**THIES ACADEMY 2014 – 2015 School year EL HADJI MALICK SY HIGH SCHOOL**

**THE ENGLISH CELL**

**A BOOKLET FOR PREMIERE CLASSES**

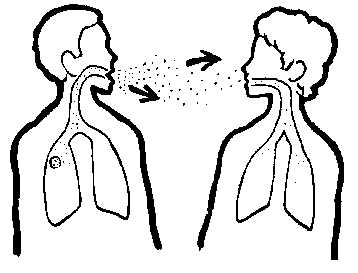




**“EDUCATION IS THE MOST POWERFUL WEAPON**

**WHICH YOU CAN USE TO CHANGE THE WORLD”**

**Nelson Mandela 1918 – 2013**



**TEXT 1**

**WHAT IS TUBERCULOSIS**?

Tuberculosis (TB) is a contagious disease. Like the common cold, it spreads through the air. Only people who are sick with TB in their lungs are infectious. When infectious people cough, sneeze, talk or spit, they propel TB germs, known as bacilli, into the air. A person needs only to inhale a small number of **these** to be infected.

Left untreated, each person with active TB disease will infect on average between 10 and 15 people every year. But people infected with TB bacilli will not necessarily become sick with the disease. The immune system “walls off” the TB bacilli which can lie dormant for years. When someone’s immune system is weakened, the chances of becoming sick are greater. Someone in the world is newly infected with TB bacilli every second.

5 to 10% of people who are infected with TB bacilli (but who are not infected with HIV) become sick or infectious at some time during their life. People with HIV and TB infection are much more likely to develop TB.

The World Health Organization (W.H.O) estimates that the largest number of new TB cases in 2005 occurred in the South-East Asia Region, which accounted for 34% of incident cases in the world. However, the estimated incidence rate in Sub-Saharan Africa is nearly twice **that** of the South-East Asia Region at nearly 350 cases per 100,000 populations.

**By Agaptus Aneale, “Explore”,**

**April 13, 2008, page 34**

**A/ COMPREHENSION**

**I/ Paragraph Titling: Number these titles to the corresponding paragraphs of the text.**

**Titles Paragraph numbers**

1. From infection to sickness. **Paragraph** ………………
2. HIV and TB. **Paragraph** ………………
3. TB transmission. **Paragraph** ………………
4. Global and regional incidence. **Paragraph** ………………

**II/ Vocabulary:** **Find in the text the synonyms of the following words:**

5.)Propagates (paragraph 1) = .…………………………………………………………………

6.) Took place (paragraph 4) = ….………………………………………………………………

**III / Answer with TRUE or FALSE and justify with quotations**:

7.)Not all forms of TB are infectious.

…………………………………………………………………………………………………………

8.)There is no relationship between HIV and TB infection.

…………………………………………………………………………………………………………

9.)Sub-Saharan Africa is less infected than South-East Asia.

…………………………………………………………………………………………………………

**IV/ Referencing: What do the underlined words refer to?**

10.)“These” (line 4): ………………………………………………………………………………

11.)“That” (line 16): ………………………………………………………………………………

**V/ Information transfer: Fill in these tables with information from the text.**

|  |  |
| --- | --- |
| TB germs can be propelled when TB patients | 12.) ………………………………. |
| 13.) ………………………………. |
| 14.) ……………………………… |
| 15.) ……………………………… |

**B/ LINGUISTIC AND COMMUNICATIVE COMPETENCE:**

**VI/ Complete this dialog meaningfully:**

19.) **Doctor:** ……………………………..…….., sir!

**Patient:** Good morning!

20.) **Doctor:** What’s ..…………………………………….……………………………….….?

21.) **Patient:** I cough a lot these days and I’m afraid, I may be suffering ……… Tuberculosis.

22.) **Doctor:** ……………………………………………………………………………………?

**Patient:** Yes, I spit. And, sometimes it’s bloodstained.

23.) **Doctor:** …...……………………………………………………………………………….?

**Patient:** I noticed it two weeks ago.

24.) **Doctor:** ……………………………………………………………………………………?

**Patient:** No! I don’t feel tired, at all. I’m as strong as usual, but I’m really scared. You know!

25.) **Doctor:** Ok! However, go and do this test, ...…………………………………………?

**VII/ REFORMULATION: Rewrite these sentences without changing their meanings.**

26.)If infected people are not treated, they may contaminate others.

Unless ……………………………………………………………………………………………

27.)It is reported by the WHO that 5 to 10% of people infected with TB will become sick.

