

4th Form

An overview

Grammar

Vocabulary

Writing

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UNIT 1: ARTS SHOWS AND HOLIDAYING

LESSON 1: HOLIDAYING

GRAMMAR:

Parallel structure:

(also called parallelism) is the repetition of a chosen grammatical form within a sentence. By making each compared item or idea in your sentence follow the same grammatical pattern, you create a parallel construction.

Example: - Ellen likes hiking, attending the rodeo, and taking afternoon naps.

OR - Ellen likes to hike, attend the rodeo, and take afternoon naps

Using Parallel Structure

a) With Coordinating Conjunctions:

When you connect two or more clauses or phrases with a coordinating conjunction (for, and, nor, but, or, yet, or so), use parallel structure.

Example: My best friend took me to *a dance* and *a show*.

b) With Correlative Conjunctions:

When you connect two clauses or phrases with a correlative conjunction (not only...but also, either...or, neither...nor, if...then, etc.), use parallel structure.

Example: - My dog not only *likes to play fetch*, but he also *likes to chase cars*.

OR - My dog likes not only *to play fetch*, but also *to chase cars*.

c) With Phrases or Clauses of Comparison:

When you connect two clauses or phrases with a word of comparison, such as than or as, use parallel structure.

Example: I would rather *pay* for my education than *receive* financial aid.

Past habits

When we talk about things that happened in the past but don't happen anymore, we can do it in different ways.

Used to

We used to live in New York when I was a kid.

There didn't use to be a petrol station there. When was it built?

We can use 'used to' to talk about past states

I used to go swimming every Thursday when I was at school.

I used to smoke but I gave up a few years ago.

... or we can use 'used to' to talk about repeated past actions

Would

Every Saturday I would go on a long bike ride.

My teachers would always say "Sit down and shut up!"

We can use 'would' to talk about repeated past actions.

Often either 'would' or 'used to' is possible. Both of these sentences are possible.

Every Saturday, I would go on a long bike ride.

Every Saturday I used to go on a long bike ride.

However, only 'used to' is possible when we talk about past states.

We used to live in New York when I was a kid.

~~We would live in New York when I was a kid.~~

Linkers of contrast

- **In spite of / Despite** Link two contrasting ideas. Followed by a noun phrase.
example: Despite his illness, he sat for the exam.
- **Although / (Even) though** Link two contrasting ideas. Followed by a clause.
example: although he was ill, he sat for the exam
- **However / Nevertheless / Still / Yet / Even so / On the contrary / In contrast.** Introduce a new idea which marks a contrast with previously stated ideas. Introduced by a comma.
- **On the one hand ... On the other hand.** Links two contrasting ideas / paragraphs.
- **In contrast to / Contrary to.** Link two contrasting ideas. Followed by a noun phrase.
- **Whereas** Link two contrasting ideas. Not separated by commas.

<i>Word derivation</i>		
<i>Verb</i>	<i>Adjective</i>	<i>Noun</i>
Differ	Different	Difference
Enjoy	Enjoyable	Enjoyment
∅	Important	Importance
Vary	Various	Variety
∅	Beautiful	Beauty
∅	Monotonous	Monotony
∅	Traditional	Traditdion
∅	Original	Origin
Sculpt	Sculptural	Sculpture

LESSON 2: SPACE TOURISM**GRAMMAR:****Prefixes**

A **prefix** is placed at the beginning of a word to modify or change its meaning. Prefixes have different meanings. These prefixes (in / un / dis / il / ir / im / ab / non) express the opposite.

Prefix	Example
In-	Inaccurate
Un-	Uncertain
Dis-	Dishonest
Il-	Illogical
Ir-	Irregular
Im-	Impatient
Ab-	Abnormal
Non-	Non-living

STOP DOING VS. STOP TO DO

- We use the -ing form after stop to indicate that an action or event is no longer continuing:

E.g.: It's stopped raining. Let's go for a walk. (It was raining, but not anymore.)

We've stopped using plastic bags in supermarkets. We take our own bag with us now when we go shopping.

- We use the to-infinitive after stop to indicate that someone stops doing something in order to do something else:

E.g.: On the way to Edinburgh, we stopped to look at an old castle. (We were travelling, then we stopped our journey in order to look at the castle.)

We stopped to have something to eat.

VOCABULARY:

- Billionaire: a person possessing assets worth at least a billion dollars
- A couple of: two (things) or a few (things)
- Face-off: a direct confrontation between two people or groups.
- foothold: a place where a person's foot can be lodged to support them securely, especially while climbing.
- Well-to-do: wealthy; prosperous.
- A deal: an agreement entered into by two or more parties for their mutual benefit
- Emerging: becoming apparent
- Spaceport: a base from which spacecraft are launched.
- Exorbitant: unreasonably high.
- Remote = distant
- Space tourism is the term that has come to be used to mean people buying tickets to travel to space.

LESSON 4: EXPLORING A SONG: IMMORTALITY**GRAMMAR:**

Can is a modal verb.

- **Can** is used to express **ability** or to say that something is **possible**.

example: I **can** speak Spanish. (= it is possible for me to speak Spanish = I have the ability to speak Spanish)

- **Can** is used to express **permission**:

example: You **can** use my pen

Negative

To form the negative we add "**not**" after **can** to form one word: **cannot**.

We can also contract the negative to form **can't**. (can't = cannot)

- I **cannot** play the piano. We **can't** go to the cinema tonight.
- She **cannot** speak French very well. He **can't** drive a car.

MUST**1. To express obligation or duty**

example: I **must** memorize all of these rules about modal verbs.

2. To emphasize the necessity of something

example: You **must** give up smoking, it's bad for you.

3. Deduction - Sure that something is true (Certainty)

We use this when we don't know but we are certain that it is true (based on evidence).

example: Look at all of that snow. It **must** be really cold outside..

4. Expresses positive logical assumptions (Must + have + past participle)

example: She **must have been** at home - her car was there.

5. A strong recommendation

example: The ice cream here is delicious. You **must** try some.

Mustn't

The negative is **Mustn't** which refers to prohibition (negative obligation)

example: You **mustn't** use your smartphone while you are driving.

Must vs. Have to

Must can be replaced by **Have to** with little difference in meaning:

example: You **have to** study. (= you **must** study)

Have to is a more informal while **Must** is mostly used in written orders or instructions.

Also, **Must** expresses obligation imposed by the speaker while **Have to** expresses external obligation.

- Teacher: You **must** complete this essay by Friday
- Student: We **have to** complete this essay by Friday.

The past tense of **Must** is **Had to**:

example: I had to pay my speeding ticket yesterday.

Mustn't vs. Don't have to

Be careful with the negative of **Must** and **Have to** where they DO have a different meaning. **Mustn't** is a negative obligation (= it is important that you do NOT do something) while **Don't have to** is an absence of obligation.

Mustn't = it is prohibited; it is not allowed

Don't have to = no obligation; you are not required to do something, especially if you don't want to.

- You **must not** drink that. (= it is forbidden to drink that; it is not allowed)
- You **don't have to** drink that. (= you don't need to drink that but you can if you want)
- You **mustn't** tell John (= Do *not* tell John)
- You **don't have to** tell John (= you can tell John if you want to but it is not necessary)

VOCABULARY:

- Faith: 1) complete trust or confidence in someone or something.
2) strong belief in the doctrines of a religion
- Fate = doom = destiny: a predetermined state or end
- Immortality: the ability to live forever; eternal life.
- Memory: 1) the faculty by which the mind stores and remembers information.
2) something remembered from the past.
- Sorrow: deep sadness
- Soul: the spiritual part of a person
- Convene = gather
- Renown = fame

LESSON 5: WALKING TOUR

GRAMMAR:

There are two types of adjectives:

Short adjectives		Long adjectives	
Definition	Example	Definition	Example
One-syllable adjectives	Fast / nice	Two-syllable adjectives not ending in "Y"	Modern / pleasant
Two-syllable adjectives ending in "Y"	Happy / easy	Three-syllable adjectives	Expensive / difficult

Comparative form:

Comparative adjectives are used to compare differences between **two** objects or **two** people.

Superlative form:

Superlative adjectives are used to describe a person or an object that is at the upper or lower limit of a quality.

	Short adjective	Long adjective
Comparative form	Short adjective + er + than	More + long adjective + than
Superlative form	The + short adjective + est	The + most + long adjective

Spelling of comparatives and superlatives with one-syllable adjectives:

Type of adjective	Comparative	Superlative
Adjectives ending in-e	Add-r: e.g.: finer, nicer	add -st: e.g.: finest, nicest
Adjectives with one vowel + one consonant:	double the final consonant and add -er: e.g.: bigger, hotter	double the final consonant and add -est: e.g.: biggest, hottest
Two-syllable adjectives ending in -y	Change "y" into "i" and add -er: e.g.: happier, easier	Change "y" into "i" and add -est: e.g.: happiest, easiest

Irregular comparatives and superlatives:

Adjective	Comparative	Superlative
Good	Better	best
Bad	Worse	Worst
Far	Farther / further	Farthest / furthest
Little	Less	least
Late	Latter	last
Much	More	Most
Old	Older / elder	Oldest / eldest

VOCABULARY:

- Border: the edge or boundary of something
- Constituent: a component part of something
- Cosmopolitan: including or containing people from many different countries.
- Venue: the place where something happens
- Year-round: throughout the year.
- Residence: the place where someone lives
- Spectacular = amazing

LESSON 6: PACKAGE TOUR**VOCABULARY:**

- Package tour: a holiday organized by a travel agent, with arrangements for transport, accommodation, etc., made at an inclusive price.
- Independent tour: a tour in which you organize things yourself.
- Admission: 1) a statement acknowledging the truth of something.
2) the process or fact of entering or being allowed to enter a place, ...
- Check in: arrive and register at a hotel or airport.
- Check out: settle one's hotel bill before leaving
- Contest (noun): an event in which people compete for supremacy in a sport, activity, ...
- Contest (verb): 1) engage in competition to attain (a position of power).
2) oppose (an action, decision, or theory) as mistaken or wrong.
- Discount (verb / noun): a deduction from the usual cost of something
- Exhibition (noun): a public display of works of art or items of interest, held in an art gallery or museum or at a trade fair.
- Exhibit (verb)

LESSON 7: AT THE TRAVEL AGENCY**VOCABULARY:**

- To book: to reserve
- Booking (noun) = reservation
- Deposit (noun): a sum of money placed or kept in a bank account, usually to gain interest.
- Deposit (verb): put or set down (something or someone) in a specific place, typically unceremoniously.
- Discount (verb/noun): a deduction from the usual cost of something
- Disappoint (verb): fail to fulfill the hopes or expectations
- Oil refinery: an industrial installation where crude oil is refined to produce fuels including petrol, paraffin, and diesel oil.
- Refund (verb/noun): pay back (money), typically to a customer who is not satisfied with goods or services bought
- Schedule (verb/noun): a plan for carrying out a process or procedure
- Superb = excellent

LESSON 8: PUT A LITTLE DRAMA IN YOUR TRAVEL**VOCABULARY:**

- Cybertrip: travel through cyberspace
- Head (verb): move in a specified direction.

