.

Bribery is the crime of giving or receiving something of value to influence official action. Both the person giving and receiving the bribe are guilty of bribery.

Bribery is illegal for two reasons: Firstly, **it** usually involves a public official using his or her office for personal gain. Secondly, it can cause officials to make unfair decisions that affect citizens. Bribery is a very old crime. There is evidence of bribery dating back more than 4,000 years.

Usually, a person who bribes a public official is paying to get special treatment. This special treatment can come in many forms. For example, a company might bribe an official to win government contract.

Bribing a public official is the most common type of bribery. In the United States, officials convicted of bribery may be fined, removed from office, and sent to prison for up to 20 years. Commercial bribery, the bribery of owners or employees of private companies, is also illegal in many places, but **it** is less commonly punished.

“Adapted from the internet”

1. the text is: (1pt)

- a) argumentative b) narrative c) descriptive d) expository

Aim : to get students distinguish which type of discourse they are dealing with.

2. Are these statements true or false according to the text? (2pts)

Aim: to read for specific information

- a. Only the person who takes bribe is guilty of bribery
- b. Bribery is a new global phenomenon
- c. Bribery exists only in developing countries
- d. People bribe public officials to help citizens

3. Answer the following questions according to the text. (3pts)

Aim: to scan through the text for specific details.

- a. Why is bribery illegal?
- b. What do people use bribery for?

4. What or who do the underlined words refer to in the text? (2pts)

Aim: to find the link between words and their antecedents.

- a) it (§2)..... b) it (§4)

B. Text Exploration:

1. Match each word with its corresponding definition: (2pts)

Aim: to get students read the text to find the meaning of some difficult vocabulary words

Words	Definitions
1. guilty	a) against the law
2. contract	b) having done something wrong
3. fined	c) a legal agreement
4. illegal	d) punished by paying money

2. Give the opposite of the following words keeping the same root. (1.5pt)

Aim: to form opposites by adding prefixes to the given words.

- a) Advantage b) ethical..... c) relevant

3. Join the following pairs of sentences using the connectors between brackets. (2pts)

Aim : to practice the grammar notions that the learners have dealt with in the classroom.

a. Bribery is common in third world countries. People cannot do anything without bribery. (So...that)

.....

b. Third world countries overcome their crises. They fight bribery, nepotism and embezzlement. (Provided that)

.....

4. Classify the following words according to the pronunciation of their final ‘s’ (1.5pts)

- a) owners b) officials c) countries d) practices e) parts f) places

/s/	/z/	iz/

Aim : to practise the pronunciation of the final ‘s’.

Part Two: WRITTEN EXPRESSION (5 pts)

It is said that counterfeiting of goods doesn't benefit consumers. Using the following notes to write a short **opinion article** about counterfeiting disadvantages in the society.

- Poor quality.
- Unsafe.
- Dishonest practise.

Keys:

1. **the text is:** d) expository

2. **Are these statements true or false according to the text? (2pts)**

- a. false
- b. false
- c. false
- d. false

3. **Answer the following questions according to the text. (3pts)**

a. Bribery is illegal *for two reasons: Firstly, it usually involves a public official using his or her office for personal gain. Secondly, it can cause officials to make unfair decisions that affect citizens.*

b. People use bribery *to get special treatment. This special treatment can come in many forms. For example, a company might bribe an official to win government contract.*

4. **What or who do the underlined words refer to in the text? (2pts)**

a) it (§2) **Bribery**

b) **it** (§4) **commercial bribery**

B. Text Exploration:

1. *Match each word with its corresponding definition: (2pts)*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<i>B</i>	<i>c</i>	<i>3</i>	<i>a</i>

2. *Give the opposite of the following words keeping the same root. (1.5pt)*

a) **Disadvantage**

b) **unethical**

c) **irrelevant**

3. *Join the following pairs of sentences using the connectors between brackets. (2pts)*

a. Bribery is **so** common in third world countries **that** people cannot do anything without bribery.

b. Third world countries **will overcome** their crises **provided that** they fight bribery, nepotism and embezzlement.

4. *Classify the following words according to the pronunciation of their final "s" (1.5pts)*

<i>/s/</i>	<i>/z/</i>	<i>iz/</i>
parts	-Owners -officials	Places- countries

Part Two: WRITTEN EXPRESSION (5 pts)

Text

Part one: Reading (15pts)

Smuggling and the importation of counterfeit products are the main problems facing Algerian officials since the liberalization of the country's foreign trade. (§1)

The two problems have negatively-impacted on Algeria's foreign trade and turned the country into a big bazaar where counterfeit products are sold at unbeatable prices. As an example, the multinational computer software company, Microsoft, has lost 20 million US dollars in Algeria due to piracy and counterfeiting, a reliable source said. (§2)

During the first half of 2002 alone, more than 30 percent of products marketed in Algeria did not meet standards. **This** also applies to the health sector, where 2,000 cases of food poisoning were recorded this summer in Algiers, the Algerian capital. Last year, the customs department seized about 860 counterfeit products from Asia and some Arab countries, ranging from electronic appliances to beauty products, detergents, spare parts and clothing. (§3)

Faced with this situation, the ministry of trade is planning to review the commercial law to adapt it to new realities, notably Algeria's impending membership of the World Trade Organization (WTO). The ministry is also planning to complete the re-registration of traders in order to "separate the wheat from the chaff. (§4)

<http://www.panapress.com/Algerian-market-flooded-with-counterfeit-products.html>

A. Comprehension: (8pts)

1. Circle the letter that corresponds to the right answer:

a)-The text is: a- an extract from a book b- a web site article c- an email

Aim: to get students aware about the source of the article.

b)-The text is talking about: a-Embezzlement b-Child labor c-Counterfeiting

Aim: to skim through the text to get the main topic of the text.

