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الجمـــهورية الجـزائرية الديمقراطية الشعـبية
وزارة التربية الوطنية

السنة الدراسية : 2020/2019

مديرية التربية لولاية البليدة

GROUPE SCOLAIRE SAINT AUGUSTIN
LYCEE – CEM – PRIMAIRE

المجـمع الـتربوي الخـــاص
القديس اوغستين البليدة

ملخص دروس اللغة الانجليزية

الشعب: علوم تجريبية / تسيير و اقتصاد

- Types of texts:

➢ **Descriptive:** Texts that describe people, places, things etc…
➢ **Expository:** Texts that explain how things work, why and what they are.
➢ **Narrative:** Texts telling the story of something or someone.
➢ **Argumentative:** Texts which defend points of view.
➢ **Prescriptive:** Texts which give instructions.

**They may be more than one type in the same text.

- Asking questions about :

e. **Weight:** How much does it weight?
f. **Distance:** How far is it … ?
g. **Time:** How much does it take … ?
h. **Height:** How high is … ?

e. **Length:** How long is … ?
f. **Speed:** How fast is … ?
g. **Width:** How wide is … ?

- Using *unless*:

It is a linking word which means: **except if**
It expresses: - **Condition:** * I won't forgive him, unless he apologizes
- **Warning (threatening):** *You will fail, unless you work harder.

- Expressing similarities and differences:

➢ **Differences (contrast):** Using " But / however / while / whereas / unlikely / conversely / unlike / different from / in contract to / contrary to / on the other hand"
Ex: The current Algerian educational system is different from the previous one..

➢ **Similarities:** Using " like / similar to / both...and… / as … as / the same as / neither …nor / alike.."
Ex: Like the U.S.A, Algeria provides free education to its pupils.
Both Algerian and British children start school at 5.

- Expressing wishes and regrets:

➢ **Past situation: I wish + past perfect**
Ex: I wish I had worked harder last year. (But I didn't)

➢ **Present situation: I wish + past simple (was → were)**
Ex: I wish I had a car. (But I don't have)

➢ **Future situation: I wish + would + stem**
Ex: I wish we would live in a free-corruption society one day.

*We can use **"if only"** instead of "I wish" for a **stronger feeling.**

- Using: "it's time" , "it's high time", " it's about time'

They indicate that something should happen soon. (use the **past tense**)
Ex: It's a time; Rachid found a job and settled down.

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- Expressing:

Expressing	Using	Examples
Certainty	Will + **stem**	*Algerian consumers will boycott the Chinese products.
Probability	May + **stem**	*GMF may disappear. *Food safety may be one of the biggest problems.
Possibility	Can + **stem**	*Flavourings can cause skin irritations.
Remote possibility	Might + **stem**	*GMF might have harmful effects.
Advice	Should / you'd better / ought to + **stem** If I were you... I would	*You should not cheat at exams. *You ought not to cheat *You'd better stop cheating. *If I were you, I would stop cheating *I advice you to stop cheating.
Obligation (necessity)	Must + **stem** Have to + **stem**	*All pupils must do their home-works. *You have to do your home-work.
Prohibition	Mustn't + **stem**	*Pupils mustn't smoke in the class.
Absence (lack) of obligation	Don't have to + **stem** Don't need to + **stem**	*You don't need to be stressed, the exam is not difficult.
Obligation is the past	Had to + **stem** Was obliged to + **stem**	
Ability in the past	Were able to + **stem**	
Past habit Purpose	**Used to + stem**	*He used to be a heavy smoker when he was a child. (Now, he is no longer a smoker) *It is used to cut paper = it's for cutting.
Function	**Used for +Gerund**	*The telescope **is used for observing** the stars and distant objects.
Concession	Though / although / in spite of / the fact that/ despite the fact that / while	***Thought** Andalusia had an extremely diverse population, it maintained its social harmony.
Time	When / after / before / as soon as / until	***As soon as** the plane had landed, we left the Airport. *We didn't leave the Airport **until** the plane had landed.
Reason/cause	Because / because of / due to / owing to / since / as /	
Results/ consequence	*As a result / consequently /so / therefore / as a consequence ***So + adj + that** ***Such + noun phrase + that**	*Counterfeits are **so perfect that** it is difficult to distinguish between a fake and a genuine product. *counterfeits are of **such perfection that** it is difficult to distinguish between both.
Purpose (aim/ goal)	To / in order to / so as to / so that	
Condition	*Provided that / providing that *As long as = only if + **present simple → future simple**	*You will pass your exams **provided that** you work harder. *She will pass her exam **as long as** she studies harder.