LESSON 9: THE WINTER'S TALE**VOCABULARY:**

- Beg: ask (someone) earnestly or humbly for something
- Evil: profoundly immoral and wicked
- Shame: a painful feeling of humiliation or distress caused by the consciousness of wrong or foolish behavior
- Unfaithfulness = betrayal = treason = treachery = infidelity = disloyalty

UNIT 2: EDUCATION MATTERS

LESSON 1: SCHOOL-RELATED WORDS

GRAMMAR:

Example: - Their parents are too poor to send them to school.

- The student is too ill to sit for the exam

Too + adjective + to + verb (bare infinitive form) expresses **cause/result relationship**

VOCABULARY:

- Boost (verb/noun): help or encourage (something) to increase or improve.
- deny (verb): to refuse
- denial (noun)
- Nutrition (noun): the process of providing or obtaining the food necessary for health and growth
- Nutritious (adjective)
- Nutrient (noun): a substance that provides nourishment essential for growth
- Priority (noun): the fact or condition of being regarded or treated as more important.
- Prioritise (verb)
- Provide (verb): to supply
- Provision (noun)

<i>Word derivation</i>	
<i>Verb</i>	<i>Noun</i>
Donate	Donation
Attend	Attendance
Expect	Expectation
Divide	Division
Multiply	Multiplicity
Succeed	Success
Improved	Improvement
Deny	Denial
Provide	Provision
Reduce	Reduction
Subtract	Subtraction
Add	Addition
Fail	Failure
Describe	Description

LESSON 2: Education for all

GRAMMAR:

If he does not work hard, he will not pass.

Unless he works hard, he will not pass.

Unless + affirmative verb = If + negative verb

VOCABULARY:

- To enrol at (verb): to register
- Enrolment (noun): registration
- Access to (verb/noun): to enter a place
- Scholarship: 1) academic study or achievement; learning of a high level.

- 2) a grant or payment made to support a student's education
- Scholar: a specialist in a particular branch of study
 - Graduate (noun/verb): a person who has successfully completed a course of study or training
 - Fees: a payment made in exchange for advice or services.
 - Literacy (noun): the ability to read and write.
 - Literate (adj)
 - Literacy ≠ illiteracy
 - Literate ≠ illiterate
 - To drop out of school = to leave school = to quit
 - To boost = to increase ≠ to decrease (v/n)= decline (v/n)= drop

LESSON 3+4: VIRTUAL SCHOOLS

GRAMMAR:

Sometimes **Do / Does / Did** are used in **positive sentences** to give special **emphasis**. Note that when speaking, the word (*do/does/did*) is stressed.

- I **do** want to go. (We put stress on the word **DO** to emphasize that we want to go)
- You **do** need to take an umbrella.
- He **does** like spinach. (You may be surprised but yes, he likes spinach)
- I **did** study. (Contrary to what you may believe... yes, I studied)

Notice that **Did** is used for positive sentences in the past tense and that the main verb is in its base form.

Do can also appear at the beginning of an imperative sentence to emphasize the importance of that imperative verb.

- **Do** call when you arrive.
- **Do** tell him that I will be waiting for him.

VOCABULARY:

- Appeal (noun/verb): make a serious or urgent request
- Bully (noun): a person who habitually seeks to harm or intimidate someone else
- Bully (verb): seek to harm, intimidate, or coerce
- Bustle (verb/noun): move in an energetic or noisy manner.
- Log on: to start using a computer system or program by giving a password
- Virtual Learning = Online learning= distance learning= virtual school = electronic learning
- Online learning is education that takes place over the Internet.

LESSON 5: COMPARING EDUCATIONAL SYSTEM

VOCABULARY:

- Compulsory (adj): obligatory
- To compel (verb): to oblige
- Assess (verb): to evaluate
- Assessment (noun): evaluation
- To pursue (verb): to continue
- Pursuit (noun)

LESSON 6: AGE OR ...?**GRAMMAR:****Prepositions**

to depend **on**
to be independent **of**
to suffer **from**
to succeed **in**

to approve **of**
to be deprived **of**
to prevent **from**
to be different **from**

to believe **in**
to result **in**
to focus **on**

VOCABULARY:

- Overlook: to fail to notice something
- Low achiever: is an unsuccessful person who does not work hard
- High achiever: is a successful person who works hard
- Stream: prevailing attitude
- deal with = tackle = handle
- Numeracy: the ability to understand and work with numbers
- Switch (verb/noun): change

LESSON 7: LIFELONG LEARNING**VOCABULARY:**

- Lifelong learning: all **learning** activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective
- Confine (verb): keep or restrict someone or something within certain limits
- Confinement (noun)
- Mature (adj): fully developed physically; full-grown
- Maturity (noun) ≠ immaturity
- Mature ≠ immature
- Merely: just / only.
- Venture (verb/noun): dare to do something

LESSON 8: READING THE BACK COVER OF A BOOK**GRAMMAR:****Compound adjectives**

A compound adjective is an adjective that contains two or more words.

NUMBER + NOUN (singular)	I have a three-week vacation
ADVERB + PAST PARTICIPLE	We live in a densely-populated city
NOUN + PAST PARTICIPLE	I love eating sun-dried raisins
NOUN + PRESENT PARTICIPLE	That was a record-breaking jump.
NOUN + ADJECTIVE	This is a smoke-free restaurant
ADJECTIVE + NOUN	It was a last-minute decision
ADJECTIVE + PAST PARTICIPLE	That is an old-fashioned dress
ADJECTIVE + PRESENT PARTICIPLE	She is a good-looking girl.

VOCABULARY:

- Accurate (adj): correct in all details; exact.
- Accuracy (noun)
- Acute (adj): having or showing a perceptive understanding or insight

- Depict (verb): show or represent by a drawing, painting, or other art form
- Depiction (noun)
- Palpable (adj): so intense as to seem almost tangible

LESSON 8: ALEXANDER GRAHAM BELL

GRAMMAR:

Exclamation

what + noun phrase

What a pity!

What a lovely day!

What rubbish!

how + adjective

How silly!

How kind of him!

Adjectives function as nouns

Some adjectives are used as nouns to describe groups of people. For example, when we refer to sick people, we can simply say the sick. The adjective takes the place of the noun and the noun that the adjective modifies is removed. Each of these adjectives must follow the definite the.

The nouns are used in the plural and the verbs that follow them must therefore be plural.

Examples: *The injured were in the thousands*

The disabled have found it very difficult to get a job.

VOCABULARY:

- Biography: an account of someone's life written by someone else.
- Deaf: lacking the power of hearing or having impaired hearing
- Dumb: unable to speak
- Impediment: a hindrance or obstruction in doing something
- Misfortune: bad luck
- Timeless: not affected by the passage of time or changes in fashion
- Reputation: the beliefs or opinions that are generally held about someone or something.

ARTS SECTION 3: LATER

GRAMMAR:

Reported speech

Direct speech: I like ice cream.

Reported speech: She **says** (that) she **likes** ice cream.

We don't need to change the tense, though probably we do need to change the 'person' from 'I' to 'she', for example. We also may need to change words like 'my' and 'your'.

But, if the reporting verb is in the past tense, then usually we change the tenses in the reported speech:

Direct speech: I like ice cream.

Reported speech: She **said** (that) she **liked** ice cream.

Tense	Direct Speech	Reported Speech
present simple	I like ice cream	She said (that) she liked ice cream.
present continuous	I am living in London	She said (that) she was living in London.

past simple	I bought a car	She said (that) she had bought a car OR She said (that) she bought a car.
past continuous	I was walking along the street	She said (that) she had been walking along the street.
present perfect	I haven't seen Julie	She said (that) she hadn't seen Julie.
past perfect*	I had taken English lessons before	She said (that) she had taken English lessons before.
will	I'll see you later	She said (that) she would see me later.
would*	I would help, but..”	She said (that) she would help but...
can	I can speak perfect English	She said (that) she could speak perfect English.
could*	I could swim when I was four	She said (that) she could swim when she was four.
shall	I shall come later	She said (that) she would come later.
should*	I should call my mother	She said (that) she should call her mother
might*	I might be late	She said (that) she might be late
must	I must study at the weekend	She said (that) she must study at the weekend OR She said she had to study at the weekend

* doesn't change.

Reported questions:

Wh questions	
Direct Question	Reported Question
Where is the Post Office, please?	She asked me where the Post Office was.
What are you doing?	She asked me what I was doing.
Who was that fantastic man?	She asked me who that fantastic man had been.

Yes/no questions	
Direct Question	Reported Question
Do you love me?	He asked me if I loved him.
Have you ever been to Mexico?	She asked me if I had ever been to Mexico.
Are you living here?	She asked me if I was living here.

Time Expressions with Reported Speech

It's Monday. Julie says "I'm leaving **today**".

