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2ND BACCALAUREATE • ENGLISH

National Exam

Revision Booklet

Ticket to English 2 — 10 Units

Vocabulary • Grammar • Functions • Writing • Quick Practice

*A simple, clear, exam-focused summary of every unit —
with Arabic translations for every vocabulary item,
and a short practice exercise with answer key for every unit.*

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How to Use This Booklet

This booklet covers the 10 units of the 2nd Baccalaureate English syllabus. Each unit has the same structure: Vocabulary, Grammar, Functions, Writing, and Quick Exam Tips.

- Study one unit at a time. Don't try to learn everything in one day.
- Start with the VOCABULARY. Cover the Arabic column, look at the English, and test yourself.
- Read the GRAMMAR section twice. Then try to make 3 sentences of your own.
- Memorise 3–4 expressions from the FUNCTIONS table — they will help you in speaking and writing.
- Study the WRITING SAMPLE carefully. Notice the structure and the linkers (in bold).
- Read the QUICK EXAM TIPS at the end. They tell you exactly what the exam tests.

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The Gifts of Youth

This unit talks about young people: their qualities (such as ambition, creativity, and energy), their problems (such as peer pressure and the conflict with adults), and how they can become responsible adults. You will learn how to give your opinion, use the gerund and the infinitive, and write a short opinion paragraph.

Vocabulary

Learn these words. They are the most useful for the national exam (reading, writing, and language sections).

English Word	Simple Meaning	الترجمة العربية
youth	the time when you are young	الشباب
adult	a fully grown person	البالغ / الراشد
generation	people born around the same time	الجيل
adolescent / teenager	a young person 13–19 years old	المراهق
ambition / ambitious	a strong wish to succeed / having ambition	الطموح / طموح
talent / talented	a natural skill / having a natural skill	الموهبة / موهوب
creativity / creative	the ability to make new ideas / good at it	الإبداع / مبدع
energy / energetic	the strength to do things / full of energy	الطاقة / نشيط
enthusiasm / enthusiastic	strong interest / showing strong interest	الحماس / متحمس
curiosity / curious	the wish to know / wanting to know	الفضول / فضولي
confidence / self-confident	belief in yourself / sure of yourself	الثقة / واثق من نفسه
responsibility / responsible	the duty / trusted to do right	المسؤولية / مسؤول
independence / independent	freedom / not needing help	الاستقلال / مستقل
maturity / mature	the state of being grown-up	النضج / ناضج
immature	not grown-up in behaviour	غير ناضج
rebellious	refusing to obey rules	متمرد
obedient / disobedient	doing / not doing what is asked	مطيع / عاص
tolerant / intolerant	accepting / not accepting others	متسامح / غير متسامح
open-minded	ready to accept new ideas	متفتح الذهن
narrow-minded	not ready to accept new ideas	ضيق الأفق
thoughtful / thoughtless	thinking about others / not thinking	مراع / طائش
peer pressure	push from friends to act like them	مَغْط الأقران
role model	a person you look up to	قُدوة
dream / aim / goal	what you wish to reach in life	حلم / هدف
achieve / achievement	to reach / something reached	بُحِق / إنجاز
succeed / success / successful	to do well	يَنجَح / النجاح / ناجح
fail / failure	to not succeed	يَفْشَل / الفشل
youth club	a place where young people meet	نادي الشباب
volunteer	a person who works without pay	مُتَطَوِّع

English Word	Simple Meaning	الترجمة العربية
leisure	free time	وقت الفراغ

Word formation (very important for the exam)

In the exam you are often asked to change a word from one form to another. Learn these patterns:

Noun → Adjective: ambition → ambitious, creativity → creative, energy → energetic, responsibility → responsible

Adjective → Noun: mature → maturity, confident → confidence, independent → independence

Verb → Noun: achieve → achievement, succeed → success, fail → failure

Adjective → Adverb: quick → quickly, careful → carefully, easy → easily

Negative prefixes: tolerant → intolerant, mature → immature, responsible → irresponsible, obedient → disobedient

Grammar: Gerund and Infinitive

The gerund is the -ing form (reading, playing). The infinitive is to + verb (to read, to play). The rule depends on the verb that comes BEFORE.

The main rules

Rule	Explanation / Examples
Verb + gerund (-ing)	enjoy, avoid, finish, mind, suggest, practise, keep, miss, deny, admit, imagine, risk, can't help, can't stand, give up
Verb + to + infinitive	want, decide, hope, plan, promise, agree, refuse, learn, manage, offer, choose, expect, fail, seem, afford, pretend
Verb + gerund OR infinitive (same meaning)	begin, start, continue, like, love, hate, prefer
After prepositions → gerund	good at, interested in, afraid of, tired of, instead of, before, after, without
After modals → bare infinitive	can, could, will, would, may, might, must, should, shall

Quick examples

- ✓ I enjoy reading books. (enjoy + -ing)
- ✓ She decided to study medicine. (decide + to)
- ✓ They are good at playing football. (preposition + -ing)
- ✓ You must respect your parents. (modal + bare infinitive)

- ✗ I enjoy to read. → I enjoy reading.
- ✗ She decided studying. → She decided to study.