***N.B:** **Stem = infinitive form of the verb**

- The Gerund: = The "ing" form of the word

  Can be:
  - **Verb:** → People prefer **eating** organic food.
  - **Noun:** → The **eating** of GMF is harmful.
  - **Adjective:** → Organic food are less **damaging** for the environment.

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- ## Comparatives and superlatives:

	Comparatives of	Superlatives of
Inferiority	**Less + adj + than** **Ex:** *Teachers in primary schools are **less patient than** teachers in middle schools.	**The least / the fewest**
Equality	**As + adj + As** **Ex:** *Buldings of middle schools are **as old as** primary schools.	
Superiority	**(Short Adj+ er)+ than** **More + long adj +than** **Ex:** * *Classes in primary schools are **more crowded than** in secondary schools.	**The (short adj + set)** **The most + long adj**

- ## Quantifiers : ⟶ Quantity expressions

With Countable nouns	With Uncountable nouns
-Many -Few -Several	-Much -Little -A great deal of
With both: -A lot of -Some -Enough -No -Any….	

Too many and too few indicate an **excessive amount of something.

- ## Comparatives and superlatives of quantifiers:

	Countable	Uncountable
Inferiority (few / little)	-Fewer ….. than -The fewest	-Less …. Than -The least
Equality	-As (many, few ...) as	
Superiority (many / much)	-More ……. Than -The most	

- ## Forming nouns, adjectives and adverbs:

*Verb + suffixe ⟶ Noun

*Noun + suffixe ⟶ adjective

*Adjective + suffixe ⟶ Adverb

Forming nouns	
Suffixes	**Examples**
Ity	Responsibil**ity**
Ment	Develop**ment**
Tion	Civiliza**tion** / Produc**tion**
Or	Invent**or**
Ist	Psycholog**ist**
Er	Astronom**er** / Consum**er**
Ing	Meet**ing**

Forming adjectives	
Suffixes	**Examples**
Ive	Invent**ive** / Educat**ive**
Ing	Enrich**ing**
Able	Achiev**able**
Ic	Scientif**ic**
Al	Cultur**al**
Ed	Improv**ed**
Y	Salt**y**

Forming adverbs	
Suffixe	**Examples**
ly	Inventive**ly** Carefull**y**

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- ## Forming the plural:

1. We add **'s'** to singular nouns. Ex:*Boy ⟶ Boy**s** *Girl⟶ Girl**s**
2. We add **'es'** to singular nouns. Ex: *Hypothes ⟶ Hypothe**ses**
3. We change the **vowel** of some nouns to form the plural. Ex:*M**a**n ⟶ M**e**n *Cris**i**s⟶ Cris**e**s
4. We change the consonant **'F'** to **'V'** (sometimes). Ex: *Life⟶ Lives *Knife⟶ Knives

- ## Conditional:

➢ **Type 0 : If +present simple⟶ present simple**
⟶ General truth.
Ex: If we boil water, it evaporates.

➢ **Type I : If + present simple⟶ will + stem (future simple)**
⟶ Probable condition or speaking about what will happen in the future.
Ex: If you eat too much, you will put on weight.

➢ **Type II : If + past simple ⟶ would +stem**
⟶ Probable Impossible to happen, unreal, imagined conditions.
Ex: If he went to an Art school, there would be no guarantee that he could get a job afterward.

➢ **Type III: If + past perfect ⟶ would have + past participle.**
⟶ Regret about the past.

- ## Direct and indirect speech:

Reported speech (indirect speech) is used to communicate what someone else said, but without using the same words. A few changes are necessary:

▪ **Punctuation and capitalization:**

Direct speech	Indirect speech
He said **: "M**y friend…." Or **"M**y friend…" **,** he said.	**H**e said **that** his friend….

▪ **Pronouns:**

Direct speech	Indirect speech
I	He / she
Me	Him / her
My	His / her / the
Mine	His / hers
We	They
Us	Them
Our	Their / the
You	They / them
Your	Their / the
This	That / the
these	Those / the

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Direct speech	Indirect speech
Here	There
Today / tonight	That day / that night
Yesterday	The day before
Tomorrow	The next day
Now	At that moment
This (this morning, this week …)	That (that morning /that week …)
Next month/year / week…	The next month/year / week…
Last month/year / week…	The month/year / week… before
A year ago	The year before

If the **reporting verb is in present simple, there **is no change in the tense of the verb** in the indirect speech.