2. Are these statement True or false?

Aim: to scan through the text to ensure comprehension.

- Smuggling and counterfeit products impact on the economy of Algeria.
- Counterfeit products are not sold at unbeatable prices.
- Some products marketed in Algeria did not meet standards.
- Algeria is a membership of the World Trade Organization (WTO)

3. Answer the following questions according to the text:

Aim: *To improve the learners' comprehensive capabilities by making them searching for specific notes and details while reading a text.*

- a. Why has multinational computer software company, Microsoft, lost 20 million US dollars in Algeria?
- b. How many counterfeit products did the customs department seize?
- c. Why is the ministry planning to complete the re-registration of traders?

4. What or who the underlined words refer to in the text?

- a. The two problems: (§2)
- b. This (§3).....

Aim: *To have learners consider words in relation to each other.*

B. Text Exploration: (7pts)

1. Find in the text words that are synonyms in meaning to the followings ones:

Aim: *to deduce the meaning of some words from the text.*

- a- Fake = (§1)
- b – commerce =..... (§2)

2. Give the opposites of the following words keeping the same root:

Aim: *to get learners aware about forming adjectives by adding suffixes to the nouns*

- a. Ethical
- b. responsible
- c. legal
- d. fair

3. Put the verbs between brackets into their correct forms:

Aim: *to practice the grammar notions that learners have dealt with in the classroom.*

- a)- Algerians (to overcome) their crises providing that they (to fight).... bribery, counterfeit and smuggling.
- b)- The government had better (to eradicate) smuggling.
- c)- It is high time the government (to do) something to stop counterfeiting.
- d)- I wish Algerians (to elect) more honest members of parliament as the present ones and I wish our future representatives (to be) more dedicated to serve our country.

4. Underline the stressed syllable:

Aim: *to practice the stress / to check students spelling.*

- a. Ethics
- b. economic
- c. mathematics
- d. importation

Part Two: Written Expression (5pts)

Topic: Counterfeit products are sold at unbeatable prices. That's why some people argue that counterfeiting is beneficial to consumers. Write an article to illustrate the harms of counterfeiting on individuals, companies and governments. Use the following cues:

- Low quality, not last long,
- Harmful to health: fake medicine: kill people/ fake car parts; cause accidents...
- Companies loss, loss of job...
- Governments' loss of revenue: counterfeiters not pay taxes ...

Aim: *to write an article opinion about the harms of counterfeiting over all the society.*

Correction:

A. Comprehension: (8pts)

1. *Circle the letter that corresponds to the right answer:*

a) The text is : b- a web site article (0.5)

b) The text is talking about: c- Counterfeiting (0.5)

2. *True or false?*

a. T. b. F. c. T. d. F (0.5 X 4)

3. *Answer the following questions according to the text: (3 pts.)*

a. Due to piracy and counterfeiting

b. About 860 counterfeit products

c. To" separate the wheat from the chaff.

4. *What or who the underlined words refer to in the text? (2 pts.)*

a. **The two problems:** Smuggling and the importation of counterfeit products

b. **This:** Products marketed in Algeria did not meet standards

B. Text Exploration: (7pts)

1. *Find in the text words that are synonyms in meaning to the followings ones:*

a- Fake = Countetrfeit (0.5)

b – commerce = trade (0.5)

2. *Opposites:*

a. Unethical
unfair (0.5)

(0.5)

b. irresponsible (0.5)

c. illegal (0.5)

d.

3. Put the verbs between brackets into their correct forms: (0.5 x 6)

- a) Algerians **will overcome** their crises providing that they **fight** bribery, counterfeit and smuggling.
- b) The government had better **eradicate** smuggling.
- c) It is high time the government **did** something to stop counterfeiting.
- d) I wish Algerians **had elected** more honest members of parliament as the present ones and I wish our future representatives **would be** more dedicated to serve our country.

4. The stressed syllable: (0.5 x 5)

- a. **E**thics b. econ**o**mic c. mathem**a**tics d. import**a**tion

Part Two: Written Expression (5pts)

Form (3 pts.)

Content (2 pts)

Text

PART ONE:Reading. (7pts)

A/Comprehension: *Read the text carefully than do these activities.*

INTERPOL-Europol has announced that an operation carried between November 2015 and February 2016 uncovered more than 10,000 tonnes and one million litres of hazardous fake food and drink across 57 countries. The operation resulted in seizures ranging from nine tonnes of counterfeit sugar contaminated with fertilizer in Sudan, to more than 85 tonnes of olives **which** had been painted with copper sulphate solutions in Italy. Checks were carried out at shops, markets, airports, seaports and industrial estates and were part of coordinated initiative between police, national food regulatory bodies and the private sector to protect public health and fight organised crime.

In particular, the operation showed false labelling to be a common threat. In Australia, testing of 450kg of honey revealed, **it** had been blended or adulterated, and a consignment of peanuts had been repackaged and relabelled as pine nuts, posing a significant threat to allergy sufferers.

“Today’s rising food prices and the global nature of the food chain offer the opportunity for criminals to sell counterfeit and substandard food in a multibillion criminal industry **which** can pose serious potential health risks to unsuspecting customers. The complexity and scale of this fraud means cooperation needs to happen across borders with a multi-agency approach,” said Chris Vansteenkiste, Cluster Manager of the Intellectual Property Crime Team at Europol.

www.u-nica.com/ solutions@u-nica.com

1. Write the letter that corresponds to the right answer. (1.5pt)

Aim: *to make a meaningful sentences according to the comprehension of the text.*

a. ERPOL-Europol uncovered huge quantity of hazardous.....food and drink across 57 countries.