The WHO ………………………………………………………………………………………

**VIII/ Cloze test: Complete the passage by choosing words from the list:**

**Immune – disease – however – germs – infectious.**

TB which is very (28) ……..………………..is caused by (29)………..………….. spread through the air. It is a deadly (30)…………..…….……. . If treated early enough, (31)………………....... its development can be stopped.

**IX / FUNCTIONS : What function does each sentence express?**

**Capacity – cause – advice – restriction – probability – similarity – order.**

32.)Only people who are sick with TB in their lungs are infectious. (Line 2) ………………

33.)Like the common cold, TB spreads through the air. (Line 1) ……………………………

34.)Infected people should avoid propelling TB germs. ………………………………….

**C/ WRITING:**

**Choose one of the following topics and write about 150words**.

**Topic 1:** Imagine a conversation between a TB patient and a doctor.

**Topic 2:** TB is a serious disease in Sub-Saharan Africa. What should be done to eradicate it?



**TEXT 2**

……………………………………………..

“The eldest of three girls, I was nine years old when Mother left for Europe”, says Airen, who lives in the Philippines. “**She** promised us better food, better schooling, and a better home. I still remember the day she left. She hugged **me** and told me to take care of my sisters, Rhea and Shullamite. I cried for a long time.

“Four years later, Father left to join Mother. When he was with us, I tried to follow **him** wherever he went. When he said goodbye, my sisters and I clung to him until he boarded the bus. Once more I wept inconsolably for a time.

Shullamite, the youngest of the three girls, recalls: “When Airen was nine years old, she became my mother, so to speak. I took my problems to her, and she taught me how to wash my clothes, make my bed, and so on. When our parents phoned **us**, I sometimes tried to explain my feelings to them, but I couldn’t express myself clearly. I don’t think they always understood.

“People often asked me if I missed my parents. ‘Well, yes,’ I would reply. But quite frankly, I didn’t really remember my mother. She left when I was four, and I got used to being without her”. “When I was 16, “says Airen, my sisters and I finally set off to be reunited with our parents. I felt so excited! But when we arrived, I found that we had grown apart from them”.

Rhea adds: “I kept my problem to myself. I was timid by nature and found it hard to show affection. In the Philippines, we lived with our uncle and aunt, who had three children of their own. Although our relatives cared for us, they were not like real parents”.

In conclusion, Airen admits: “We did not suffer when we were a poor family – we never went hungry. But my sisters and I did suffer when we were left behind. Our family has been reunited for nearly five years now, but the years of separation have left their mark. We knew that our parents love us, but we wish they had made a different decision”.

**Awake! February 2013 P.8.**

I. **COMPREHENSION**

A. **Tick the letter corresponding to the best answer**

1. **The best title for the text could be**:

a. Love or comfort ; b. Young adults’ revolt ; c. Living with your brothers and sisters

d. Young mothers speak up.

2. **The three girls were not happy because they lacked:**

a. Friends ; b. Affection ; c. Education ; d. Food

3. **“We wish they had made a different decision” is an expression of:**

a. Hope ; b. Regret ; c. Satisfaction ; d. Despair.

B. **Are these statements True or False? Justify your answers quoting the text.**

4. Love and affection are more important than material comfort

............................................................................................................................................

5. Airen and her sisters joined their parents three years after their father’s departure.

…………………………………………………………………………………………………….......

C. **Write from the text two phrases showing that the children were affected by the separation from their parents.**

6. ………………………………………………………………………………………………..........

7. …………………………………………………………………………………………….............

D. **Underline the correct word referred to.**

8. **She** refers to: mother / Airen / sister

9. **Me** refers to: mother / Airen / sister

10. **Him** refers to: mother / father / Rhea

11. **Us** refers to: girls / parents / relatives

II. **LINGUISTIC AND COMMUNICATIVE COMPETENCE**

E. **Reorder the words below so as to make meaningful sentences.**

12. abandoned / their parents / The sisters / felt / by.

…………………………………………………………………………………………………….......

13. The/ their mark/ separation/ have left/ years of.

…………………………………………………………………………………………………….......

F. **Complete the dialogue between Airen and a neighbor after the departure of her parents to Europe. Put the verbs in the right form or use relevant words according to the context.**

14. **Neighbour** : Why are you ……………………………….young girl? (cry)

15. **Airen** : Our parents have ……………….......... (go) away and left us.

16. **Neighbour** : Who do you live …………...........…?

**Airen** : My two little sisters!

17. **Neighbour** : ……………………............ have they gone?