- **Tenses**

Tense in "Direct speech"	Tense in "Indirect speech"
Present simple → **Past simple** Cindy said: "I **like** watching TV."	Cindy said that she **liked** watching TV.
Present continuous → **Past continuous** Frank declared: "I **am thinking** about moving."	Frank declared that he **was thinking** about moving.
Past simple → **Past perfect** She said: "I **did** my homework."	She said that she **had done** her homework.
Past continuous → **Past perfect continuous** He told them: "I **wasn't expecting** your visit."	He told them that he **hadn't been expecting** their visit.
Present perfect → **Past perfect** She said: "I **have just seen** an old friend of mine."	She said that she **had just seen and old friend of hers.**
Past perfect → **Past perfect** He said: "if we **had arrived** two minutes later, there would have been no cake left."	He said that if they **had arrived** two minutes later, there would have been no cake left.
Future simple (will) → **Conditional (would)** I said: "they **will spend** their holidays in Italy."	I said that they **would spend** their holidays in Italy.
Would → **Would** Tony said: "I **would like** something to eat. I **wouldn't mind** a drink either."	Tony said that he **would like** something to eat and **wouldn't mind** a drink either.

- **Questions:**

Direct questions	Reported questions
Wh – questions: He said:"question word+ auxiliary + subject +stem +rest of sentence + **?**" **Example :** The teacher said to her pupil: "**what** do you want to study at the university**?"**	He **asked + question word** + subject + verb + rest of sentence +**.** The teacher **asked** her pupil **what** he **wanted** to study at the university.
Yes- no questions: He said, "Auxiliary + subject + stem + rest of sentence?" **Example:** The teacher said to the pupil: "have you done your homework?"	He **asked if / whether** + subject + verb + rest of sentence + The teacher **asked** the pupil **if** he **had** done His homework.

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➢ **Requests, advice, orders…:**

To report orders, requests, advice…, we use:

*He + **asked/ordered/advised/warned** + the person addressed + **(not) to + stem** + rest of sentence.

Examples: **a)** The headmaster said to Mr. Harris: "Sit down , please."(**a request)**
b) The headmaster **asked** Mr. Harris to **sit down.**

a) The headmaster said to Mr. Harris: "you should not stand in your s way." (**an advice**)
b) The headmaster **advised** Mr. Harris **not to stand** in his son s way.

- Active and passive voice:

➢ Active and passive sentences have the **same meaning** but different focuses.

➢ The **object of the active** sentence become the **subject of the passive** sentence

Active: Subject + Verb + **Object**

Active: My father painted the house.

Passive: Subject + To be + Past participle + By + Object

Passive: The house was painted by my father

➢ The passive sentence is formed by putting **to be in the same tense as the active verb and adding the past participle of the verb of the active sentence**.

Tense	Active	Passive
Present simple	***Example:*** *English people **drink** a lot of tea.	Object + **(am ,is ,are) + P.P** *A lot of tea **is drunk** by English people.
Present continuous	***Example:*** *She **is cooking** dinner.	Object + **(am , is , are) + being + P.P** *Dinned **is being cooked.**
Past simple	***Example:*** *The boy **threw** the rock.	Object + **(was , were) + P.P** *The rock **was thrown** by the boy.
Past continuous	***Example:*** *They **were cleaning** the rooms.	Object + **(was , were) + being+ P.P** *The room **were being cleaned**
Present perfect	***Example:*** *He **has done** his homework.	Object + **(has , have) + been + P.P** *His homework **has been done.**
Past perfect	***Example:*** *The managers **had** already **made** the decision.	Object + **(had)+ been + P.P** *The decision **had** already **been made** by the managers.
Future simple	***Example:*** *They **will arrest** him sooner or later.	Object + **(will)+ be + P.P** *He **will be arrested** sooner or later.
Models	***Example:*** *Drivers **must obey** Traffic regulations.	**(Can, could, must, may, might, shall, would, should, may, ought to ,have to ,has to ,had to) + be + P.P** *Traffic regulations **must be obeyed** by drivers.