- a. Fraudent b. genuine c. Organic

b. Counterfeiters use many additives in foods to.....consumers.

- a. deceive . b. attract c. Satisfy

c. Fighting food fraud requires.....at international level.

- a.alliance b. collaboration c. coalition.

2. Answer the following questions according to the text.(3pts)

Aim : to scan the text for specific notes and details while reading.

- a. What were the outcomes of the operation that carried by INTERPOL-Europol?
- b. Mention some techniques used by the food and drinks counterfeiters to deceive the consumers?
- c. Is it difficult for criminals to sell counterfeit and substandard food? Justify your answer.

3.In which paragraph it is mentioned that all sectors are concerned to protect consumers from food fraud? (1pt)

Aim: to scan the text for specific information

4. Who or what do the underlined words refer to in the text?(1.5pt)

- a. which (§1)
- b. it(§2)
- c. which (§3).....

Aim : to find the link between words and their antecedents.

B-Text Exploration: (07 points)

1. Find in the text words or phrases that are closest in meaning to the following. (1pt)

Aim : to deduce the meaning of the words from the text.

- a. Harmful (§1) =.....
- b. chance (§.)=.....

2. Complete the following table. (2pts)

Aim: to check students lexical vocabulary.

Verb	Noun	adjective
.....	Cooperation	.....
.....	.....	contaminated

3.Join the pair of sentences using connectors given .Make any necessary changes.(4pts)

So + adjective.....that /as long as / because / such + noun phrase.....that.

Aim: to get students practice their grammar notions they studied.

- a. Today food prices are too rising. Criminal can easily sell fake products.
- b. Consumers stop buying counterfeit products. Companies reduce the price of their products.
- c. All countries are united. Food fraud will be fought across.
- d. Many consumers are still buying fake food. Food scandals are increasing.

4. Fill in the gaps using only four words from the list below. (1pt)

fake / unpackaged / consumers / Allergens / regulation / corrupt.

A new.....-1-..... has introduced different rules for indicating.....-2-....., which must be highlighted in the list of ingredients to allow.....-3-.....to identify them more easily. The new rules also require information about allergens to be provided for.....-4-.....foods, for example, those sold in restaurants or canteens.

Aim: to get students fill in the blanks to make the text meaningful.

Part One: Written Expression (5pts)

Choose only ONE topic.

Topic one: Some food producers do not respect the norms that must be followed especially farmers. This can affect public health and lead to the appearance of some fatal diseases. As a member of an association that protects consumer from food fraud .Write an article of 70 to 80 words for your school magazine in which you denounce this unethical behaviour, and advice consumer by giving them the necessary safety measures that must be taken when they buy their foods.

You can use the following notes:

- Food fraud / kind of theft / use fertilizers, chemicals. / Repackaging and relabeling / expiry date./Farmers use polluted water in irrigation plants. / Food poison / new disease come back/ cholera. / People awareness / strict regulations / punish counterfeiters.

Topic Two: Some private companies don't respect labour standards like good payment, social security, but if the employees defend for their rights they replaced them by others. Write an article for your newspaper school magazine denouncing these unethical practices and say what should government do to protect workers in private sector.

Aim: to encourage students to express their point of view about the unethical practices in private companies and how it could be fought by the government to protect the rights of the workers.

Keys:

1. Write the letter that corresponds to the right answer. (1.5pt)

- a. ERPOL-Europol uncovered huge quantity of hazardous **fraudent** food and drink across 57 countries.
- b. Counterfeiters use many additives in foods **to deceive** consumers.
- c. Fighting food fraud requires **collaboration** at international level.

2. Answer the following questions according to the text.(3pts)

- a. The operation that carried by INTERPOL-Europol outcome in seizures ranging from nine tonnes of counterfeit sugar contaminated with fertilizer in Sudan, to more than 85 tonnes of olives which had been painted with copper sulphate solutions in Italy.
- b. Using chemical additives and false packaging are techniques used by the counterfeiters to deceive the consumers.
- c. No, it is not. Because of the rising food prices and the global nature of the food chain.

3. In the 3rd paragraph.

4. Who or what do the underlined words refer to in the text?(1.5pt)

- a. which (§1). *more than 85 tonnes of olives*
- b. it (§2) *450kg of honey.*
- c. which (§3) .. *multibillion criminal industry*

B /Text Exploration:(07 points)

1. Find in the text words or phrases that are closest in meaning to the following. (1pt)

- b. Harmful (§1)= **hazardous**
- b. chance (§3)= **opportunity**

2. Complete the following table.(2pts)

verb	noun	adjective
To cooperate	cooperation	cooperative
To contaminate	contamination	contaminated

3.Join the pair of sentences using connectors given .

- a. Today food prices are **so** rising **that** Criminal can easily sell fake products
- b. Consumers **will** stop buying counterfeit products **as long as** Companies reduce the price of their products.
- c. Food fraud will be fought across **as long as** all countries are united.
- d. Food scandals are increasing **because** consumers are still buying fake food.

4.Fill in the gaps using only four words from the list bellow.(1pt)

A new **regulation** has introduced different rules for indicating **Allergens** which must be highlighted in the list of ingredients to allow **consumers** to identify them more easily. The new rules also require information about allergens to be provided for **unpackaged** foods, for example, those sold in restaurants or canteens.