If I tell someone on Monday, I say "Julie said she was leaving **today**".

If I tell someone on Tuesday, I say "Julie said she was leaving **yesterday**".

If I tell someone on Wednesday, I say "Julie said she was leaving **on Monday**".

If I tell someone a month later, I say "Julie said she was leaving **that day**".

now	then / at that time
today	yesterday / that day / Tuesday / the 27th of June
yesterday	the day before yesterday / the day before / Wednesday / the 5th of December
last night	the night before, Thursday night
last week	the week before / the previous week
tomorrow	today / the next day / the following day / Friday

VOCABULARY:

- Anguish: severe mental or physical pain or suffering.
- Crumble: break or fall apart into small fragments
- Jail: prison
- Manslaughter: the crime of unintentionally killing a person
- Queer: strange / odd
- Rational: based on reason or logic

UNIT 3: CREATIVE, INVENTIVE MINDS

LESSON 1: INVENTIONS-RELATED WORDS

GRAMMAR:

TO BE USED TO DOING SOMETHING

'to be used to doing' to talk about something that is normal.

e.g. I'm **used to living** on my own. I've done it for quite a long time.

Hans has lived in England for over a year so he **is used to driving** on the left now.

They've always lived in hot countries so they aren't **used to** the cold weather here.

To be used to + verb (ing)

To be used to + noun

TO GET USED TO DOING SOMETHING

'to get used to doing' to talk about the process of something becoming normal for us.

e.g. She has started working nights and is still getting used to sleeping during the day.

To get used to + verb (ing)

To get used to + noun

VOCABULARY:

VERB	NOUN	PERSON	ADJECTIVE
Innovate	Innovation	Innovator	Innovative
Invent	Invention	Inventor	Inventive
Create	Creation	Creator	Creative
Discover	Discovery	Discoverer	∅
Devise	Device	∅	∅
Evolve	Evolution	∅	∅
Develop	Development	Developer	Developing / developed

LESSON 2: A BLESSING IN DISGUISE

VOCABULARY:

- Astonish (verb): surprise or impress (someone) greatly.
- Astonishment (noun)
- Astonishing (adj) = surprising / astonished (adj) = surprised
- Impact (verb/noun): have a strong effect on someone or something.
- Shift (verb/noun): change in position, direction, or tendency.
- Realm: an area of interest
- Confront (verb): meet (someone) face to face with hostile or argumentative intent.
- Confrontation (noun)
- Issue (noun): an important topic or problem for debate or discussion.
- Issue (verb): supply
- Sound (noun): something that you can hear or that can be heard:
- Sound (verb): to seem
- Prime time: in television and radio broadcasting, the time when the largest number of people are watching or listening
- Omnipresent: widely or constantly encountered; common or widespread.

- Troublesome: causing difficulty or annoyance.
- Iron-fisted: exercising power in an oppressive or controlling way.
- Ultimate: final
- Accustomed to: to be familiar with new conditions
- Blessing: God's favour and protection. ≠ curse
- Disguise (verb/noun): give (someone or oneself) a different appearance

LESSON 3: INTERVIEWING THE FATHER OF PLAYSTATION

GRAMMAR:

- The president is dedicated to helping the poor.
- The president is dedicated to help.
- The teacher is devoted to improving his students' skills.
- The teacher is devoted to the improvement of his students' skills.
- Internet is used to developing knowledge.
- Internet is used to the development of knowledge.
- She is accustomed to living in the city.
- She is accustomed to the life in the city.

To be	{ devoted dedicated used accustomed }	+ to doing something + to something
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- VOCABULARY:

- Delay (verb): to make someone/something late / to postpone
- Delay (noun) = postponement
- Envision : imagine as a future possibility / visualize
- Giant : Very great size
- Initial: existing or occurring at the beginning
- Release(verb/noun): 1) to set free
2) to allow something to be shown in public or to be available for use
- Via = through

LESSON 5: PRIZE WINNERS

GRAMMAR:

THE PASSIVE

Active: subject + verb + object

The subject of the active sentence is THE DOER of the action

Passive: Subject + to be (in the same tense than the verb in the active) + past participle of the verb + (agent)

The subject of the passive sentence is THE UNDERGOER of the action

Example: The Company sent an email (active)

Subject + v + object

An email was sent by the company (passive)

 Subject + be + past participle + agent

Other examples with focus on tense

<u>Active form</u>	<u>Passive form</u>
<i>Simple present</i> The movie fascinates me.	Simple present I am fascinated by the movie
<i>Simple past</i> The movie bored me	Simple past I was bored by the movie
<i>Present continuous</i> I am helping my mother	Present continuous My mother is being helped by me.
<i>past continuous</i> They were cleaning the bedroom	past continuous The bedroom was being cleaned by them
<i>Present perfect</i> Jack has mailed the presents	Present perfect The present has been mailed by jack
<i>Past perfect</i> Steven Spielberg had directed the movie	<i>Past perfect</i> The movie had been directed by Steven Spielberg
<i>Future</i> I will phone Sonia Sonia is going to make two cakes.	<i>Future</i> Sonia will be phoned by me Two cakes are going to be made by Sonia.
<i>Modal +base form</i> He can/could/may/might/should/must/ought to/had better/has to memorize English verbs	<i>Modal +be+ past participle</i> English verbs can/could/may/might/should/must/ought to/had better/has to be memorized by him.

VOCABULARY:

- Create (verb): bring (something) into existence.
- Creation (noun)
- Creative (adjective)
- Creator (person)
- Found(verb): establish
- Foundation (noun)
- Founder (person)
- Entrepreneur: a person who organizes and operates a business or businesses
- Honour (noun): high respect; great esteem
- Honour (verb): regard with great respect
- A will: a legal document containing instructions as to what should be done with one's money and property after one's death

LESSON 5: WOMEN CHOOSE TO OPT OUT**GRAMMAR:****The subjunctive**

The form of the base subjunctive is extremely simple. For all verbs and all persons, the form is the **base** of the verb, for example: *be, have, do, go, sing, work*

The base subjunctive does not use any other forms (~~goes, sings, works~~).

Use of base subjunctive**1. suggest-verb (or noun) + that**

- *advise, ask, command, demand, desire, insist, order, prefer, propose, recommend, request, suggest*
- *command, demand, order, proposal, recommendation, request, suggestion*

main clause <i>suggest-verb</i>		<i>that</i> clause with <i>subjunctive</i>				
He	<i>suggests</i>	<i>that</i>	you		<i>be</i>	present at the meeting.
The board	<i>recommend</i>	<i>that</i>	he		<i>join</i>	the company.
He	<i>requested</i>	<i>that</i>	the car park	not	<i>be</i>	locked at night.

main clause <i>suggest-noun</i>		<i>that</i> clause with <i>subjunctive</i>			
They made a	<i>suggestion</i>	<i>that</i>	we	<i>be</i>	early.
He made a	<i>proposal</i>	<i>that</i>	the company	<i>buy</i>	more land.
The president has issued an	<i>order</i>	<i>that</i>	the secretary	<i>resign</i>	next month.

2. advisable-adjective + that

- *advisable, best, crucial, desirable, essential, imperative, important, necessary, unthinkable, urgent, vital*

main clause <i>advisable-adjective</i>		<i>that</i> clause with <i>subjunctive</i>				
It is	<i>advisable</i>	<i>that</i>	she		<i>rest</i>	for a week.
It was	<i>essential</i>	<i>that</i>	the army		<i>advance</i>	rapidly.
After the landing, it will be	<i>vital</i>	<i>that</i>	every soldier	not	<i>use</i>	a radio.

VOCABULARY:

- At the expense of: as to cause harm to some/sthg or neglect of some/sthg
- Recognise (verb): identify (someone or something) from having encountered them before
- Recognition (noun)
- Cite: quote (a passage, book, or author) as evidence for or justification of an argument
- hold someone accountable for something: to consider someone responsible for something
- Paths = ways
- Significant (adj) = important

- Significance (noun)
- Value (verb/noun): 1) estimate the monetary worth of (something).
2) to consider something important

LESSON 6: Brain Drain

GRAMMAR:

- **So + adjective + that + clause (Subject + verb + object)** is used to express cause/result relationship
I was so sleepy that I couldn't keep my eyes open.

Cause: It was too windy.

Effect: We couldn't go sailing.

It was **so** windy **that** we couldn't go sailing.

- **So that + clause** is used to express purpose.

I'll go by car so that I can take more luggage.

VOCABULARY:

- Brain drain: the emigration of highly trained or qualified people from a particular country
- Emigrate means to leave one's country to live in another.
- Emigrant (person)
- Emigration (noun)
- Immigrate is to come into another country to live permanently.
- Immigrant (person)
- Immigration (noun)
- Migrate is to move, like birds in the winter.
- Migrant (person)
- Migration (noun)
- Contention (noun) = controversy = heated disagreement
- Contentious (adjective) = controversial
- Expertise: knowledge in a particular field
- Expert: a person who has a comprehensive and authoritative knowledge of or skill in a particular area.
- Gather pace: To happen quickly or unexpectedly.
- Incentive: a thing that motivates or encourages someone to do something
- Key position: A position that cannot be vacated
- In search of: try to find
- Opportunity: a set of circumstances that makes it possible to do something
- Trend: a general direction in which something is developing or changing.
- Shortage: a state or situation in which something needed cannot be obtained in sufficient amounts.
- Supply (verb)= provide: make (something needed or wanted) available to someone
- Supply (noun): provision

LESSON 7: SCIENTISTS' ACHIEVEMENTS

GRAMMAR:

A restrictive clause modifies the noun that precedes it in an essential way. Restrictive clauses limit or identify such nouns and cannot be removed from a sentence without changing the sentence's meaning.

Example: The astronaut who first stepped on the moon was Neil Armstrong.

Do not use commas with a restrictive clause.

A non-restrictive clause, on the other hand, describes a noun in a nonessential way. They provide additional but optional descriptions that can be excised from a sentence without altering its meaning or structure.