- Stressed syllables:

➢ **Stress on the first syllable** ⟶ Nouns and adjectives with two syllables.
Ex : lady / **ha**ppy

➢ **Stress on the last syllable** ⟶ Verbs with two syllables.
Ex : en**joy** / in**vite**

➢ **Stress on the second syllable from the end** ⟶ Wording ending in **"ic"/ "tion"/ "sion".**
Ex : geo**lo**gic / tele**vi**sion / revel**a**tion

➢ **Stress on the third syllable from the end** ⟶ Wording ending in **"cy"/ "ty"/ "gy"/ "al"/ "phy".**
Ex : de**mo**cracy / dependa**bi**lity / **geo**logy / **cri**tical / phi**lo**sophy

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- Silent letters:
  - **Silent "b":** The **'b'** is **silent** in the combination **'mb'** at **the end of a word** and in the **combination 'bt'.(bomb/ debt)**
  - **Silent "c":** The **'c'** is **silent** in the combination **'sc'**, before the letters **'k' and 'q'. (science..)**
  - **Silent "d":** The **'d'** is **silent** in the combination **'dg'**.
  - **Silent "g":** The **'g'** is **silent** before the letter **'m' 'n' 'l'. (reign..)**
  - **Silent "gh":** The **'gh'** is **silent** after **vowels. (night)**
  - **Silent "k":** The **'k'** is **silent** in the combination **'kn'.(knife)**
  - **Silent "l":** The **'l'** is **silent** after **vowels 'a', 'o', 'u'.**
  - **Silent "s":** The **'s'** is **silent** before the letter **'l'**.
  - **Silent "n":** The **'n'** is **silent** in the combination **'mn'** at **the end of a word. (autumn)**
  - **Silent "p":** The **'p'** is **silent** in the combination **'ps'** at **the beginning of a word.(psychiatrist)**
  - **Silent "h":** The **'h'** is **silent** at **the end of word** when it **follows a vowel**, **between two vowels,** after the letter **'r' 'g' 'p' 'ex'. (vehicule/ ghost…)**
- Final 'ed':

Pronounced	**/ id /**	**/ d /**	**/ t /**
After:	t, d.	l, n, r, g, v, s, z, b, m.	p, k, f, gh, sh, sh, ss, c, x.

- Final 's':

Pronounced	**/ s /**	**/ z /**	**/ iz /**
After:	p, k, t, f, ph, th.	b, d, g, l, m, n, ng, r, v, y.	c, s, x, z, ss, sh, ch, ge.

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Writing expressions

Topic01: Write a composition on bribery.

A bribe is a form of corruption which involves the promise of money or a favor to someone in a position of power, with the hope of influencing that person's behavior. Bribery is viewed as a crime in many regions of the world, and people who are caught offering or receiving bribes may face hefty penalties. In other regions, the line between bribing and tipping is sometimes rather blurred, which can make it difficult to prosecute people for bribery, or to understand when one has crossed the line.

There are several reasons why bribery is viewed as a crime. In the first place, accepting a bribe and acting on it is a clear misuse of power, and a dereliction of duty. In egalitarian societies, the thought of greasing the way with bribes is especially distasteful, because it highlights the differences between those who can buy power or favors, and those who cannot. A bribe may also compromise the quality of a transaction. For example, when a construction firm bribes a government official to get a contract, the government official may overlook a company which provides superior or cheaper work, thereby essentially cheating the government.

Bribes can take any number of forms. Historically, bribes to public officials have been extremely common, and in some regions, this continues to be the case. Bribes also play a role in the financial industry, and even in occupations like medicine, where doctors may be bribed by drug companies to prescribe their products. Politics is also rife with bribery in many region, with people bribing politicians to achieve desired ends, and politicians in turn offering bribes to others in the hopes of attaining specific goals, like winning an election.

Drawing the line with bribes is very challenging. For example, many politicians receive healthy campaign contributions from an assortment of companies and industries. These payments could be viewed as bribes in the eyes of some critics, especially when the politicians vote and act in the interests of their biggest contributors. However, it could also be argued that these companies are certainly entitled to support candidates they like, especially when those candidates have political beliefs which align with the interests of the company.

Likewise, the practice of offering a bribe to ministry officials in some countries is so widespread that bribes are viewed almost like set fees. People who attempt to act with integrity may find that the ministry in question never approves a request or a document, thus forcing them to bribe an official to get the job done. In some cases, such bribes are even tax-deductible, with tax agencies recognizing them as a legitimate business expense.

Topic02: Write a composition on currency counterfeiting.

Counterfeiting refers to the imitation of something with the intent to deceive. As a general rule, people use the term specifically to refer to people who replicate currency in the hopes of passing it off as legal tender. However, a variety of things can be counterfeited, from designer handbags to legal documents. In terms of counterfeiting money, counterfeiting comes with severe consequences, as it is treated as a very serious crime in most nations around the world.