Part two: written expression . (5pts)

Finance



Activity 01: Finance verbs

Choose the best verb to complete each of the sentences below.

afford borrow earn invest lend lose save spend

1. You will a lot more at that company. Then you can buy a new car!
2. Maybe we shouldn't them the money. I don't think they can pay it back.
3. It's a good idea to your money, so that you can make more.
4. I think that you too much money on things you don't need.
5. We spent too much this year, so the company is going to a lot of money.
6. We will have to a lot of money from the bank so we can finish the building.
7. We should some money so we can hire some more staff next month.
8. We need to buy some new computers. We can some very good ones.

Now, put the verbs into pairs.

- | | |
|-----------|---------|
| 1. make | a. lend |
| 2. buy | b. lose |
| 3. borrow | c. save |
| 4. spend | d. sell |

Activity 02: Making money

Match the stock market words to their definitions.

- | | |
|-------------------|--|
| 1. stock exchange | a. a person who buys and sells shares |
| 2. trade | b. parts of a company that you can buy |
| 3. value | c. the amount of money you can get for something |
| 4. shares | d. the place where people buy and sell shares |
| 5. a stockbroker | e. to buy and sell shares |

Activity 03: Financial businesses

Match the pictures to the names of the businesses.

a bank

a credit card company

a foreign exchange company

a loan company

an insurance company

a pensions company



1. _____



2. _____



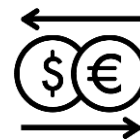
3. _____



4. _____



5. _____



6. _____

Activity 04: Banking collocations

Match the verbs on the left to the words on the right to make banking collocations.

- | | |
|-------------|-----------------|
| 1. pay back | a. a loan |
| 2. open | b. an account |
| 3. exchange | c. a transfer |
| 4. check | d. currency |
| 5. make | e. your balance |

Activity 05: Financial nouns

Study the sentences below and match the underlined words to their definitions.

1. We will make a profit this year. Business is much better than last year.
 2. We don't have a big budget this year. The company doesn't have a lot of money.
 3. We need to hire an accountant. I don't know how to do these calculations properly.
 4. The stock market situation isn't good at the moment, I think there might be a crash.
 5. I need a financial advisor. I'm not sure what to do with my money.
 6. My credit card limit is too high. I always spend too much money.
 7. They are not a good company. They will charge you a lot of interest on a loan.
-
- a. a large fall in value
 - b. amount of money available to spend
 - c. an expert on how to invest money
 - d. a person who does financial reports
 - e. money that a company makes after all charges are taken from the amount
 - f. money that you pay to a company if you borrow money from them
 - g. the greatest possible amount of something

Key Answers

1. Finance verbs

Students can work in pairs and check with the teacher.

1. earn 2. lend 3. Invest 4. Spend 5. Lose 6. borrow 7. save 8. afford

1. b 2. d 3. a 4. c

2. Making money

Students can work alone and check in pairs.

1. d 2. e 3. c 4. b 5. a

3. Financial businesses

1. an insurance company 2. a bank 3. a credit card company
4. a pensions company 5. a loan company 6. a foreign exchange company

4. Banking collocations

Students can work alone and check in pairs.

1. a 2. b 3. D 4. e 5. c

5. Financial nouns

Students can work in pairs and check with the teacher.

1. e 2. b 3. d 4. A 5. c 6. g 7. f

GRAMMAR

Conditional sentences

There are **four basic types of conditional sentences** in the English language.

Zero conditional (type 0): *I save more if I spend less.*

First conditional (type 1): *You'll earn more money if you work harder.*

Second conditional (type 2): *If you knew how to manage your assets, the company would prosper.*

Third conditional (type 3): *I wouldn't have got broke if you lended me some money.*

Zero conditional sentences (type 0)

The zero conditional describes situations that are always true. “*If* has the same meaning as *when* or *whenever*”.

If I spend less, I make more money. (Whenever I spend less I end up making more money.)

If you park your car on double yellow lines, you pay a fine. (Whenever you park illegally, you pay a fine.)

We use the present simple tense in both the main clauses and the if clauses.

First conditional sentences (type 1)

The first conditional sentences are used to speculate about possible situations that can really happen at present or in future. We do not use *will* in the if clause to describe future activities (compare it to time clauses).

If he works hard, he will receive a promotion.

If we advertise the product, we will gain more profit.

If you don't get the average, what will you do?

Rule: We make if clauses with if + present tense and main clauses with will + bare infinitive.

Second conditional sentences (type 2)

In the second conditional sentences we speculate about situations that will probably never happen at present or in future.

If I had more money, I would start a business. (But I don't have enough money. I can't start a business).

If I won a million dollars, I would start a business of my own. (But I know that it is not realistic.)

Rule: We make if clauses with if + past tense and main clauses with **would + bare infinitive**.

Note: the verb *to be* can be specific in the if clause.

If I were rich, I wouldn't work.

(But *was* is also possible: *If I was rich, I wouldn't work*).

But: *If I were you, I wouldn't do it.* (In this expression, *were* is much more usual than *was*.)

Third conditional sentences (type 3)

The third conditional sentences always refer to the past. We speculate about situations that happened or did not happen in the past.

If I had won a million, I would have started a business of my own. (But I didn't win anything.)

If we hadn't invested, we wouldn't have gained this fortune. (But we invested and gained.)

Rule: We make if clauses with if + past perfect and main clauses with **would + perfect infinitive (have + past participle)**.

Zero conditional - exercise

Exercise

Choose the beginnings of the sentences to complete the text.

- If I work hard
- If I invested properly
- I would have saved more
- I would travel to Europe
- Your Visa request is approved

....., I would gain enormous profit.

....., if I had a visa.

....., if I had spent less.

....., I will be promoted.

....., if your file is complete.

Zero conditional - exercise

Key with answer

If I work hard, I will be promoted.

If I invested properly, I would gain enormous profit.