Example: Kaylee, who just graduated from high school, is an accomplished figure skater.

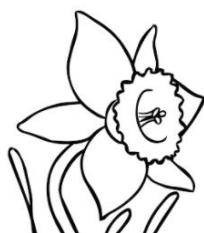
Non-restrictive clauses are enclosed with commas

VOCABULARY:

- Actual: existing in fact
- Enable: give (someone or something) the authority or means to do something
- To have credit for doing something: To receive praise, admiration, or acknowledgement for some task, achievement, or accomplishment.
- Magnify: make something appear larger than it is
- Occur = happen = take place
- Patent: a government authority or license conferring a right or title for a set period, especially the sole right to exclude others from making, using, or selling an invention.
- reach the end of the road = it is impossible to progress any further

LESSON 8: THE DAFFODILS

VOCABULARY:



- A daffodil:
- Gaze (verb/noun): look steadily and intently, especially in admiration, surprise, or thought
- Host (verb): act as host at an event
- Host (noun): a person who receives or entertains other people as guests.
- Lie: 1) be in or assume a horizontal or resting position on a supporting surface.
2) not tell the truth
- Wander: walk or move in an aimless way
- Twinkle (verb/noun): shine with a gleam that varies repeatedly between bright and faint.
- Glance (verb/noun): take a brief or hurried look
- Sparkle (verb/noun): shine brightly with flashes of light.
- Bliss: perfect happiness; great joy.

ARTS SECTION: THE BARD'S SONNET

VOCABULARY:

- Coward: a person who lacks the courage to do or endure dangerous or unpleasant things.
- Envy (noun): a feeling of unhappiness aroused by someone else's possessions, qualities, or luck.
- Envious (adjective)
- Persuade: cause (someone) to do something through reasoning or argument.
- Persuasion (noun)
- Dissuade (verb): persuade (someone) not to take a particular course of action.
- Dissuasion (noun)
- Profound: very great or intense.
- Shake: tremble or vibrate
- Valiant = courageous = brave
- Sonnet: a poem of fourteen lines

- Quatrain: a stanza of four lines
- Couplet: two lines of verse

ARTS SECTION: AS YOU LIKE IT

VOCABULARY:

- Banish (verb): send (someone) away from a country or place as an official punishment
- Banishment (noun)
- Entrance: an opening, such as a door, passage, or gate, that allows access to a place
- Exit: a way out, especially of a public building, room, or passenger vehicle
- Flee: run away from a place or situation of danger.
- Former: having previously filled a particular role or been a particular thing.
- Holy = sacred
- Throne: a ceremonial chair for a sovereign
- Unwilling: not ready, eager, or prepared to do something.
- Usurp (verb): take (a position of power or importance) illegally or by force
- Usurpation (noun)
- Usurper(person): take (a position of power or importance) illegally or by force

UNIT 4: LIFE ISSUES

LESSON 1: LIFE CONCERNS

VOCABULARY:

- Diet: the kinds of food that a person, animal, or community habitually eats
- Dietitian: a person who scientifically studies and gives advice about food and eating
- Balanced diet: a diet consisting of a variety of different types of food and providing adequate amounts of the nutrients necessary for good health.
- Go on diet: To begin a specific nutritional plan typically consisting of eating smaller amounts of food, eating (or avoiding) particular foods, or both in an attempt to lose weight or achieve some other health benefit.
- Vegan: This diet eliminates meat, fish, poultry, eggs and dairy products, as well as other animal-derived products, such as honey.
- Vegetarian: Vegetarians abstain from the consumption of all animal flesh products, like red meat, fish and poultry but may allow some by-products of animals such as eggs and dairy products.
- Pescatarian: This diet abstains from eating all meat and animal flesh (like red meat and poultry) with the exception of fish.
- Issue (noun): an important topic or problem for debate or discussion
- Issue (verb): supply or distribute (something).
- Lifeless: dead or apparently dead.
- Lifelike: seeming real or seeming to be alive
- Lifelong: lasting or remaining in a particular state throughout a person's life.
- Lifetime: the duration of a person's life.
- Lifework: the entire or principal work, labor, or task of a person's lifetime.
- Lifestyle: the way in which a person or group lives.
- Steam (noun): the vapor into which water is converted when heated, forming a white mist of minute water droplets in the air.
- Steam (verb): give off or produce steam
- Deficient (adj): not having enough of a specified quality or ingredient.
- Deficiency (noun): a lack or shortage.

LESSON 2: ATTITUDES

VOCABULARY:

- Virtue: behaviour showing high moral standards
- Vice: immoral or wicked behaviour
- Morality (noun): principles concerning the distinction between right and wrong or good and bad behaviour.
- Moral (adj) ≠ Immoral
- Ethics: moral principles that govern a person's behaviour or the conducting of an activity.
- Ethical (adj) ≠ unethical
- Blister: a small bubble on the skin filled with serum and caused by friction, burning, or other damage
- Coward (person/adj): a person who lacks the courage to do or endure dangerous or unpleasant things.
- Cowardice (noun) ≠ bravery
- Envy: a feeling of discontented or resentful longing aroused by someone else's possessions, qualities, or luck.
- Profound: having or showing great knowledge or insight
- Sag: sink, subside, or bulge downward because of weight or pressure or through lack of strength.
- Shake: tremble or vibrate.

<i>Virtue</i>		<i>Vice</i>	
<i>Noun</i>	<i>Adjective</i>	<i>Noun</i>	<i>Adjective</i>
Altruism	Altruistic	Arrogance	Arrogant
Ambition	Ambitious	Adultery	Adulterous
Bravery	Brave	Cowardice	Coward
Courage	Courageous	Disloyalty	Disloyal
Faithfulness	Faithful	Envy	Envious
Generosity	Generous	Fanatism	Fanatic
Gratitude	Grateful	Greed	Greedy
Honesty	Honest	Hypocrisy	Hypocritical
Integrity	Integrous	Hostility	Hostile
Loyalty	Loyal	Jealousy	Jealous
Sociability	Sociable	Selfishness	selfish
Tolerance	Tolerant	Suspicion	Suspicious

LESSON 3: A POEM BY R. KIPLING

VOCABULARY:

- Faith: 1) complete trust or confidence in someone or something
2) strong belief in God
- Foe: an enemy or opponent.
- Impostor: a person who pretends to be someone else in order to deceive others, especially for fraudulent gain.
- Give way to: 1) be unable to carry a load or withstand a force; collapse or break.
2) be replaced or superseded by.
- Loathe : feel intense dislike or disgust for.
- Make allowance for: 1) take into consideration when planning something or making calculations
2) treat leniently on account of mitigating circumstances.
- Triumph (verb/noun): a great victory or achievement.

LESSON 4: ECODRIVING

GRAMMAR:

Conditional:

Conditional sentences consist of two parts:

The **if-clause** (which is a condition) and the **main clause** (which is a result)

For example: If it rains, we will cancel the trip.

The Zero Conditional

This involves **the present simple + present simple**

This is used for facts that are generally true or scientific facts.

The condition always has the same result.

Example: If you stand in the rain, you get wet. (This is generally true)

If you heat ice, it melts. (This is a fact)

The First Conditional

This involves **the present simple + will / won't + verb**

This is used to express a possible situation in the future.

We are predicting a likely result in the future if the condition happens.

Example: If it rains, we will cancel the trip. (This is the likely result in the future if it rains)

If you study, you will pass the exam. (Again, I predict that this will happen in the future if you study)

The Second Conditional

This involves the **past simple + would + verb**

This is used for hypothetical or unlikely situations.

Also for unreal or improbable situations now or in the future.

Example: If I won the lottery, I would travel a lot.

(It is unlikely that I will win the lottery. But in this hypothetical, though improbable situation, this is what I would do)

Example: If they sold their house, they would be rich.

(It is unlikely that they will sell the house because they like living there. However, in this improbable situation of them selling the house, they would become rich)

The Third Conditional

This involves the **past perfect + would have + past participle**

This is used when a person is imagining a different past, an imaginary situation that did not happen in the past.

Example: If you had studied, you would have passed the exam.

(I imagine that if you had done this in the past, the result would have been different)

Example: If I hadn't been sick, I would have gone to your party.

(I'm imagining the situation of NOT being sick in the past... something that I cannot change now)

Need: use

No obligation (*needn't*)

The semi-modal *need* is most common in the negative. We use it to show that there is no obligation:

We needn't spend much time on this topic. It's not going to be in the exam.

Cans of soup needn't be kept in the fridge.

No obligation in the past

The semi-modal *need* has no past simple form. Instead, we use *didn't need to* or *didn't have to* when we express no obligation in the past:

I didn't need to buy any books. They were all in the library. (main verb need + to)

(or I didn't have to buy any books. They were all in the library.)

Not: ~~I didn't need buy any books. They were all in the library.~~

Unnecessary events

We use *needn't have + -ed* form to refer to events which happened but which the speaker considers were unnecessary:

You needn't have waited for me. (You waited for me but it wasn't necessary.)

You needn't have bought so much food. There are only three of us staying for the weekend. (You bought a lot of food but it wasn't necessary.)

Could have, should have, would have

These past modal verbs are all used hypothetically, to talk about things that didn't really happen in the past.

Could have + past participle

1: **Could have + past participle** means that something was possible in the past, or you had the ability to do something in the past, but that you didn't do it.

- I could have stayed up late, but I decided to go to bed early.
- They could have won the race, but they didn't try hard enough.

Couldn't have + past participle means that something wasn't possible in the past, even if you had wanted to do it.

- I couldn't have arrived any earlier. There was a terrible traffic jam (= it was impossible for me to have arrived any earlier).
- He couldn't have passed the exam, even if he had studied harder. It's a really, really difficult exam.

2: We use **could have + past participle** when we want to make a guess about something that happened in the past. In this case, we don't know if what we're saying is true or not true. We're just talking about our opinion of what maybe happened.

Why is John late?