Most modern counterfeiting is focused on paper money, because paper money has a higher face value. Counterfeiters use a variety of techniques to produce replicas of the desired currency, depending on the security features which a nation uses to protect the integrity of its money and the level of realism desired. For example, a color photocopier can sometimes render a credible replica of legal currency, especially when the currency is run through a washer to age it, but counterfeiters may also use sophisticated printing techniques like those used at a national mint.

Most mints around the world use a number of safety systems to protect their money. For example, many nations print engraved money, meaning that specially engraved plates which are very hard to replicate are used in the production of currency. Many countries also use specialized papers and inks, along with complex designs which are hard to copy, and they may change the look of their currency frequently in an attempt to foil counterfeiters.

Someone who is convicted of counterfeiting will spend at least a decade in prison. He or she may also be forced to pay fines or restitution, and the property used in the counterfeiting process may be seized. Counterfeiting is treated as an extremely serious crime because it devalues a nation's currency, potentially threatening its economic stability and global standing.

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Topic03: Write a composition on child labour.

Any child under the age specified by law worldwide works full time, mentally or physically to earn for own survival or adding to family income, that interrupts childs social development and education is called child labour.It is any kind of work children are made to do that harms or exploits them physically, mentally, morally, or by preventing access to education.

However, one must also understand that all work is not bad or exploitive for children. In fact, certain jobs help in enhancing the overall personality of the child. For instance, children delivering newspapers prior to going to school. Or then children taking up light summer jobs that do not interfere with their school timings. When they are given pocket money earning oriented tasks, they understand the value of money, as well as respect it even more.

While this are the positive aspects of tasks and working, the actual universal problem of child labour is the exploitive and dangerous work and working conditions children are put through. For instance, in north India young children, below the age of 14 are made to work in the carpet industry. Their delicate fingers create the world's finest and most expensive carpets. The children are working twelve to fourteen hours a day. Many lose their fingers. Some are starved. And a number die each year because of the torturous circumstances under which they are made to work.

This is a crime. There have been instances of so-called decent middle class, as well as upper-class people employing young children as domestic helpers. But, they are not working as helpers, but bonded labour. They are made slaves. Frightening stories of how they have been physically tortured are printed in the daily newspapers. And in spite of stringent action being taken against such employers, the problem continues.

Topic04: Advertising is present in almost every aspect of daily life. Discuss.

Advertising is used to publicize a product, service, or idea. Many types of advertising are available for the purpose of building brand awareness and increasing product sales. Advertising is present in almost every aspect of daily life.

Before deciding what types of advertising are best, it is important for a company to define the audience they want to target. The specific group which a product is marketed towards is their target audience. Demographic information such as age, gender, education, and income level helps define a target audience. Placing your message in advertising venues focusing on this group, or demographic, is called target marketing and is essential to effective advertising.

Print mediums like magazines, brochures, and newspapers allow the marketer's message to reach their target audience on the page. Magazines include articles and images intended to attract a specific type of consumer. Magazine publishers have extensive demographic information on their readers, allowing marketers to tailor advertising to speak specifically to their potential customers.

Broadcast advertising includes TV, radio, and Internet messages. Traditional forms of these types of advertisements are commercials shown during a television program or before a movie. Product placement advertising is a less obvious way to promote a product. With product placement types of advertising, companies pay to have their product used by a character in the program. When you see someone in a TV show or movie using a specific brand, this is product placement, or covert advertising.

One of the first instances bringing product placement to the public's attention was in 1982 when the movie *E.T.* was released. In this movie, characters are seen eating Reese's Pieces® candy. Sales of Reese's Pieces® increased substantially as a result of their visibility in this incredibly popular movie, generating publicity about the effectiveness of this type of advertising.

Internet promotion is one of the newer types of advertising and can be accomplished in a number of ways. Flash advertising refers to messages that jump onto your computer screen and often move around. They can be hard to close and are annoying, but effective at gaining your attention.

Pop up and scrolling ads are other examples of these types of advertising. Pay per click advertising refers to marketers paying to have their web pages placed high on search engine results pages. These are also called sponsored links.

Outdoor advertising utilizes billboards and signage. These types of advertising include using cars with promotional messages on them, or large signs placed on the sides of buses. They can also be signs on scoreboards or in stadiums drawing the attention of large crowds and television coverage at sporting event

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Topic05: Modern advertising uses language, pictures, sound and colours to sell the productsas well as possible. Discuss.

At the beginning of production, advertising will inform you what a product is like, where you can get it and how much it costs. Later, it is necessary to persuade the people to keep on buying or attract newcustomers to buy. Modern advertising uses language, pictures, sound and colours to sell the productsas well as possible.