I would have saved more if I had spent less.

I would travel to Europe if I had a visa.

Your Visa request is approved if your file is complete.

First conditional

Exercise: Rewrite the sentences and keep the same meaning._____

Example

My credit card will expire. I won't cover your fees.

If my credit card expires, I won't cover your fees.

We'll have a meeting after. We'll be numerous.

We'll have a meeting after if wenumerous.

I won't know his credit card number. I won't be able to transfer him the money.

If I his credit card number, I won't be able to transfer him the money.

John will be at work. He won't go with us.

As long as John..... at work, he won't go with us.

He won't like the monitor. He can send it back to the shop.

Provided that he..... like the monitor, he can send it back to the shop.

We won't help you. We won't have enough time.

We won't help you if we..... enough time.

You will choose some other hotel. You won't be happy about it.

You will choose some other hotel unless youhappy about it.

Take up this course. You will like it.

If youthis course, you will like it.

Don't tell your boss. He will be surprised.

Unless you your boss, he will be surprised.

Answer key

Exercise

We'll have a meeting after if we are numerous.

If I don't know his credit card number, I won't be able to transfer him the money.

As long as John is at work, he won't go with us.

Provided that he doesn't like the monitor, he can send it back to the shop.

We won't help you if we don't have enough time.

You will choose some other hotel unless you are happy about it.

If you take up this course, you will like it.

Unless you tell your boss, he will be surprised.

Second conditional - exercise 1

Exercise 1

Rewrite the sentences and use the second conditional. Keep the same meaning.

Example

My car is out of order. I won't drive you there.

If my car wasn't out of order, I would drive you there.

I don't know his address. I can't contact him.

If Ihis address, I could contact him.

He is ill. He can't go skiing.

If he wasn't ill, he skiing.

He doesn't like tomatoes. He won't eat the salad.

If he tomatoes, he would eat the salad.

I travel on my own because I speak English.

I wouldn't travel on my own if I..... English.

We don't have enough room in our house. You can't stay with us.

If we enough room in our house, you could stay with us.

You aren't lucky. You won't win.

If you were lucky, you

I go to bed early because I work so hard.

I wouldn't go to bed early if I..... so hard.

I am eighteen. I can vote.

If Ieighteen, I couldn't vote.

Go to Corfu. You may like it.

If you went to Corfu, you..... it.

You'll manage it. Don't panic.

You would manage it if you

Second conditional - exercise 1

Key with answers: Exercise 1

If I knew his address, I could contact him. If he wasn't ill, he could go skiing.

If he liked tomatoes, he would eat the salad.

I wouldn't travel on my own if I didn't speak English.

If we had enough room in our house, you could stay with us. If you were lucky, you would win.

I wouldn't go to bed early if I didn't work so hard. If I wasn't | weren't eighteen, I couldn't vote.

If you went to Corfu, you might like it. You would manage it if you didn't panic.

Third conditional - exercise 1

Exercise 1

Rewrite the sentences and use the third conditional. Keep the same meaning.

Example

My car was out of order. I did not drive her there.

If my car had not been out of order, I would have driven her there.

She did not give me her phone number. I could not call her.

If she me her phone number, I could have called her.

He was at work. He could not go with us.

If he had not been at work, he with us.

My dad did not buy any sugar. My mum did not make any cake.

If my dad some sugar, my mum would have made some cake.

I travelled round the world because I had won the lottery.

I wouldn't have travelled round the world if I the lottery.

We did not have enough money. We could not afford to eat in restaurants.

If we enough money, we could have afforded to eat in restaurants.

You were not prepared. You could not pass the exam.

If you had been prepared, you the exam.

I came back home late because I had worked long hours.

I would not have come back home late if I long hours.

I was so young. I had no experience.

If I so young, I would have had some experience.

They did not go on holiday. They did not have any rest.

If they had gone on holiday, they some rest.

You did not know what to do because you had not listened to me.

You would have known what to do if you to me.

Third conditional - exercise 1

Key with answers: Exercise 1

If she had given me her phone number, I could have called

her. If he had not been at work, he could have gone with us.

If my dad had bought some sugar, my mum would have made some

cake. I wouldn't have travelled round the world if I had not won the

lottery.

If we had had enough money, we could have afforded to eat in

restaurants. If you had been prepared, you could have passed the exam.

I would not have come back home late if I had not worked long

hours. If I had not been so young, I would have had some

experience.

If they had gone on holiday, they would have had some

rest. You would have known what to do if you had

listened to me.

The Active and Passive Voice

Voice refers to the form of a verb that indicates when a grammatical subject performs the action or is the receiver of the action. When a sentence is written in the active voice, the subject performs the action; in the passive voice, the subject receives the action. In academic writing, it is generally preferred to choose an active verb and pair it with a subject that names the person or thing doing or performing the action. Active verbs are stronger and usually more emphatic than forms of the verb “be” or verbs in the passive voice.

Active: The Company hires employees.

Passive Employees are hired by the company.

In the above example of an active sentence, the simple subject is “company” and “hires” is the verb: the company hires “employees”. In the passive sentence, “employees” is the simple subject and “are hired” is the verb: employees are hired “by the company.” In effect, the object of the active sentence becomes the subject in the passive sentence. Although both sentences have the same basic components, their structure makes them different from each other. Active sentences are about what people (or things) do, while passive sentences are about what happens to people (or things).

USING THE AUXILIARY VERB “BE”

The passive voice is formed by using a form of the auxiliary verb “be” (be, am, is, are, was, were, being, been) followed by the past participle of the main verb.

Active

He **evaluates** me.
We **promoted** our employees.
A thief **stole** my money.