**Airen** : To Europe ! Mother went first then Father followed her.

18. **Neighbour** : …………………........…. cry anymore! Call your sisters and come to my

house.

19. **Airen** : ……………………………................... !

**Neighbour** : You’re welcome !

G. **Turn the following sentences into the reported speech.**

20. “Airen, my elder sister became my mother.”

Shullamite admitted that …………………………………….................................................

21. “Do you miss your mother?”

Rhea was often asked ..……………………………………....................................................

III. **WRITING** : **Choose one of the topics below and write about 150 words.**

1. As a reporter, interview the sisters’ parents (father and mother) about their decision to go away and leave their young children behind.
2. Write about the importance of growing up with your own parents.

**TEXT 3**

 [](http://smoking.ygoy.com/files/2008/03/pipe-smoking.jpg)

**Smoking and your Health**

I believe smoking is one of the greatest dangers to young people today. While the percentage of American high school students smoking cigarettes has fallen, while the sales of cigarettes in the United States have also gone down, **the problem** has become worse and worse in many other countries. American companies spend millions of dollars advertising cigarettes all over the world, and young people believe the message. The ads tell them that smoking is cool, sophisticated, sexy, and done by attractive people. Smoking is the best way to attract a lover. This is what too many young people believe, but this is not the truth. What is the real truth about smoking cigarettes? The real truth is that smoking cigarettes is the fastest road to pain, suffering, incredible medical bills, and an early death. Is that the gift you want to give your family?

You may ask, what is it that makes smoking so dangerous? Actually there are three deadly parts of the smoke you breathe in when you smoke cigarettes. They are nicotine, tar, and carbon monoxide. Nicotine is the drug that stimulates your heart and nerves. It makes you feel good in a few minutes. Nicotine is what makes you want to smoke, but it is not what hurts you the most .Tar is also found in tobacco smoke, and it is the major cause of cancer and lung disease. The third part of cigarette smoke is carbon monoxide. **This chemical** hurts the blood’s ability to carry oxygen. It can cause disease of the blood pathways called arteries.

How about the effects of smoking over a long period of time? People who continue to smoke are in danger of getting many serious diseases. These include chronic bronchitis, heart disease, lung cancer, and many other kinds of cancer as well. According to the American Cancer Society, cigarette smoking is responsible for 87 percent of lung cancer cases, and causes 30 percent of all cancer deaths. There are many long, slow, and painful deaths from what many people think of as just a bad habit. When you add the gigantic medical costs of hospitals, special treatments, medication, and doctor’s care, the tragedy of smoking gets even bigger. Even with insurance, families can lose everything they have when one member dies from cancer or lung disease. Companies lose money, too. When they lose workers, their work slows down. It’s not a pretty picture. Yet, one more cost of destruction from smoking is not possible to calculate in terms of money. That cost is emotional. When a family loses a parent or a brother or sister, everyone suffers from the sadness and personal loss. Please, the next time you think of lighting up a cigarette, don’t think about being cool or fashionable. Don’t think about being one of the trendy people, and don’t think about your short-term pleasures, either. Remember your family, your friends, and all the people who care about you.

**Adapted from Words in Motion: An Interactive Approach to Writing**

**By David Olsher. 1996. New York: Oxford University Press, p.92**

**I – READING COMPREHENSION**

1. **Vocabulary in context:**

**Find in the text words or group of words meaning:**

**1.** Even though = (Parag1)……………………………………………………………………….

**2.** Mortal: = (Parag2) …………………………..................................................................

**3. Which two adjectives in the last paragraph have the same meaning?**

**a-** …………………………………………. **b-** ……………………………………………….

**B- Find in the text 3 diseases associated with smoking:**

|  |  |
| --- | --- |
| **4. Smoking** | **Diseases** |
| 1. ………………………………………………………………………… |
| 1. ..………………………………………………………………………. |
| 1. ……..…………………………………………………………………. |

**C- Is this statement TRUE or FALSE? Justify your choice by quoting a specific passage from the text**:

**5.** Not all the costs of smoking can be financially calculated:

T / F …………………………………………………………………………………………….……

**D- Complete the table with the right information from the text:**

|  |  |
| --- | --- |
| **Substances** | **Effects** |
| Carbone monoxide | **6.** ………………………………………………….  **7.** …………………………………………………. |
| **8.** ………………………….. | lung cancer |
| nicotine | **9.** ……………………………………………………………….  **.** Makes you feel good in a few minutes  **10.** ………………………………………………………………. |