The best times for commercials are the times at which people wait for something special like the news or sports. At these times advertising can be very successful, but it is also very expensive.

TV is one of the most powerful advertising medium, because you can get very detailed information about a product. Depending on your target group you have to decide the time, when your spot shall beshown. It is not useful broadcasting an ad about cars in the children's programmes because this is notyour target group, they cannot buy a car.In the afternoon there are many films on TV, which are interrupted regularly. At that time advertising can be very expensive. In fact, TV-adverts have a strange impact. You might have noticed how well you can remember slogans long after the spot is over.

The prices for full-page-adverts in national newspapers are roughly the same as for TV spots, but you can also place smaller adverts in the print media. In local newspapers you only pay a few pounds.The problem of adverts in newspapers and magazines is, that they can attract the reader's eyes only.This problem can be solved by considering several factors:

• Only use right-hand pages for newspaper adverts, because you first look at the right side.

• The colour is an important fact. Red signals mean danger and colours of the dusk make us feel comfortable and save.

• The layout and the text are also very important parts of newspaper adverts. The layout may take the readers look at the main information, and the text is just to inform interested people.

Direct mailing is another form of advertising. The companies get a list of names and addresses and send leaflets to those people who might be interested in their products. Some people find this directmailing irritating, wasteful and unsightly, so the leaflets land in the rubbish bin.

Some people say, that advertising persuade people to buy things they don't need and to be wasteful, but advertising also means creating more jobs. Regardless whether we like advertisements or not, advertising has become indispensable in oureconomies. It has become a market of its own and it offers a high number of jobs. Moreover,advertisements are an important source of information for the public. And there is something that we should not forget: Advertising enables us to afford such "luxuries" like TV and newspapers, because without it, they would be considerably more expensive.

Topic06: Write a composition on embezzlement.

Embezzling is the act of taking money that has been placed in your trust but belongs to another person. For instance, someone who works in a bank may secretly steal money that he or she has been entrusted to look after. This money belongs to the bank's customers, and the employee's action can be considered embezzling.

One of the major methods used in embezzling is to falsify records and documents. A recent British case involved a bank manager embezzling 23 million GB pounds (GBP). The bank manager set up many false bank accounts and deposited millions from other bank accounts into them.

Another very successful method of falsifying records is the phantom employee. The manager may create a job role and documents for an employee who does not actually exist. The phantom employee is then paid a salary.

Even charities are threatened by embezzlement. One of the most common methods used in this case is to redirect large amounts of money for administrative purposes. Sadly, many worthwhile charities have been shut down as a result of this type of embezzling.

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Topic07: Online advertising has become one of the common ways to advertise in many countries. Discuss.

Online advertising is simply advertising that is done over the Internet. For those interested in such a strategy, there are a number of options and some have found a way to advertise online through things that do not appear to be traditional advertising mediums. While the effects of online advertising are still being studied, it is a rapidly-growing segment of the advertising dollar.

As more people turn to the Internet as a source for daily news, socialization and communication, more advertising dollars are likely to be spent. In fact, in a period of five years, from 2006 to 2010, online advertising is expected to increase from 6 percent of all money spent for advertising, to 12 percent or more. That could signify the beginning of a fundamental shift in how all advertising dollars are spent.

Online advertising is also quickly becoming a serious force for other types of advertising media to deal with. Newspapers and magazines all over the world are facing a number of different challenges, including loss of ad revenue. Many attribute some of those struggles to online advertising, which is not only taking a share of the advertising, but a share of the audience as well. This is especially true of the young adult male audience, which is a target demographic of many advertisers.

However, newspapers and magazines are not the only media dealing with lower revenue. The remarkable thing about online advertising is its ability to cut across the spectrum. For example, online ads can look like television commercials or print ads. The possibilities are limitless. Further, because of hypertext linking, advertisers have the power to transport potential buyers directly to their site, or a site selling their products.

In some cases, online advertising may not look like advertising at all. There was one case where a video was put on an online video sharing Web site supposedly showing popcorn being popped by radiation put out from mobile phones. While this was later revealed as a hoax, the company that put the video online received a substantial amount of free, or nearly free, publicity. The company sold headset devices meant to help limit an individual's exposure to radiation.

Online advertising is also appealing to some advertisers because, with some types of ads, there is no pay unless there are results. With click-through advertising, the advertiser only pays if a user clicks on the ad. This type of strategy can make advertising very cost effective, especially for those who do not have large advertising budgets.