- He could have got stuck in traffic.
- He could have forgotten that we were meeting today.
- He could have overslept.

We can also choose to use **might have + past participle** to mean the same thing:

- He might have got stuck in traffic.
- He might have forgotten that we were meeting today.
- He might have overslept.

Should have + past participle

1: **Should have + past participle** can mean something that would have been a good idea, but that you didn't do it. It's like giving advice about the past when you say it to someone else, or regretting what you did or didn't do when you're talking about yourself.

- I should have studied harder! (= I didn't study very hard and so I failed the exam. I'm sorry about this now.)
- I should have gone to bed early (= I didn't go to bed early and now I'm tired).

Shouldn't have + past participle means that something wasn't a good idea, but you did it anyway.

- I shouldn't have eaten so much cake! (= I did eat a lot of cake and now I don't feel good.)

2: **Should have + past participle** is also used to talk about something that, if everything is normal and okay, we think has already happened. But we're not certain that everything is fine, so we use 'should have' and not the present perfect or past simple. It's often used with 'by now'.

- His plane should have arrived by now (= if everything is fine, the plane has arrived).
- John should have finished work by now (= if everything is normal, John has finished work).

We can also use this to talk about something that would have happened if everything was fine, but hasn't happened.

- Lucy should have arrived by now, but she hasn't.

Would have + past participle

1: Part of the **third conditional**.

- If I had had enough money, I would have bought a car (but I didn't have enough money, so I didn't buy a car).

2: Because 'would' (and will) can also be used to show if you want to do something or not (volition), we can also use **would have + past participle** to talk about something you wanted to do but didn't. This is very similar to the third conditional, but we don't need an 'if clause'.

- I would have gone to the party, but I was really busy.
(= I wanted to go to the party, but I didn't because I was busy. If I hadn't been so busy, I would have gone to the party.)
- I would have called you, but I didn't know your number.
(= I wanted to call you but I didn't know your number, so I didn't call you.)

VOCABULARY:

- Ecodriving: the practice of driving in such a way as to minimize fuel consumption and the emission of carbon dioxide.
- Global warming: a gradual increase in world temperatures caused by gases such as carbon dioxide that are collecting in the air around the earth and stopping heat escaping into space
- Climate change; a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.
- Greenhouse effect: is a natural process that warms the Earth's surface. When the Sun's energy reaches the Earth's atmosphere, some of it is reflected back to space and the rest is absorbed and re-radiated by greenhouse gases.
- Emission (noun): the production and discharge of something, especially gas or radiation.
- Emit (verb):
- Appliances: a device or piece of equipment designed to perform a specific task, typically a domestic one.
- Bill: 1) an amount of money owed for goods supplied or services rendered, set out in a printed or written statement of charges.
2) a draft of a proposed law presented to parliament for discussion.
- Efficient (adj): achieving maximum productivity with minimum wasted effort or expense.
- Efficiency (noun)
- Illuminate: 1) make something visible or bright by shining light on it; light up.
2) help to clarify or explain.
- Illumination (noun)
- Smooth (adj) : having an even and regular surface or consistency; free from perceptible projections, lumps, or indentations.
- Sparing (adj): moderate; economical.
- Standby: readiness for duty or immediate deployment.

LESSON 5: URBAN EXODUS**GRAMMAR:****Contrast**

Although, even though, in spite of and *despite* are all used to link two contrasting ideas or show that one fact makes the other fact surprising.

in spite of / despite

After *in spite of* and *despite*, we use a noun, gerund (-ing form of a verb) or a pronoun.

- *They never made much money, in spite of their success.*
- *In spite of the pain in his leg, he completed the marathon.*
- *Despite having a headache, I had a great birthday.*

The train was cancelled. In spite of that, we arrived on time.

although / even though / though

After *though, although* and *even though*, we use a clause (subject + verb).

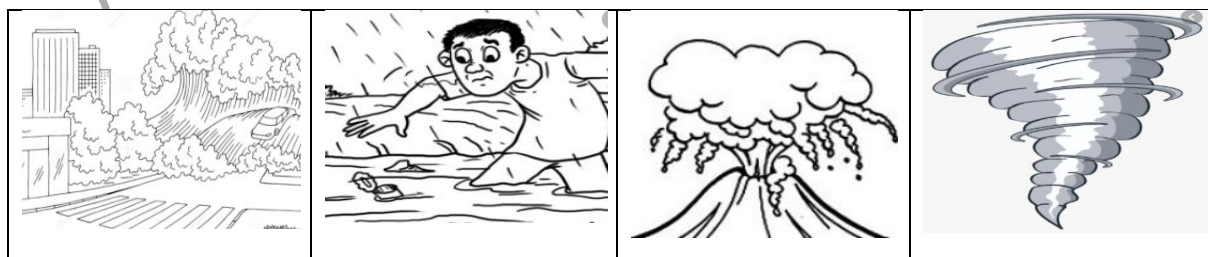
- *I enjoyed the course, although I would have liked more grammar practice.*
- *Although we saw each other every day, we didn't really know each other.*
- *Even though she spoke very quietly, he understood every word.*
- *Though I wasn't keen on the film, I thought the music was beautiful.*





VOCABULARY:

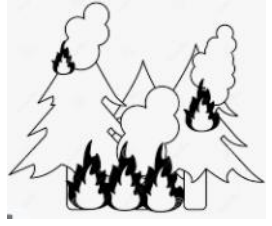


- Urban exodus: refers to a large number of the population who leave big cities to move to the suburbs or rural areas.
- Booming (adj): having a period of great prosperity or rapid economic growth.
- Decline (verb/noun): become smaller, fewer, or less; decrease.
- Decade: a period of ten years.
- Life expectancy: refers to the number of years a person can expect to live
- Outlive: live longer than another person
- Peak: the pointed top of a mountain.
- Vibrant: full of energy and enthusiasm

LESSON 7: NEWSCAST**VOCABULARY:**

- Newscast: a radio or television programme that consists of news reports
- Newscaster = news presenter = news reader
- It never rains but it pours: When a problem occurs, others also happen, making the situation even worse
- It is raining cats and dogs: It's pouring: the rain is heavy.



Tsunami	Flood	Volcano	Typhoon = hurricane = cyclone
			
Earthquake	Landslide	Drought	Blizzard = snowstorm

		
Blaze	sandstorm	Fog

- Approach (verb): come near or nearer to
- Approach (noun): a way to deal with things
- Casualty: a person killed or injured in a war or accident
- Cancel (verb/noun): decide or announce that a planned event will not take place.
- Cripple: deprive of the ability to function normally
- Dump (verb): dispose of garbage typically in a careless or hurried way
- Dump (noun): a site for depositing garbage
- Hamper: hinder or impede the movement or progress of
- Plummet (verb/noun): fall or drop straight down at high speed
- Relief (noun): a feeling of reassurance and relaxation following release from anxiety or distress
- Relieve (verb): cause pain to become less severe
- Shiver (verb/noun): tremble / vibrate
- Threaten (verb): state one's intention to take hostile action against someone
- Threat (noun): menace
- To make ends meet: earn just enough money to live on

LESSON 8: STAFF MANAGEMENT

VOCABULARY:

- Incentive (adj/noun): a thing that motivates or encourages one to do something
- Asset: a useful or valuable thing, person, or quality
- Be keen on: very enthusiastic or excited about
- Culprit: a person who is responsible for a crime or other misdeed
- Executive (adj): having the power to put plans, actions, or laws into effect
- Executive (noun): a person with senior managerial responsibility in a business organization
- Fire (verb): dismiss (an employee) from a job

- Fire (verb) ≠ hire
- Go green: making more environmentally friendly decisions
- Reckon: think = deem = consider
- Staff: all the people employed by a particular organization
- Strike (noun): a refusal to work organized by a body of employees as a form of protest
- Strike (verb): 1) hit forcibly and deliberately with one's hand
2) occur suddenly
- Utter (adj): complete; absolute
- Utter (verb): make a sound with one's voice / say; tell
- Utterance (noun): a spoken word, statement, or vocal sound.

LESSON 9: JOB ADS

VOCABULARY:

- Ad: informal for an advertisement
- Advertisement (noun): a notice or announcement in a public medium promoting a product, service, or event or publicizing a job vacancy
- Advertise (verb)
- Apply for: make a formal application or request
- Application: a formal request to an authority for something
- Biodata: details of a person's life, education, and career
- Curriculum vitae: a brief account of a person's education, qualifications, and previous experience
- Path: a way or track laid down for walking or made by continual treading
- Per annum: for each year
- Potential: having or showing the capacity to become or develop into something in the future
- Proficient (adj): competent or skilled in doing or using something
- Proficiency (noun)
- Seek: attempt to find something

ARTS SECTION 8: THE RICHER, THE POORER

VOCABULARY:

- Affluent (adj): having a great deal of money; wealthy
- Affluence (noun): wealth
- Badly-off: in a difficult financial situation
- Broke (adj): having completely run out of money.
- Frugal: economical with regard to money or food
- Grieve (verb): suffer grief
- Grief (noun): sorrow
- Impoverished (adj): of a person or area made poor
- Penurious: extremely poor
- Race (verb): compete
- Tight: fixed, fastened, or closed firmly; hard to move, undo, or open.
- Reap the harvest: benefit or suffer from the results of your past actions or of someone else's past actions

ARTS SECTION 9: A SECRET FOR TWO

VOCABULARY:

- Limp (verb): walk with difficulty
- Panic-stricken: affected with panic; very frightened
- Wear out: be used until no longer in good condition or working order
- Weary (adj): feeling or showing tiredness

ARTS SECTION 10: WHAT A WONDERFUL WORLD!