**E- What do the following words or phrases refer to?**

**11**. The problem (Line3) .………………………………………………………………………….

**12**. This chemical (Line15) ………………………………………………………………………...

**II- COMMUNICATIVE COMPETENCE:**

**F- After consulting Modu, a heavy smoker, the doctor tells him about the dangers of cigarette smoking. Complete the passage meaningfully with the right forms of these words:**

**Hurt; danger; destruction; die**

Beware, Modu! Cigarette smoking is bad. It is very **(13)** ………………….…………… for your health, because when you smoke many cigarettes a day, it will **(14)** ………………………..……… your lungs. Cigarette smoking causes a lot of diseases; and it can even be responsible for your **(15)**…………………..……… So, I suggest you should stop smoking if you don’t want to **(16)**……………………………………… your life.

**G- Reorder the following elements to prepare a questionnaire on cigarette smoking. The first has been done as an example.**

**Example: smoke / you / do / Why? Good order: Why do you smoke?**

**17.** You/ Cigarette/ been/ have/ smoking/How long? ……………………………………………………………………………………..…………………

**18.** do/smoke/How many/you/cigarettes/a day? ………………………………………………………………………………………………………

**19.** Cigarette smoking / you / heard that / haven’t / dangerous / is? ……………………………………………………………………………………..…………………

**20.** Solutions / do / what / you suggest / cigarette smoking / to fight against?

………………..……………………………………………………………………………………..

**H- Ali, your best friend, is a heavy smoker. Use the following prompts to give him advice.**

**21.** You had ………………………………………………………………………………………

**22.** If I were you, ............................................................................................................

**III- WRITING: Choose ONE topic and write about 100 to 150 words**

**Topic 1**: Some young people think smoking makes them feel like adults. What are the implications of this point of view?

**Topic 2**: In Senegal, a tobacco company has recently reduced the prices of cigarettes. Your friend, Ouzin thinks this is a good thing for smokers, but you don’t think so. Write down your conversation.

**Topic:**

……………………………………………………………………………………..………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..………………………………………………………………………………………………………………



**TEXT 4**

**Moral values that enrich**

What are values? They are moral or ethical principles that we view as good and important. They might include forgiveness, honesty, liberty, love, respect for life, and self-control. Our values, therefore, influence our behavior, priorities, and relationships, as well as the moral guidance we give to our children. Despite their importance, however, moral values are in decline.

In 2008, researchers in the USA interviewed hundreds of young adults about their views on moral values. What’s disheartening is how bad they are at thinking and talking about moral issues. Most felt that rape and murder were wrong, but aside from those extreme cases, moral thinking didn’t enter the picture, even when they were considering things like drunken-driving, cheating. **Many** viewed the matter this way: “if it feels right, do it. Go with your heart”. Is that thinking wise?

The human heart, while capable of great love and compassion, can also be treacherous and desperate. This sad reality is reflected in the world changing moral landscape. Those realities should move us to question our own heart, not blindly trust it. Like a compass our heart needs to be calibrated with sound values if it is to serve us well. What are such values?

If we learn to love, then happiness will surely knock at our door. Clearly, as humans, we need love. Without it, we cannot be truly happy. That love is neither sexual nor purely sentimental; it is governed by principle. It is the kind of love that moves us to help a stranger in difficulty, with no thought of a reward. When families lack such love, everybody suffers, especially children.

A particularly subtle enemy of love is materialism: the belief that material well-being and pleasure are the highest values. Yet, secular studies repeatedly show that beyond a surprisingly modest threshold, more wealth does not bring more happiness. In fact people who adopt materialistic values may actually be investing in unhappiness.

Wouldn’t it be great if you could walk into a store and buy lifelong happiness? The idea is not as fanciful as it sounds. Giving makes us happier than receiving. Often, the best form of giving and the most rewarding is giving of ourselves, in the form of our time and energy.

Being honest is fundamental to any civilized society. Unlike dishonesty which fosters fear, mistrust and social decay, genuine honesty is a personality trait. It is not governed by circumstances or expediency. Like the other qualities **it** enables us to walk in the way of good people.