Topic08: Write a composition on the dangers of food poisoning.

Food poisoning is a common, usually mild, but sometimes deadly illness.It comes from eating foods that contain germs like bad bacteria or toxins, which are poisonous substances. Typical symptoms include nausea, vomiting, abdominal cramping, and diarrhea that occur suddenly (within 48 hours) after consuming a contaminated food or drink. Depending on the contaminant, fever and chills, bloody stools, dehydration, and nervous system damage may follow. These symptoms may affect one person or a group of people who ate the same thing (called an outbreak).

Foods from animals, raw foods, and unwashed vegetables all can contain germs that cause food poisoning. The most likely source is food from animals, like meat, poultry (such as chicken), eggs, milk, and shellfish (such as shrimp).

Some of the most common bacteria are: *Salmonella***,** *Listeria* and *CampylobacterE. coli*.

The Centers for Disease Control and Prevention (CDC) estimates that in the United States, food poisoning causes about 76 million illnesses, 325,000 hospitalizations, and up to 5,000 deaths each year. One of the most common bacterial forms of infection, the salmonellae organisms, account for $1 billion in medical costs and lost work time.

Worldwide, diarrheal illnesses are among the leading causes of death. Travelers to developing countries often encounter food poisoning in the form of traveler's diarrhea or "Montezuma’s revenge." Additionally, there are possible new global threats to the world's food supply through terrorist actions using food toxins as weapons.

As a conclusion, I would like to say that it is necessary for people to avoid food poisoning, to prepare, cook, and store foods properly.

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Topic09: Which one do you prefer: organic food or processed foods? Give arguments.

Organic food is food which has been produced to standards designed to keep the production more 'natural'. Fewer, if any, chemicals are used and most pesticides are banned - when they are used they are very carefully controlled.

For example in the UK, there are various bodies to certify food and producers as organic. One of the main ones is the Soil Association which checks organic foods are organic, runs campaigns to educate the public, helps farmers switch to organic farming and carries out scientific research into organic farming.

Some people say organic foods are better than processed foods because with processed foods there can be hidden fats, salt and sugar that can go in during the processing. Food certified as organic is not allowed to contain GM (genetically modified) ingredients.

Eaters of organic food think that it tastes better. Some people buy organic meat because the animals are treated better. In addition, there is not the risk of farming chemicals affecting water supplies.

Another thing that is not allowed is giving drugs like antibiotics and hormones to animals. Animals have to be kept in certain ways. Chickens, for example, have to be free to scratch about and get plenty of sunlight, among other things.

Topic10: Write a composition on the solar system.

The Solar System is made up of all the planets that orbit our Sun. In addition to planets, the Solar System also consists of moons, comets, asteroids, minor planets, and dust and gas.

Everything in the Solar System orbits or revolves around the Sun. The Sun contains around 98% of all the material in the Solar System. The larger an object is, the more gravity it has. Because the Sun is so large, its powerful gravity attracts all the other objects in the Solar System towards it. At the same time, these objects, which are moving very rapidly, try to fly away from the Sun, outward into the emptiness of outer space. The result of the planets trying to fly away, at the same time that the Sun is trying to pull them inward is that they become trapped half-way in between. Balanced between flying towards the Sun, and escaping into space, they spend eternity orbiting around their parent star.

How Did The Solar System form?

This is an important question, and one that is difficult for scientists to understand. After all, the creation of our Solar System took place billions of years before there were any people around to witness it. Our own evolution is tied closely to the evolution of the Solar System. Thus, without understanding from where the Solar System came from, it is difficult to comprehend how mankind came to be.

Scientists believe that the Solar System evolved from a giant cloud of dust and gas. They believe that this dust and gas began to collapse under the weight of its own gravity. As it did so, the matter in this could begin moving in a giant circle, much like the water in a drain moves around the center of the drain in a circle.

At the center of this spinning cloud, a small star began to form. This star grew larger and larger, as it collected more of the dust and gas that were collapsing into it.

Further away from the star that was forming in the center were smaller clumps of dust and gas that were also collapsing. The star in the center eventually ignited forming our Sun, while the smaller clumps became the planets, minor planets, moons, comets, and asteroids.

Topic11: Write a composition on the importance of astronomy.

Astronomy is the study of celestial objects, phenomena, and origins. One of the oldest sciences, astronomy has been practiced since prehistoric times. Modern astronomy depends highly on accepted physical theories, such as Newton's Laws of Motion and general relativity. In the past, astronomy was something anyone could do, and many seers and sages made reputations for themselves by using the stars for useful functions, such as telling what time of the year it is, or navigating the seas. Columbus and his contemporaries used the stars to navigate across the Atlantic ocean.