Passive

I **am evaluated**.
The employees **were promoted**.
My money **was stolen**.

Notice how the “be” auxiliaries change the meaning of the verbs from action to condition or from “doing” to “being.”

He remembers his employer.	(“he” is doing an action: remembering)
His employer is remembered .	(“he” is in a condition: being remembered)

VERB TENSES USED IN ACTIVE AND PASSIVE VOICE

The following is a summary of active and passive forms of all verb tenses. Remember that in active forms the subject of the sentence is the person or thing that does the action. In passive constructions, the verb is performed by someone or something other than the subject; often, the action is done to the subject by someone else.

Present Time

- **Simple Present**

Use the simple present tense to make a generalization, to present a state of being, or to indicate a habitual or repeated action.

Active
base form or “-s/-es” form

Professor Brown **teaches** at Hunter.

All humans **are** equal.

Maria **eats** in the cafeteria.

Passive
am/is/are + past participle

Sonia **is taught** by Professor Brown.

All humans **are created** equal.

The cafeteria **is cleaned**

- **Present Progressive**

Use the present progressive to describe an ongoing activity or a temporary action.

Active
am/is/are + -ing

The students **are learning** Spanish.

I **am working** at McDonald’s until I finish school.

Passive
am/is/are + being + -ed/-en

Classes **are being conducted** in Spanish.

He **is being hired** to work at McDonald’s.

- **Present Perfect**

Use the present perfect to describe an action occurring in the past but relevant to the present, or extending to the present.

Active
has/have + -ed/-en

Passive
has/have + been + -ed/-en

Hunter **has opened** a language institute in East Harlem.

The language institute **has been opened** to relocate students off the main campus.

- **Present Perfect Progressive**

Use the present perfect progressive to describe an ongoing action beginning before now and is still relevant to the present.

Active

has/have + been + -ing

Hunter **has been awarding** BA and MA diplomas for over one hundred years.

Passive

has/have + been + being + -ed/-en

Note: Because of awkward construction, the perfect progressive form is not used in the passive voice. Instead, an adverb may be used to show continuing action: “We have been **repeatedly** scolded for being late.”

Past Time

- **Simple Past**

Use the simple past to indicate a general or habitual action occurring in the past or at a specific time in the past.

Active

base + -ed or irregular form

Our family **bought** all our clothes at Sears when I was young.

On my fifteenth birthday, my uncle **gave** me one hundred dollars

When I was in high school, my friends and I **drove** to the mall on weekends.

Passive

was/were + -ed/-en

The clothes **were bought** by my mother

The money **was given** to me to buy new clothes.

We **were** always **driven** to the mall by my friend's older brother.

In informal conversation, speakers of English often express habitual behavior in the past using the modal “**would**.”

Active

would + base

Passive

would + be + -ed/-en

we **would** usually **eat** burgers in the foodcourt.

- **Past Progressive**

Use the past progressive to indicate an ongoing action in the past or an action continuing through a specific past time.

Active
was/were + -ing

Mary and Paul **were dating** in those days.

Passive
was/were + being + -ed/-en

One afternoon, Mary **was being kissed** by Paul when her mother passed by.

- **Past Perfect**

Use the past perfect to indicate an action completed prior to a particular time or before another action in the past.

Active
had + -ed/-en

Completed:

Mary's mother was shocked because she **had forbidden** her daughter to date.

Passive
had + been + -ed/-en

Mary **had been kissed** many times before that day.

- **Past Perfect Progressive**

Use the past perfect progressive to indicate a continuing action that began before a past action or time.

Active
had + been + -ing

Mary **had been trying** to tell her mother about Paul for a long time.

Passive
had + been + being + -ed/-en

Present Perfect tense

The form of the present perfect simple tense:

Have (in the simple present) + Verb (in the past participle form)

Positive	Negative	Interrogative
I have worked.	I have not worked.	Have you worked?
you have worked	you have not worked	have you worked?
he has worked	he has not worked	has he worked?
she has worked	she has not worked	has she worked?
We have worked	we have not worked	have we worked?
you have worked	you have not worked	have you worked?
they have worked	they have not worked	have they worked?

NOTE:

I have worked = I've worked	I have not = I haven't worked
He has worked = He's worked	He has not = He hasn't worked

Examples:

- **Have** you **finished** the job?
- No, I **haven't finished** yet.
- Yes, I **have** already **finished**
- She's just **finished** her job.

Remember:

1. The past participle of regular verbs is :

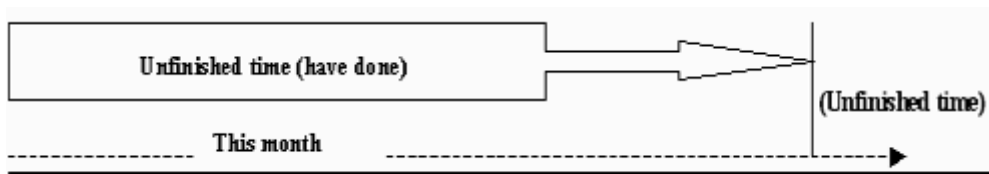
Rule	Examples
Verb + ed	play - played visit - visited finish -finished

2. The past participle of irregular verbs can't be predicted (there is no rule .) But there is a list of irregular verbs that you have to learn by heart.

Here are some examples:

Infinitive	Simple past	Past participle
be	was/were	been
come	came	come
go	went	gone
do	did	done
meet	met	met

The uses of the present perfect simple tense:



1. To emphasize the result of a past action without mentioning the actual time when it happened:

Examples:

- I **have met** that girl before.
- We **have discussed** this issue a few times.