**Adapted from Awake! November 2013 p-p 6-9**

I. **COMPREHENSION**

A. **Find in the text phrases similar in meaning to the French ones and write down your answers in the second column.**

|  |  |
| --- | --- |
| **French phrases** | **Similar phrases in the text** |
| « L’argent ne fait pas le bonheur. » | 1. ...................................................................... |
| « La générosité, c’est le bonheur ». | 2. ...................................................................... |

B. **Find from the text words or groups of words to complete the following passage meaningfully.**

In our modern society, certain ethical principles are 3. ………………………….. (par. 1). Consequently, bad habits like cheating and drunken-driving are more and more tolerated. This is somewhat 4. ……………………….. (par.2). Because of individualism, many people don’t realize that nothing is more 5. …………………….. (par. 6) than sharing. In fact, sharing our time and energy with people in need 6. …………………. (par. 7) happiness and well-being.

C. **Three examples of moral values are developed in the text. Find them out and indicate the paragraphs in which they appear**.

|  |  |
| --- | --- |
| **Examples of moral values** | **Paragraph numbers** |
| Giving to others | Par. 6 |
| 7. …………………………………….................... | 9. Par.……….. |
| 8. ……………………………………..................... | 10. Par.……… |

D. **Find in the text a sentence in which the author expresses his / her understanding of love**.

11. .…………………………………………………………………………………………..............

E. **Who or what do the following words refer to in the text ?**

12. **many** (parag. 2) : ………………………………………………………………………..

13. **It** (parag. 7) : …………………………………………………………………………….

II. **COMUNICATIVE COMPETENCE**

F. **Complete the following dialogue meaningfully using the correct form of the word if given. Complete the last line freely:**

14. **Badara** : I’ve noticed that the number of beggars in our cities is increasing every day.

Can you tell me ………………..….?

**Saliou** : Solidarity and mutual help don’t mean anything anymore. We live in a very

individualistic society today!

15. **Badara** : Sure! There …………………….… (not to be) so many beggars if people ………

..….. (to be) less selfish. We always think about our own wellbeing!

17. **Saliou** : Definitely ! But some beggars tend to abuse people’s generosity. Instead of

crowding the streets, they ……………………….............................................

G. **Complete the passage below by choosing words from the box below.**

**unless, which, due to, before, unfortunately, instead of**

Moral values are important principles which can help us live better.18 …………..………….**,** most of them are no longer considered in our modern society. This is 19…………………..... the fact that we often think about our personal welfare 20…………….......… the common

good, 21…………….......... is regrettable. 22……………....… we reconsider all these values, we’ll never meet the challenge of poverty. Let’s start now 23…………………... it’s too late.

H. **Find in paragraphs 3 and 4 sentences expressing notions of:**

24. paradox: ……………………………………………………………………………………......

25. Necessity: …………………………………………………………………………………........

III.**WRITING**: **Choose ONE topic and write about 150words**

**TOPIC 1**: Some of our traditional values are no longer respected by the youth. What are the causes of such an attitude and what can be the consequences on society? Suggest a few solutions.

**TOPIC 2**: Nafy and her Grandfather Moussa are discussing the way young people dress today. Grandfather finds it difficult to understand but Nafy thinks that it’s just fashion and evolution. Write down their conversation.

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**TEXT 5**

………………………………………..

Mandela’s early formative years were in the rural hills of his birthplace Mvezo and subsequently at Qunu, where he is now buried and rests. It was amongst those hills, tending cattle, that Mandela honed his skills. The boys would engage in the traditional sport of stick fighting during the long hours. ***These*** were contests of strength, stamina, dexterity and tactical acumen. In the fields, Mandela absorbed the value of humanism. He recalls: “I learned that to humiliate another person is to make him suffer an unnecessarily cruel fate. Even as a boy, I defeated my opponents without dishonouring them.”

Such attitude served him well. Perhaps the finest illustration of the value of his African upbringing was during his presidency. In 1995, he invited Percy Yutar (1911 – 2002) for lunch. Yutar was the man who prosecuted him in the infamous Rivonia Trial of 1963. It was that trial that sent Mandela to prison for 27years.

As an Armenian Jew, Yutar had himself suffered anti-semitism and relative oppression at hands of the powers that be – the Afrikaners. For that reason, he remained for a while junior state prosecutor and was forbidden from joining the Attorney General’s Office in Cape Town. Now as deputy attorney general of the Transvaal province, he was eager to please his bosses at Palace of Justice in Pretoria. And indeed, in cross-examination and treatment of the defendants, he was relentlessly mean.

Mandela was convicted. Yutar insisted on the death penalty. Mandela declared that he was prepared to die for the ideal of equality and non-racialism. ***It*** was not to be. Judge President Quatrus De Wet (1899 – 1980), found a technicality to deviate from the recommended sentence of death.