It wasn't until the Renaissance that the theory of heliocentricity in astronomy, the idea that the Earth orbits the Sun rather than vice versa, began to acquire popular currency. Telescopes were invented in 1611 by Galileo Galilei, and he used his to take detailed observations of our Moon, which he revealed was mountainous, and observe Jupiter's four largest moons, now named the Galilean moons in his honor. Newton improved on Galileo's design, inventing the reflecting telescope, which is still used in optical telescopes to this day.

IN 1781, Sir William Herschel discovered the planet Uranus. In 1838, parallax — the slight difference in stellar position due to Earth's location in its orbit — was used to precisely determine the distance of stars. Neptune was discovered shortly thereafter. Pluto was discovered only as recently as 1930.

Modern astronomy is very complicated and expensive. Instead of only observing light rays, we observe radar, infrared, x-rays, and even cosmic rays. Orbital observatories such as the Hubble Space Telescope have produced the best images; include extremely high-resolution photographs of other galaxies.

In the mid-20th century, it was discovered that the universe was expanding. This, along with other evidence, led to the theory of the Big Bang, that the entire universe began as a point particle of extreme density. Later observations of the cosmic microwave background confirmed this, and the Big Bang continues as the primary theory of cosmological origins to this day.

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The future of astronomy lies in the development of new observational technologies. One of interest is interferometry, sometimes called "hypertelescopes," which use a network of telescopes working cooperatively to resolve images. These could develop to the point where we can observe extrasolar planets with telescopes directly, instead of just detecting

Topic12: Advertising and promotion are two related marketing tools, both widely used in the modern world. Discuss the difference between advertising and promotion.

Advertising and promotion are two related marketing tools, both widely used in the modern world. At first glance, it may be difficult to understand what exactly the difference between advertising and promotion is, since they both use many of the same techniques, and apply them for very similar ends. A few things differentiate advertising and promotion from one another, including the scope of time involved, overall cost, impact on sales, the purpose, and what kind of companies the technique is suitable for.

Both advertising and promotion are types of marketing, involved in getting information about a product out to the buying public. Advertising is usually undertaken by mid- to large-level firms, which come up with cohesive messages that help strengthen the brand and aim to build long term sales. Advertising includes things like buying radio or television spots, printing up advertisements in regional or national papers, hiring guerrilla marketing teams to spread the word about the product, or billboard or poster campaigns.

Advertising has at its goal not only an increase in sales in the short- to mid-term, but also a strengthening of the brand and image of the company and products, to build long-term sales and consumer loyalty. Advertising is a costly endeavor, and it can be months or even years before results are seen from a successful ad campaign. As a result, measuring sales directly from advertising can be difficult, although overall trends will of course be noticeable. Advertising is, as a result of its long-term agenda and high cost, best suited for large companies, or larger medium-sized companies, which have the budget for comprehensive campaigns, and a higher interest in building long-term sales.

Promotion, on the other hand, is a more short-term strategy. Although brand-building may occur as a result of promotions, it is not the point. The only real purpose of a promotional campaign is to build sales in the short term, either to move a company back into the black, to build capital reserves for expansion, or as a long-term strategy of constant promotional pushes to reach sales goals. Promotions include things like two-for-one specials, coupons in the local or regional paper, free samples, or special in-store events.

Because promotions are so easy to set up, and tend to be created for short-term gains, they are well-suited to small- or medium-sized companies. Although ad agencies may come up with promotional campaigns as part of a larger ad campaign, promotions are the sort of thing that even a one-person company can put together to help drive sales. This is not to say that larger companies don't use promotions, of course, and many rely heavily on promotions in tandem with larger regional or national ad campaigns. Coupons, heavily discounted products, and value-added services like technical support are all examples of promotions that might be used by national chains.

There is, of course, a great deal of overlap between advertising and promotion. The two disciplines feed and support one another, and healthy ad campaigns often rely on promotions, and visa versa. For example, a company may offer a two-for-one coupon on a product for two weeks before Christmas, with this promotion expected to bring in more business. For months before hand, the same company would likely have an ad campaign pushing that same product, and the campaign would continue for months after the promotion. The promotion, in this case, serves to bring a surge of interest in at a specific time during the ad campaign, helping to make the campaign more effective.

Good luck

If you need any help, contact me on: **prof.english10@gmail.com**

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