2. Action performed in a period that has not finished yet (the same day, week, month, etc.):

Examples:

- **Have you seen** Lacy today? (The day is not over yet.)
- I **have had** several tests this month. (The month has not finished yet.)

3. Action that started in the past and has continued until now. Often used with *since* (indicating the beginning of action) or *for* (indicating the duration of action):

Examples:

- They **have lived** here *for* ten years.
- I **have not seen** her *since* we left high school.
- Clare and John **have known** each other *since* they were in primary school.

4. It is used to indicate completed activities in the immediate past (with *just*).

Example:

- " He **has just taken** the medicine."

Present Perfect – Exercise 01

Change the verb into the correct form.

1. I (read) your book several times.
2. She (wear) that uniform many times.
3. My family (visit) Brazil a few times.
4. I (sell) this item already.
5. Marta (finish) her homework.
6. You (break) the glass again.
7. They (pay) for everything.
8. It (snow) a lot today.
9. I (meet) Anna once.
10. We (see) him before.

Key Answers

Change the verb into the correct form:

1. I (read) your book several times.
2. She (wear) that skirt many times.
3. My family (visit) Brazil a few times.
4. I (eat) already.
5. Marta (finish) her homework.
6. You (break) the glass again.
7. They (pay) for everything.
8. It (snow) a lot today.
9. I (meet) Anna once.
10. We (see) him before.

Past Perfect tense

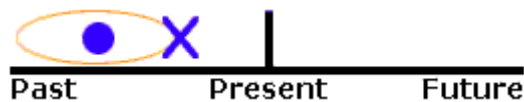
The past perfect is a [verb tense](#) which is used to show that an action took place once or many times before another point in the past. Read on for detailed descriptions.

Past Perfect Forms

The past perfect is formed using **had + past participle**. Questions are indicated by inverting the subject and *had*. Negatives are made with *not*.

- Statement: You **had studied** Economy before you moved to New York.
- Question: **Had** you **studied** Economy before you moved to New York?
- Negative: You **had not studied** Economy before you moved to New York.

USE 1 Completed Action Before Something in the Past



The past perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

Examples:

- I **had** never **seen** such a beautiful beach before I went to Kauai.
- I did not have any money because I **had lost** my wallet.
- Tony knew Istanbul so well because he **had visited** the city several times.
- **Had** Susan ever **studied** Thai before she moved to Thailand?
- She only understood the movie because she **had read** the book.
- Kristine **had** never **been** to an opera before last night.
- We were not able to get a hotel room because we **had not booked** in advance.
- A: **Had** you ever **visited** the U.S. before your trip in 2006?
B: Yes, I **had been** to the U.S. once before.

USE 2 Duration Before Something in the Past (Non-Continuous Verbs)



With [non-continuous verbs](#) and some non-continuous uses of [mixed verbs](#), we use the past perfect to show that something started in the past and continued up until another action in the past.

Examples:

- We **had had** that car for ten years before it broke down.
- By the time Alex finished his studies, he **had been** in London for over eight years.
- They felt bad about selling the house because they **had owned** it for more than forty years.

Although the above use of past perfect is normally limited to non-continuous verbs and non-continuous uses of mixed verbs, the words "live," "work," "teach," and "study" are sometimes used in this way even though they are NOT non-continuous verbs.

- **Exercise**

Put the verbs into the correct form (past perfect simple).

1. The storm destroyed the sandcastle that we (build) .
2. He (not / be) to Cape Town before 1997.
3. When she went out to play, she (do / already) her homework.
4. My brother ate all of the cake that our mum (make) .
5. The doctor took off the plaster that he (put on) six weeks before.
6. The waiter brought a drink that I (not / order) .
7. I could not remember the poem we (learn) the week before.
8. The children collected the chestnuts that (fall) from the tree.
9. (he / phone) Angie before he went to see her in London?
10. She (not / ride) a horse before that day.

Key Answers

Put the verbs into the correct form (past perfect simple).

1. The storm destroyed the sandcastle that we had built.
2. He had not been to Cape Town before 1997.
3. When she went out to play, she had already done her homework.
4. My brother ate all of the cake that our mum had made.
5. The doctor took off the plaster that he had put on six weeks before.
6. The waiter brought a drink that I had not ordered.
7. I could not remember the poem we had learnt the week before.
8. The children collected the chestnuts that had fallen from the tree.
9. Had he phoned Angie before he went to see her in London?
10. She had not ridden a horse before that day.

DIRECT AND INDIRECT SPEECH

What is Direct & Indirect Speech?

Direct speech - reporting the message of the speaker in exact words as spoken by him.

Direct speech example: Rama said 'I am busy now'.

Indirect speech: reporting the message of the speaker in our own words

Indirect speech example: Rama said that he was very busy then.

Direct and Indirect Speech Rules

To change a sentence of direct speech into indirect speech there are various factors that are considered such as reporting verbs, modals, time, place, pronoun, tense, etc. we will take up all the factors one by one.

Rule #1 - Direct to Indirect Speech Conversion - Reporting Verb

- 1. When the reporting verb of direct speech is in past tense then all the present tenses are changed to corresponding past tense in indirect speech.**

Direct to indirect speech example:

- Direct: she said, "I am happy."
- Indirect: She said (that) she was happy.

- 2. In indirect speech tenses do not change if the words used within the quotes (" ") talk of a habitual action or universal truth.**

Direct to indirect speech example:

- Direct: He said, "we cannot live without air."
- Indirect: He said that we cannot live without air.

- 3. The tenses of direct speech do not change if the reporting verb is in future tense or present tense.**

Direct to indirect speech example:

- Direct: She says/will say, "she is going."
- Indirect: She says/will say she is going.