VOCABULARY:

- Blomm (verb): produce flowers; be in flower.
- Bloom (noun): flower
- Blessed: made holy

NOURI CHAKROUN

Writing

Unit 1: ARTS SHOWS AND HOLIDAYING

1) Benefits of travelling:

- Travel makes you healthier: according to some studies, people who vacation at least twice a year show a significantly lower risk of suffering a heart attack
- Travel relieves stress: When you travel, you do not care what you do at all, you can just break free from the norm and have some fun.
- Travel enhances your creativity: It is believed that if someone gets out of their comfort zone, the mind gets more creative.
- Travel broadens your horizons: Travelling helps you connect with different people from different cultures. This gives you the opportunity to see issues and daily life challenges from a different angle
- Travel creates memories for a lifetime: If you travel with friends and family members, traveling helps you build stronger bonds and make memories.

2) Letter of complaint:

To complain about a holiday:

- The flight was switched which changed my whole plans and finally I lost whole day waiting for my plane at the airport
- when I got to the airport your representative was not there, and I had to take a taxi to the hotel
- The hotel and hotel service where I stayed was horrible
 - * The room has no natural view as promised
 - * The room is dirty and untidy
 - * the lights do not work
 - * there was a water leak in the bathroom
 - * The cutlery is unclean
 - * Food is cold / not well-cooked / disgusting / unsavoury / rotten
 - * the staff: unfriendly / rude / noisy(always shouting) / impolite
- I believe I am entitled to a partial refund. I would be grateful if you would deal with this matter as soon as possible.

3) Letter of recommendation:

to express satisfaction about a holiday:

- the scheduled plan was respected
- I enjoyed my stay at the hotel:
 - * The hotel is cosy
 - * The room is clean / tidy / neat / well-ordered / serene / natural view / equipped with air-conditioner, wifi...
 - * The staff is friendly, polite, helpful,
 - * Food is luscious / mouth-watering / delicious
- I would (highly / totally / earnestly / really) recommend this hotel.

4) Package tour:

<i>Advantages</i>	<i>Disadvantages</i>
<p>- Zero Headache: You get rid of booking flight tickets, checking out accommodation availability at hotels and booking rooms. Everything will be done on your behalf by the tour operator.</p> <p>- Cost Saving: The total cost of everything (airfares, hotel rooms) would be far cheaper than an independent tour</p> <p>- Complete Tour: Holiday packages are designed specially to cover all major spots in a place so that customers get best value for their money.</p> <p>- Best Services: You can enjoy the best of all services available at a hotel, starting from accommodation to facilities like swimming pool, spa and sauna.</p> <p>- Safe Travelling: Tour operators are completely aware of situations in a particular place, the risks and the safe zones and hence you can enjoy a safe holiday.</p>	<p>- No flexibility: You need to follow the guidelines and a strict schedule. You cannot extend your stay in a certain place even if you love it.</p> <p>- Tours can be tiring: sometimes agencies cram them with every possible destination to make sure you get your money's worth.</p> <p>- Compulsory shopping stops: You may be visiting too many shops and not enough real sights</p> <p>- Fraud: You might feel cheated if there are activities you don't enjoy or plan not respected</p> <p>- Bad companions: you may dislike the companions because they are noisy, not punctual or impolite</p>

5) Independent tour:

<i>Advantages</i>	<i>Disadvantages</i>
<p>- Slower: Traveling independently allows you to dictate the pace, which gives you the opportunity to experience so much more from the culture in much greater depth</p> <p>- Mobility: With a trip organized by yourself, you cannot be afraid that you will not be in time for the bus or you will not have enough time for purchases in the hypermarket.</p> <p>- Freedom: You are free to choose the route, travel time, mode of transportation, hotel, excursions</p> <p>- Cost Savings: When planning a vacation budget, you don't have to take into account the payment of tourist guides, interpreters, various additional excursions and expensive hotel rooms.</p>	<p>- Tiring: You have to make the planning, book the airfares and the hotel rooms, which is tiring and time consuming.</p> <p>- Helplessness: You may find yourself helpless when you get into trouble</p> <p>- Language barrier: If you don't speak English or the language of the country you are visiting</p> <p>- No compensation: There's no one to blame or to get a compensation from if anything goes wrong</p>

6) The advantages of space tourism:

- Space tourism offers an immersion in a world full of sensation, adrenaline, landscape, experiences and an absolute exclusivity.
- Space tourism is an unprecedented and unique adventure as tourists will experience weightlessness.
- Space tourism will increase the commercial activity give employment to thousands of people.
- Space tourism helps to explore the space as scientists can have in-depth knowledge of the world outside the earth.
- Space tourism can help to enhance technological development and innovations.

7) The disadvantages of space tourism:

- Space tourism is costly not only for the companies that will be running the space tourism, but the people who will be buying the space tickets also will also need to pay a hefty cost.
- Space tourism involves a significant risk of catastrophic disasters which can result in a loss of human lives
- Money spent on space tourism can be utilized for alleviation of poverty. Thousands of hungry people can be fed using that money.
- Several natural resources are wasted in flying the fuel guzzling rockets. It pollutes the atmosphere as well. Thus, space tourism is not eco-friendly
- Space tourism is not affordable for everyone. It is only meant for the super-rich. For example, a single 2 ½ hour flight ticket in Virgin Galactic's upcoming space ship costs \$ 250,000.

Writing

Unit 2: EDUCATION MATTERS

1) Dropping out of school:

** Advantages of dropping out of school:*

- You do not have to spend 4 years of your time going through school and doing a lot of school work.
- You can get a job to help your family out
- You can start your own business
- You have so much time in your hands to do the things that you want to do

** Disadvantages of dropping out of school:*

- You are more likely to be unemployed
- You will never make as much money as someone who has gone to school
- Young men without a diploma are more likely to wind up in jail
- There is always a feeling of regret for those who drop out of school

2) Causes of dropping out of school:

Sickness: Children are often sick, and they miss school so frequently that it's hard to keep up.

Death of Parents: After the death of one or both parents, an older sibling often takes the role of a parent.

Lack of School Fees: Even in nations with a public education program, many families cannot afford school fees, fees for tuition, books, or uniforms.

Attitudes Toward Education: Younger children may leave school because their guardians may consider a child's education finished once the child has learned how to read and write.

3) Ways to decrease the dropout rate:

- Present students with data on how dropping out can impact aspects of their well-being, such as income and life expectancy.
- When students enjoy a positive school environment, they'll want to participate and stay in school.
- Educators can use technology as a tool to boost learning and keep the students' attention.
- Provide students in poor countries with nutritious meals and health care to encourage them not to leave school

4) Higher education:

** Advantages of higher education:*

- The college graduates make more money.
- College graduates have more and better employment opportunities.
- The children of college graduates are healthier and more prepared for school.
- College exposes students to diverse people and ideas which helps them to expand their horizons

** Disadvantages of higher education:*

- College degrees do not guarantee job preparation.
- Many college graduates are unemployed or employed in jobs that do not require college degrees.
- Student loan debt often forces college graduates to live with their parents and delay marriage
- College stress can lead to health problems and other negative consequences.

5) The advantages of lifelong learning:

- With the technological innovations, lifelong learning is an opportunity to acquire new skills
- Recent research has found that learning keeps brain cells working at optimum levels, which can limit cognitive and memory decline as we age
- Many people participate in lifelong learning as it can lead to an enriching life of self-fulfilment.

- An adult learner can be a positive example of perseverance, determination and hard work for young learners

6) Ability grouping:

**** Advantages of ability grouping:***

- Students are able to work at about the same pace. This means the students that understand the concept being taught can move on to a more advanced stage while the ones that need extra guidance can slow down and get extra help.
- Students that clearly understand a concept have time to move forward and progress at a faster pace and possibly move on to a more complex topic.
- Teachers can more easily allocate their attention to the students who need it most and provide with adequate instructions.
- Students are more likely to perform at the same levels, thus decreasing feelings of inadequacy or unhealthy competition.

**** Disadvantages of ability grouping:***

- Groupings highlight the differences in cognitive abilities among students and can lead to feelings of isolation and separation from the larger group.
- Ability grouping can add additional work for the teacher and teachers are certainly busy enough.
- No matter what criteria are chosen, it is inevitable that some students might end up in a group that doesn't best fit their true capabilities.
- Students with lower ability achieve less, which may lead to low self-esteem

7) Online learning:

**** Advantages of online learning:***

- Learners can save time and money by learning online at the comfort of your living room.
- Virtual learning saves money for schools also. The cost to set up a class with necessary amenities is not of any concern when teaching goes digital.
- Virtual learning is flexible, and there are no restrictions on getting late to the class or missing out on lectures
- The learner not only learns the subjects/courses online but also keeps learning how to be a pro in using digital platforms.
- Instant feedback is one of the most significant benefits of the virtual classroom. The time that is taken to receive results after the online exams is reduced, and the students can work more on their weaknesses.

**** Disadvantages of online learning:***

- The personal interaction between teacher and students is reduced
- Online learning reduces the students' physical activity and leaves them confined to their desk and laptop.
- Constantly staring at the screen damages eyes and may lead to many problems in the future.
- There is a lot of expenditure to set up online classes and a lacking infrastructure forms a hurdle in supporting live virtual classes.
- Some teachers find it challenging to prepare soft copies of the lectures.

Writing

Unit 3: CREATIVE, INVENTIVE MINDS

1) Video games:

* *The advantages:*

- Most games favor the development of logic to solve problems through puzzles and riddles.
- Games can be educational such as simulations of flights or real life situations.
- They improve reaction times and quick thinking as a result of playing challenging games.
- The interaction in video games improves fine motor skills and hand-eye coordination of preschool children.
- Cooperative and online games promote sociability, teamwork, ability to solve problems together for both children and adults.
- Video games relieve physical and emotional pain, depression and aggressive behavior.

* *The disadvantages:*

- Some games are training children to shoot and kill in a virtual world in which the values of life are lost.
- Elementary school children who play video games more than two hours a day are more likely to develop attention problems.
- Many games are aimed for single player and so could be criticised for isolating you from family and friends.
- Video games are time consuming and may lead to addiction.
- Some video games encourage violent and aggressive behaviour.
- The constant use of thumbs, wrist and eyes can lead to some health problems such as eye strain.