Special verbs: meaning changes with -ing or to

remember + -ing = a memory of the past / remember + to = not to forget

forget + -ing = a memory of the past / forget + to = not do something you should

stop + -ing = end an activity / stop + to = stop in order to do something

try + -ing = experiment / try + to = make an effort

Functions: Expressing Opinion

This is one of the most tested functions in the exam. You must be able to ASK for an opinion, GIVE your opinion, AGREE, and DISAGREE.

Function	Useful Expressions
Asking for opinion	What do you think of ...? / How do you feel about ...? / What's your opinion on ...? / Do you agree that ...?
Giving opinion	In my opinion, ... / I think (that) ... / I believe (that) ... / From my point of view, ... / As far as I am concerned, ...
Strong opinion	I strongly believe that ... / I am sure that ... / There is no doubt that ...
Agreeing	I agree with you. / That's true. / You are absolutely right. / Exactly. / I couldn't agree more.
Disagreeing (polite)	I am afraid I disagree. / I don't really think so. / I see your point, but ... / I'm not sure I agree.
Disagreeing (strong)	I totally disagree. / That's not true. / I don't think that's right.

Example dialogue

A: What do you think of social media for young people?

B: In my opinion, social media is useful because it helps young people learn and stay in touch with friends. What about you?

A: I see your point, but I think it wastes too much time. I strongly believe that young people should read more books.

B: You are absolutely right. We need to find a balance.

Writing: Opinion Paragraph (about 80–100 words)

The plan

1. Topic sentence — say your opinion clearly.
2. Reason 1 — give one reason + an example.
3. Reason 2 — give a second reason + an example.
4. Conclusion — repeat your opinion in different words.

Useful linkers

To add ideas: also, in addition, moreover, furthermore

To give examples: for example, for instance, such as

To show reasons: because, since, as, due to

To contrast: but, however, on the other hand, although

To conclude: in conclusion, to sum up, all in all, finally

Writing sample

Topic: "Young people today have more opportunities than their parents had." Do you agree?

In my opinion, young people today have many more opportunities than their parents had. First of all, modern technology has opened new doors. For example, the Internet allows young people to learn any subject for free and to study at top universities online. Moreover, young people today can travel, work, and connect with the world more easily than before. However, they also face new problems, such as peer pressure on social media and high competition for jobs. In conclusion, I strongly believe that the youth of today are lucky, but they must use their opportunities wisely.

(About 100 words. Notice the linkers: First of all, For example, Moreover, However, In conclusion.)

Quick Exam Tips

- Learn the noun ↔ adjective pairs (ambition / ambitious) — they always appear in the language section.
- When you see a verb, ask yourself: does it take -ing or to?
- In writing, always use at least 3 linkers (For example, Moreover, In conclusion).
- Begin your opinion with: "In my opinion, ..." or "I strongly believe that ...". Avoid weak openings.

- Keep your paragraph short and clear: one idea per sentence.

Quick Practice — Try It Yourself

1. Complete with the correct word form: She is very _____ (ambition) about her future career.
2. Complete with the correct word form: His _____ (irresponsible) worried his parents.
3. Complete with the correct word form: Losing the match taught her a lot about _____ (mature).
4. Choose the correct form: I enjoy _____ (read) before bed.
5. Choose the correct form: She decided _____ (study) medicine next year.
6. Choose the correct form: They are good at _____ (play) football.
7. Write a short exchange (2-3 lines) giving your opinion on "social media for teenagers", using at least one opinion expression from this unit.

Answer Key

1. ambitious 2. irresponsibility 3. maturity 4. reading 5. to study 6. playing 7. Student's own answer — check for a correct opinion expression (e.g. "In my opinion, ...").

Humour

This unit is about humour, jokes, comedy, and how laughter affects our health and relationships. You will learn vocabulary about feelings and humour, how to make polite requests and ask for clarification, and how to use modals of deduction in the past (must have, might have, can't have).

Vocabulary

Learn these words. They are the most useful for the national exam (reading, writing, and language sections).