Rule #2 - Direct Speech to Indirect Speech conversion - Present Tense

1. Present Perfect changes to Past Perfect.

Direct to indirect speech example:

- Direct: "I have been to Boston", She told me.
- Indirect: She told me that she had been to Boston.

2. Present Continuous Changes to Past Continuous

Direct to indirect speech example:

- Direct: "I am playing the guitar", she explained.
- Indirect: She explained that she was playing the guitar.

3. Present Perfect Changes to Past Perfect

Direct to indirect speech example:

- Direct: He said, "she has finished her homework".
- Indirect: He said that she had finished her homework.

4. Simple Present Changes to Simple Past

Direct to indirect speech example:

- Direct: "I am unwell", she said.
- Indirect: She said that she was unwell.

Rule #3 - Direct Speech to Indirect Speech conversion - Past Tense & Future Tense

1. Simple Past Changes to Past Perfect

Direct to indirect speech example:

- Direct: She said, "Irvin arrived on Sunday."
- Indirect: She said that Irvin had arrived on Sunday.

2. Past Continuous Changes to Past Perfect Continuous

Direct to indirect speech example:

- Direct: "We were playing basketball", they told me.
- Indirect: They told me that they had been playing basketball.

3. Future Changes to Present Conditional

Direct to indirect speech example:

- Direct: She said, "I will be in Scotland tomorrow."
- Indirect: She said that she would be in Scotland the next day.

4. Future Continuous Changes to Conditional Continuous

Direct to indirect speech example:

- Direct: He said, "I'll be disposing the old computer next Tuesday."
- Indirect: He said that he would be disposing the old computer next Tuesday.

Rule #4 - Direct Speech to Indirect Speech Conversion - Interrogative Sentences

1. No conjunction is used, if a sentence in direct speech begins with a question (what/where/when) as the "question-word" itself acts as a joining clause.

Direct to indirect speech example:

- Direct: "Where do you live?" asked the boy.
- Indirect: The boy enquired where I lived.

2. If a direct speech sentence begins with auxiliary verb/helping verb, the joining clause should be ifor whether.

Direct to indirect speech example:

- Direct: She said, "will you come for the party?"
- Indirect: She asked whether we would come for the party.

3. Reporting verbs such as 'said/ said to' changes to enquired, asked, or demanded.

Direct to indirect speech example:

- Direct: He said to me, "what are you wearing?"
- Indirect: He asked me what I was wearing.

Rule #5 - Direct Speech to Indirect Speech Conversion - Changes in Modals

1. While changing direct speech to indirect speech the modals used in the sentences changes like:

- Can becomes Could
- May becomes Might
- Must becomes had to /Would have to

Examples:

- Direct: She said, "She can dance."
- Indirect: She said that she could dance.
- Direct: She said, "I may buy a dress."
- Indirect: She said that she might buy a dress.

2. There are Modals that do not change like - Could, Would, Should, Might, Ought to.

Direct speech to indirect speech examples:

- Direct: She said, "I should clean the house."
- Indirect: She said that she should clean the house.

Rule #6 - Direct Speech to Indirect Speech Conversion - Pronoun

1. The first person in the direct speech changes as per the subject of the speech.

Direct speech to indirect speech examples:

- Direct: He said, "I am in class Twelfth."
- Indirect: He says that he was in class Twelfth.

2. The second person of direct speech changes as per the object of reporting speech.

Direct speech to indirect speech examples:

- Direct: She says to them, "You have done your work."
- Indirect: She tells them that they have done their work.

3. The third person of direct speech doesn't change.

Direct speech to indirect speech examples:

- Direct: He says, "She dances well."
- Indirect: He says that she dances well.

Direct and Indirect Speech - Exercise

In the following questions, a Sentence has been given in Direct/Indirect. Out of the Four alternatives suggested, select the one which best Expresses the same sentence in Direct/Indirect and mark Your answer.

Q.1. The designer said to her, 'will you have the dress ready by tomorrow evening?'

1. The designer asked her if she would have the dress ready by next evening.
2. The designer asked her that she would have the dress ready by next evening.
3. The designer asked her that if she will like to have the dress by next evening.
4. The designer asked her that she will have the suit ready by next evening.

Q.2. They said, 'Let us come in'.

1. They told that let them be allowed to come in.
2. They requested that they might be allowed to come in.
3. They said that if they are allowed to come in.
4. They requested me to let them come in.

Q.3. Reshma said to Priya, 'Why are you sketching on the wall?'

1. Reshma asked Priya why was she sketching on the wall.
2. Reshma asked Priya why had she been sketching on the wall
3. Reshma asked Priya that why is she sketching on the wall.
4. Reshma asked Priya why she was sketching on the wall.

Q.4. 'Jacob fell as he'd have wished', the father said.

1. The father said that Jacob has fallen as he would have wished.
2. The father said that Jacob had fallen as he would have wished.
3. The father said that Jacob had fallen as he had wished.
4. The father said that Jacob had been fallen as he would have been wished.

Q.5. Arya said to Tara, ‘David will leave for his mother’s place tomorrow’.

1. Arya told Tara that David will leave for his mother’s place tomorrow.
2. Arys told Tara that David will leave for his mother’s place the next day.
3. Arya told Tara that David would leave for his mother’s place the next day.
4. Arya informed Tara that David would be leaving for his mother’s place the next day.

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Key Answers

Answer (1) The designer asked her if she would have the dress ready by next evening.

Answer (2) They requested that they might be allowed to come in.

Answer (4) Reshma asked Priya why she was sketching on the wall

Answer (2) The father said that Jacob had fallen as he would have wished.

Answer (3) Arya told Tara that David would leave for his mother’s place the next day.

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