* *Solutions:*

- Set time limits for play and stick to them.
- Keep phones and other gadgets out of the bedroom so you won't play into the night.
- Do other activities every day, including exercise. This will lower the health risks of sitting and playing for long stretches of time.

2) Science and technology: a blessing or a curse?

* *Advantages:*

- The vast improvements made in the field of medicine have served to lengthen our life expectancy and to reduce the rate of infant mortality.
- The discovery of mechanization and better techniques of irrigation has worked to increase productivity levels on farms.
- In transportation, railway, modern ocean liner, jet plane, and motor vehicle have made our lives more comfortable and provided great possibilities for modern commercial development and industrialization.
- The invention of the computer has assisted the process of calculation in laboratories.
- Technology has made communication much simpler in recent times.
- Man is able to explore the space extensively because of the wide-scale development in technology.

* *disadvantages:*

- Machines have led to unemployment.
- Machines have polluted water and atmosphere. They have caused noise pollution.
- We have allowed science to master us instead of using it as our servant.

- Machines make us mechanical, deaden our sensibilities, increase our wants and desires, and tend to make us selfish, greedy and cruel.
- Geographical distance has, no doubt, vanished, but the gulf between the minds and hearts of man has widened.
- Machines have given man leisure, but man misuses it to get cheap and vulgar entertainment which destroys his physical and mental health.
- Science has put in our hand's such fiendish weapons as a nuclear bomb, the guided missile and means of chemical and biological warfare.

3) Brain drain:

*** Causes:**

- In developing countries, job opportunities are limited or no-existent. So highly qualified persons migrate to developed countries to take advantage of wider and better job opportunities.
- "Brains go to where money is": people migrate to developed countries looking for higher wages and better working conditions.
- "Brains go where brains are": Some students go abroad for higher studies and research because academic and research facilities are not of international standards in poor countries.
- Some highly skilled people migrate and settle permanently in developed countries attracted by a comfortable standard of living.
- In developing countries good jobs are filled and promotions are made on the basis of nepotism: family connections, political influence and corruption.

*** Consequences:**

- Poor countries lose all of their inner strength due to scarcity of skilled domestic workforce.
- Scarcity of educated and proficient people in country put negative impact upon the local industrial development.
- Multi-National Companies avoid coming in such nation due to lack of capable workforce.
- Unavailability of doctors and engineers.
- Imbalance between north and south is higher and the gap is wider.

*** Solutions:**

- Good governance / maintenance of security / transparency in leadership at the national level.
- Offering higher wages for `insiders` according to their qualifications
- Improving education / expanding a better educational infrastructure.
- Seeking alternative measures for return of warranty from the beneficiaries (withholding of academic degrees until the graduates return / taxing emigrants via international laws).
- Mutual agreement between rich and poor countries.

Writing

Unit 4: LIFE ISSUES

1) Benefits of losing weight:

- Decreased risk of diabetes
- Lowered blood pressure
- Improved cholesterol levels
- Decreased risk of heart disease
- Decreased risk of certain cancers
- Improved mobility
- Decreased joint pain
- Improved blood sugar levels
- Decreased risk of stroke
- Reduced back pain
- Decreased risk or improvement in symptoms of sleep apnea

2) Tips to lose weight:

- Do not skip breakfast. Skipping breakfast will not help you lose weight.
- Eat regular meals.
- Eat plenty of fruit and vegetables
- Get more active.
- Drink plenty of water.
- Eat high fibre foods.
- Read food labels.
- Use a smaller plate.
- Avoid junk food such as chocolate, biscuits, crisps and sweet fizzy drinks

3) Reasons to smoke:

- Smoking gives me more energy.
- Smoking is a symbol of manhood.
- I like to touch and handle cigarettes.
- Smoking is a pleasure.
- Smoking helps me relax when I am tense, upset, or depressed.
- I crave cigarettes; it is an addiction.
- Smoking is a habit, a ritual. Smoking relieves my boredom and loneliness.
- Smoking helps control my weight.
- Smoking helps me fit in with other people.
- Smoking gives me a sense of control.

4) Disadvantages of smoking:

- Smoking affects lung health. It may cause lung cancer
- Smoking can increase the risks of heart strokes
- Smoking cigarettes can damage the heart, blood vessels, and blood cells.
- Smoking affects fertility
- Smoking can affect pregnancy and the developing foetus
- Smokers are at the risk of developing type 2 diabetes
- Smoking cigarettes can weaken a person's immune system

5) Tips to quit smoking:

- Set a quit date and stop smoking completely on that day. Create a support system by informing family and friends of your quit date.
- Reduce the number of cigarettes per day until you stop smoking completely.
- Strengthen your willpower by limiting or skipping triggers you commonly associate with smoking.
- Whenever you feel the urge to smoke, resist it by keeping busy.
- Physical activity is a great way of dealing with the stress of quitting. Walk, run, swim, or take up a new activity.

6) Global warming:**** Causes***

- When we burn fossil fuels like coal, oil and gas to create electricity or power our cars, we release CO₂ pollution into the atmosphere.
- Plants and trees play an important role in regulating the climate because they absorb carbon dioxide from the air and release oxygen back into it.
- Animals, particularly livestock like sheep and cattle, produce methane, a greenhouse gas.
- Fertilisers containing nitrogen produce nitrous oxide emissions.

**** Drawbacks:***

- Melting glaciers, early snowmelt, and severe droughts will cause more dramatic water shortages and increase the risk of wildfires.
- Rising sea levels will lead to coastal flooding.
- Forests, farms, and cities will face troublesome new pests, heat waves, heavy downpours, and increased flooding. All those factors will damage or destroy agriculture and fisheries.
- Disruption of habitats could drive many plant and animal species to extinction.
- Allergies, asthma, and infectious disease outbreaks will become more common due to higher levels of air pollution.

**** Solutions:***

- Energy efficiency technologies allow us to use less energy to get the same—or higher—level of production, service, and comfort.
- switching to low-carbon fuels.
- renewable energy must be deployed quickly in order to reduce pollution.
- Change those light bulbs. New LED light bulbs can give the same light for 15 percent the electricity.
- Eat less meat and go vegetarian
- Reforestation helps to combat global warming

7) The golden rules of eco-driving:

- Anticipate traffic flow
- Maintain a steady speed at low RPM because driving at high speeds or with high RPM significantly increases fuel consumption
- Shift up early: shift to higher gear at approximately 2.000 RPM
- Check tyre pressures frequently at least once a month and before driving at high speed
- Consider any extra energy required costs fuel and money: use air conditioning and electrical equipment wisely and avoid unnecessary baggage

8) Benefits of eco-driving:

- Driving in a safe and environment friendly manner can lead to reductions in fuel bills.
- Eco-friendly driving practices will also improve tyre and brake life which can bring about a reduction in maintenance and repair cost.
- Eco friendly driving is safer driving and will lead to a reduction in collisions and the risk of collisions.
- Less stress while driving

9) Urban life:

<i>Advantages</i>	<i>Disadvantages</i>
<ul style="list-style-type: none"> - A city is normally a commercial centre. Thus, everything will be at your doorstep. - Better employment and education opportunities - Higher income - Diverse services 	<ul style="list-style-type: none"> - Higher rate of crime and delinquency - High cost of living in the city. - Cities are loud: Cities have more people and more traffic that contribute to the noise - City life is now spoiled by pollution: air, noise, and water pollution.

10) Rural life:

<i>Advantages</i>	<i>Disadvantages</i>
<ul style="list-style-type: none"> - Rural life offers more privacy - Country life offers the opportunity to enjoy natural beauty and pure air - People living in the countryside enjoy a reduced cost of living. - Countryside is valued because the sense of peace, refuge and comfort it can provide. 	<ul style="list-style-type: none"> - If you have children of school-age, they might be faced with a longer journey to school. - There may be limited job opportunities - Internet connectivity could be weaker - Road networks are usually in poor condition

Linkers

Contrast

- **In spite of / Despite** Link two contrasting ideas. Followed by a noun phrase.
- **Although / (Even) though** Link two contrasting ideas. Followed by a sentence.
- **However / Nevertheless / Still / Yet / Even so / On the contrary / In contrast.** Introduce a new idea which marks a contrast with previously stated ideas. Introduced by a comma.
- **On the one hand ... On the other hand.** Links two contrasting ideas / paragraphs.
- **In contrast to / Contrary to.** Link two contrasting ideas. Followed by a noun phrase.
- **Whereas** Link two contrasting ideas. Not separated by commas.

Reason and cause

- **Because / As / Since / Seeing that** Introduce a sentence. Subordinate sentences introduced by because always appear in final position.
- **Because of / On account of / Owing to / Due to.** Introduce a noun phrase.

Purpose

- **In order to / So as to** Introduce an infinitive of purpose.
- **In order that / So that** Introduce a sentence.

Consequence

- **Consequently / As a consequence / As a result / Therefore**
- **As a consequence of / As a result of** Followed by a noun phrase.
- **So** Introduces a sentence. No commas.

Addition

- **Moreover / Furthermore / In addition / Besides / What's more** Used after a strong pause and separated from the sentences. They are introduced by a comma.
- **As well as / In addition to / Besides** Used to add one more piece of information. Followed by a noun phrase.

Exemplification

- **For example / For instance** Introduces an example referring to previously stated ideas.
- **Such as** Introduces an example referring to the last idea.

Summary:

in brief, on the whole, in sum, to sum up, thus, in conclusion, all in all, in a nutshell.