Some say he did not want to make Mandela a martyr. But the judge knew that Mandela did not deserve to die. He sentenced him to life imprisonment. The loophole was that Mandela had been charged with sabotage instead of high treason. The imponderable remains: what would have happened to Mandela and his legacy if he had been hanged?

**New African, January 2014**

1. **READING COMPREHENSION**
2. **Choose the most suitable title for the text:**
3. **The most suitable title is** ……………..
4. Mandela’s sad life.
5. What history would have been.
6. Mandela’s struggle for better life.
7. **Complete this passage with words from paragraph 1.**

Those early years of his life had been so **(2.)**……………………………….. in moulding Mandela’s personality; from his experience he discovered that it wasn’t worth **(3.)**………………………… his opponents once he had **(4.)** ……………………….. them. He didn’t want to **(5.)** …………………… them.

1. **Vocabulary in context: Find the equivalent of these words in the text.**

**6.** Taking care of (in paragraph 1) = ……………………………………………………………

**7.** Sharpened (in paragraph 1) = .……………………………………………………………….

**8.** Nasty (in paragraph 3) = .…………………………………………………………………….

1. **Say whether these sentences are true or false and quote the text to justify your answers.**

**9.** Mandela was born in a city in South Africa.

T/F …………………………………………………………………………………………………..

**10.** Mandela’s personality had been shaped while herding with mates.

T/F …………………………………………………………………………………………………..

**11.** In 1995 Mandela was vindictive with Percy Yutar.

T/F …………………………………………………………………………………………………..

1. **Indicate two (2) reasons why Mandela escaped death penalty in 1963.**

**12.**  …………………………………………………………………………………………………..

**13.**  …………………………………………………………………………………………………..

1. **What or who do the following words refer to in the text?**

**14.** (line 4: ***These*** were contests…) ***these***: refers to ……………………………………………..

**15.**  (line 19: ***It*** was not to be.) ***It***: refers to ………………………………………………………

1. **COMMUNICATIVE COMPETENCE**
2. **Dialog Completion: Baye Zale and Khady are discussing the history of Mandela. Complete their dialog meaningfully:**

**16. Baye Zale:** Mandela was a great fighter. He never stopped fighting for equality and

non-racialism, ………………………………..?

**17. Khady**:He was a very courageous and ambitious man indeed. He spent all his life

……………….………. for justice and equality. That’s why he was sent to prison.

**18. Baye Zale:** …………………………… did he stay in prison?

**Khady:** He spent twenty seven (27) years there. That’s incredible!

1. **Link the sentences in section A with the right connectors in B and then to their ending in C:**

|  |  |  |
| --- | --- | --- |
| **Section A** | **Section B** | **Section C** |
| **19.** Freedom fighters are given much importance | **since** | their courage, ambition and efforts. |
| **20.** Mandela didn’t like inequality and racialism; | **therefore** | they are often praised. |
| **21.** Some leaders tend to suffer a lot before they reach their goals | **that’s why** | He was fighting against them. |
| **22.** That hero kept on pursuing his goal | **though** | they made him suffer a lot. |
|  | **despite** |  |

**19.** ……………………………………………………………………………………………………

**20.** …………………………………………………………………………………………………..

**21.** ……………………………………………………………………………………………………

**22.** …………………………………………………………………………………………………...

1. **Complete this paragraph by putting the words in brackets in their right forms:**

Mandela’s **(23.) (commit)** ……………………….to honour was really appreciated by all throughout the world. But he had suffered a lot in his life due to this attitude. He was **(24.) (prison)** …………………….. for a long time and despite this he was very courageous and **(25.) (optimism)** ………………………… to achieve his goal before his death.

1. **Match the sentences in column A to the notions in column B:**

|  |  |
| --- | --- |
| **A (sentences)** | **B (notions)** |
| **26.** If Mandela had been sentenced to death, he would have been a martyr. | **a-** Contrast |
| **27.** Mandela resisted bravely so as to free his people. | **b-** Wish |
| **28.** However hard Mandela’s life was, he finally achieved his goals. | **c-** Regret |
| **29.** It’s a pity that Mandela was put in jail for 27 years. | **d-** Purpose |
|  | **e-** Condition |

1. **WRITING: Choose to deal with one of these topics around 20 lines.**

**Topic 1:** “I learned that to humiliate another person is to make him suffer an unnecessarily cruel fate”. What do you think about this statement by Mandela? How far do you agree with him? Give examples to reinforce your point of view.

**Topic 2:** Describe and talk about a hero or a heroine you know or heard about. What special things did s/he do to serve as a model?

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