How to write a biography

Birth	<ul style="list-style-type: none"> - He/She was born on + date (on February 6, 1950) - He/She was born in + year (in 1950) - He/She was born in + place (in Paris)
Family	<ul style="list-style-type: none"> - His/ Her father's name was ... / His/Her mother's name was ... - His/Her father was a + job / His/Her mother a + job - He/she has ... brothers and ... sisters
Childhood	<ul style="list-style-type: none"> - He/She lived in + place - He/She was brought up by + person
Education	<ul style="list-style-type: none"> - He/She studied ... (french/ music / mathematics) - His/Her major was in (french/ music / mathematics) - He went to + school/college - He/She did not (go to / attend) school - He/She was interested in ... (french/ music / mathematics)
Marriage	<ul style="list-style-type: none"> - He/ she married + person in + year (he married Diana in 1950) - He/She got married to + person in + year (he got married to Diana in 1950) - He/ she divorced + person in + year (he divorced Diana in 1950)
Children	<ul style="list-style-type: none"> - He/She had ... Children - He/She had ... sons and ... daughters - He/She did not have any children
Job / occupation	<ul style="list-style-type: none"> - He/She was a ... - He/She first worked as a ... - He/She became ...
Reasons for being famous	<ul style="list-style-type: none"> - He/She wrote ... /composed ... / painted ... / discovered ... / invented ... / created ...
Awards	<ul style="list-style-type: none"> - He/She won ... (he won the Nobel Prize) - He/She was awarded ... (She was awarded the Nobel Prize)
Death	<ul style="list-style-type: none"> - He/She died on + date / in + year - He died of a heart attack / cancer / disease - He/She died in a car accident / plane crash - He/She committed a suicide - He/She died at the age of ...

How to write an advertisement

- 1) Grab your reader's attention. Choose a great headline to get your reader's attention.
 - a) The “Tired of Your Problems?” Headline
example: Tired Of The Daily Humdrum Life?
 - b) The “Problem/Solution” Headline
example: Eager To Go On Holiday? Visit Tunisia
 - c) The “Too Good to Refuse” Headline
example: Seven good Reasons Why Tunisia Is A Must Visit Destination
 - d) The “Feature-Focused” Headline
example: Discover The Cradle Of The Arab Spring
- 2) Create Interest. - After you've created a headline that will capture attention, you will have to get your prospects interested in what you are offering.
- 3) Call to Action! Now is the time to pounce! Tell them what Action you want them to take to obtain the desired product/service.

Discover The Cradle Of The Arab Spring

Tired of the daily humdrum life? Tunisia is the place to be. Tunisia is located in north Africa just two-hour flight away from Europe. Here you can enjoy the verdancy of the mountains in Ain Drahem, the sandy beaches of the more than 1300km of the coast and the serenity of the desert in the south. Nature in Tunisia embraces more than 3000 years of history, different civilisations and multiple monuments. The Mediterranean heaven and its hospitable people are waiting for you to visit Tunisia and spend an unforgettable holiday.

How to write a chart report

Different types of charts																																				
<p>Table 1.</p> <p>The Number of thousands of litres of hot sauce consumed in Canada, the United States, and Britain 2007-2012</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Column1</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Canada</td> <td>12</td> <td>18</td> <td>13</td> <td>22</td> <td>19</td> <td>18</td> </tr> <tr> <td>United States</td> <td>57</td> <td>64</td> <td>66</td> <td>72</td> <td>74</td> <td>69</td> </tr> <tr> <td>Britain</td> <td>20</td> <td>16</td> <td>15</td> <td>18</td> <td>21</td> <td>19</td> </tr> <tr> <td>Total Litres</td> <td>89</td> <td>98</td> <td>94</td> <td>112</td> <td>114</td> <td>106</td> </tr> </tbody> </table> <p style="text-align: center;">Table</p>	Column1	2007	2008	2009	2010	2011	2012	Canada	12	18	13	22	19	18	United States	57	64	66	72	74	69	Britain	20	16	15	18	21	19	Total Litres	89	98	94	112	114	106	<p style="text-align: center;">Bar chart</p>
Column1	2007	2008	2009	2010	2011	2012																														
Canada	12	18	13	22	19	18																														
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<p style="text-align: center;">Line graph</p>	<p style="text-align: center;">Pie chart</p>																																			

<p><u>Introduction:</u></p> <p>a) State the type of the chart b) State what the chart is about verbs used to introduce what the chart is about: illustrate / show / depict / compare c) State the source of the chart</p> <p><u>Body:</u></p> <p>State the details and detect patterns. The following vocabulary may help: Verbs: rise, increase, grow, go up to, climb, boom, peak, fall, decline, decrease, drop, dip, go down, reduce, level up, remain stable, no change, remain steady, stay constant, stay, maintain the same level, crash, collapse, plunge, plummet.</p> <p>Adjectives: sharp, rapid, huge, dramatic, substantial, considerable, significant, slight, small, minimal, massive.</p> <p>Adverbs: dramatically, rapidly, hugely, massive, sharply, steeply, considerably, substantially, significantly, slightly, minimally, markedly.</p> <p>There is also a list of adverbs to describe the <i>speed of a change</i>: rapidly, quickly, swiftly, suddenly, steadily, gradually, slowly.</p> <p><u>Conclusion</u></p> <p>State what the main trends or changes are</p>	<p><u>Sample</u></p> <p>The bar chart illustrates the number of men and women studying engineering at Australian universities between the years 1992 and 2012 at 10-year intervals.</p> <p>It can be seen that the number of male students fell slightly from 14,000 in 1992 to 12,000 in 2002, and then remained level through the following decade. The number of female students is relatively low, starting at 2,000 in 1992. However, while the number of men decreased, the number of women increased. Female students grew steadily by 2,000 each decade. This led to a rise in the total number of engineering students from 16,000 to 18,000 in this period.</p> <p>Men continue to make up the majority of students. However, the proportion of female students increased sharply in this period. In 1992 there was one woman to every seven men, but by 2012 this had narrowed to one woman to every two men.</p> <p>Overall, we can see a clear upward trend in the number of female engineering students in Australian universities, while the number of male students seems to have levelled off.</p>
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How to write an article

Heading: The heading of the article should be engaging and catchy and it should not exceed more than 5 to 6 words. Make sure your heading doesn't have any spelling mistakes or grammar errors.

Introduction: It should be accurate. Precisely explain what the article is talking about. You go from the general to the specific. Try giving some quotations, facts, anecdote or statistics to excite the interest of the readers. Then, you state your thesis statement i.e. you state your point of view on the topic directly and often in one sentence.

Body:

* topic sentence: it is a sentence that introduces a paragraph by presenting the one topic that will be the focus of that paragraph.

* Supporting details: they can be defined as additional information that explains, defines or proves an idea.

i) Facts: they are statements from reliable sources about real things

ii) Statistics: they are facts expressed in numbers, based on data from samples and populations

iii) Opinions: they are peoples' views or value assessments of something.

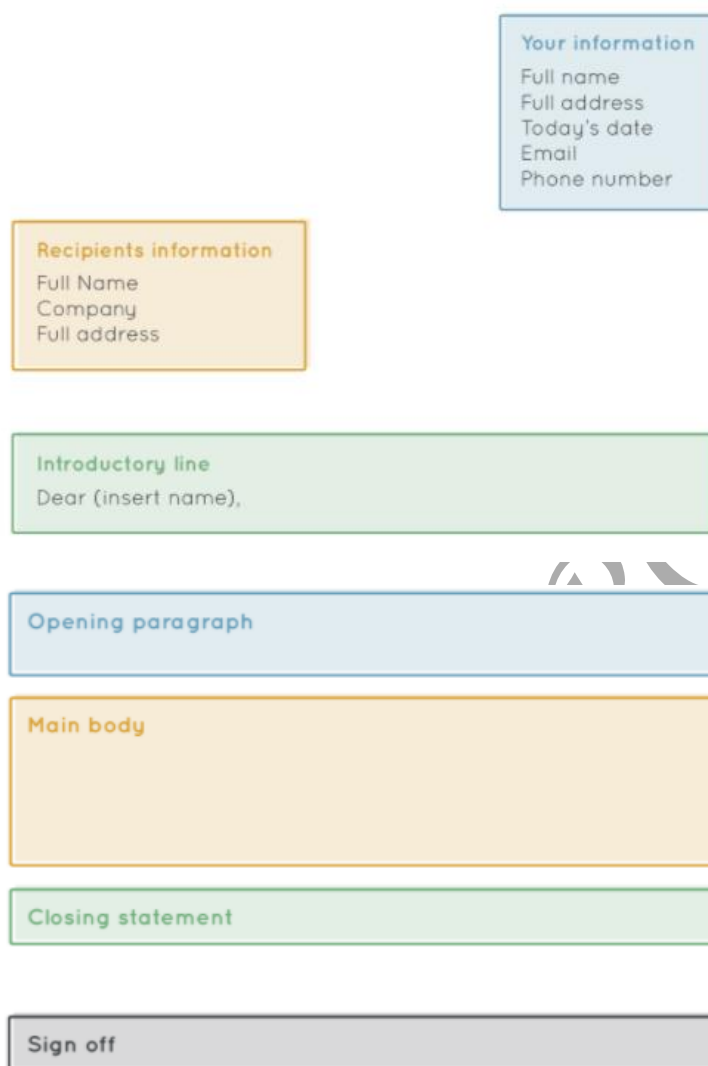
iv) Examples: are ways of illustrating your point so that it is better understood.

v) Personal Observations and Experiences

* Concluding: it is a paraphrase of the thesis statement

Conclusion:

It is a summary of the main points

How to write a formal letter

Opening paragraph: Use your opening paragraph to introduce the reason for writing the letter.

Main body: Use this space to delve into the issues raised in the opening paragraph. You provide supporting details

Closing statement: Ensure that you include a closing statement in order to thank the recipient for their time, knowledge or help, to ask for action or to wish the advice that you gave to the recipient are helpful.

Signing off: Signing off at the end of your letter is one of your last opportunities to make an impression. Depending on your relationship and reason for writing to the recipient, there are several options available to you.

* **Very formal:** These options are acceptable when you're contacting someone for the first time or you're discussing a serious issue. E.g. **Yours sincerely** / **Yours respectfully** / **Yours truly** / **Yours faithfully**

* **Formal:** These options would still be acceptable when contacting someone for the first time but demonstrate a friendlier tone. E.g. **Kindest regards** / **Kind regards** / **Yours appreciatively**