English Word	Simple Meaning	الترجمة العربية
humour / humorous	the quality of being funny / funny	روح الفكاهة / فكاهي
joke	a short funny story	نكتة
laugh / laughter	to express joy with sound / the sound of laughing	يَضْحَكُ / المَضْحَكُ
smile	a happy expression on the face	ابتسامة
giggle	to laugh softly	يَضْحَكُ بخفوت
comedy / comedian	funny show / a person who makes jokes	كوميديا / كوميدي
sitcom	a funny TV series	مسلسل كوميدي قصير
sketch	a short funny scene	مشهد كوميدي قصير
sense of humour	the ability to enjoy funny things	حس الفكاهة
amusing / amused	funny / feeling pleasure	مُسْلٍ / مُسْتَمِيع
entertaining	interesting and fun	مُمتِع
hilarious	extremely funny	مُضحك جدًا
ridiculous	very silly	سَخِيف
serious	not funny; thinking deeply	جَاد
boring	not interesting	مُمل
sad / sadness	unhappy / unhappiness	حزين / الحزن
happy / happiness	feeling joy / the feeling of joy	سعيد / السعادة
angry / anger	feeling upset / strong displeasure	غاضب / الغضب
fear / afraid	the feeling of danger / scared	الخوف / خائف
surprise / surprised	an unexpected event / feeling surprise	مُفاجأة / مُتفاجئ
depression / depressed	deep sadness / very sad	اكتئاب / مكتئب
loneliness / lonely	the state of being alone / alone and sad	الوحدة / وحيد
frustration / frustrated	a feeling of being blocked	إحباط / مُحبط
pun	a joke based on word meanings	تورية
irony	saying the opposite for humour	السخرية
sarcasm / sarcastic	bitter humour / using sarcasm	تهكم / مُتهكم
audience	people who watch a show	الجمهور
stage	the place where actors perform	المسرح
mood	the way you feel at a moment	المزاج

English Word	Simple Meaning	الترجمة العربية
mock	to make fun of someone	يَسْخَرُ مِنْ

Word formation (very important for the exam)

In the exam you are often asked to change a word from one form to another. Learn these patterns:

Noun → Adjective: humour → humorous, laughter → laughable, depression → depressed, sarcasm → sarcastic

Adjective → Noun: happy → happiness, sad → sadness, angry → anger, lonely → loneliness

Verb → Noun: laugh → laughter, amuse → amusement, entertain → entertainment

Common pairs: humorous / serious, funny / boring, happy / sad, amused / bored

Grammar: Modals of Deduction in the Past

We use modals + have + past participle to make guesses (deductions) about the past — when we don't know exactly what happened.

The main rules

Rule	Explanation / Examples
must have + V3	I am sure it happened — strong positive guess.
might have + V3 / may have + V3 / could have + V3	It is possible — weak positive guess.
can't have + V3 / couldn't have + V3	I am sure it did NOT happen — strong negative guess.
should have + V3	It was a good idea but it didn't happen (regret/advice).
shouldn't have + V3	It was a bad idea and it happened (criticism).
needn't have + V3	It was not necessary, but it happened anyway.

Quick examples

- ✓ The ground is wet. It must have rained last night. (I'm sure)
- ✓ She didn't answer. She might have been asleep. (maybe)
- ✓ He can't have stolen the money — he was with me! (impossible)
- ✓ You should have studied more for the exam. (advice/regret)
- ✗ It must rained. → It must have rained.
- ✗ He can't has come. → He can't have come.

Quick rule to remember

Sure it happened → must have

Maybe it happened → might / may / could have

Sure it did NOT happen → can't / couldn't have

Always followed by HAVE + past participle (V3) — never "has" or "had".

Functions: Requests and Asking for Clarification

You will be tested on polite ways to ASK someone to do something, and to ask them to REPEAT or EXPLAIN when you don't understand.

Function	Useful Expressions
Polite request	Could you ..., please? / Would you mind + -ing? / Can you ..., please? / I was wondering if you could ...

Function	Useful Expressions
Accepting a request	Sure. / Of course. / No problem. / Certainly. / I'd be happy to.
Refusing politely	I'm sorry, I can't. / I'm afraid I'm busy. / I'd love to, but ...
Asking for clarification	Sorry? / Pardon? / Could you repeat that, please? / What do you mean by ...? / I didn't quite catch that.
Asking to explain	Could you explain that, please? / What does ... mean? / I'm not sure I follow you.
Checking understanding	Do you mean (that) ...? / So you're saying ...? / If I understand you correctly, ...

Example dialogue

A: *Could you help me with my homework, please?*

B: *Sure. What's the problem?*

A: *I don't understand this exercise on modals.*

B: *What do you mean exactly?*

A: *I'm not sure when to use "must have" and "might have".*

B: *I see. Use "must have" when you are sure, and "might have" when it's just possible.*

Writing: Short Story / Funny Incident (about 100 words)

The plan

1. Setting — when and where did it happen?
2. Characters — who was there?
3. Event — what happened? Use past tenses.
4. Reaction / End — how did it end? Why was it funny?

Useful linkers

Time: first, then, after that, suddenly, finally, in the end

Adding details: also, and, what's more

Reactions: luckily, unfortunately, surprisingly

Past tenses to use: simple past (he laughed), past continuous (she was eating), past perfect (he had finished)

Writing sample

Topic: Tell a short, funny story about something that happened to you or to someone you know.

Last summer, my little brother decided to surprise our father on his birthday. He woke up early and tried to prepare breakfast in bed. While he was cooking eggs, he forgot the pan on the fire and ran to the garden to pick flowers. Suddenly, smoke filled the kitchen, and the fire alarm started ringing. My father rushed downstairs, half-asleep, and shouted, "What is happening?" When he saw my brother holding flowers and a burnt pan, he could not stop laughing. In the end, we all had cereal for breakfast — and a story to remember.

(About 110 words. Notice the use of past simple, past continuous, time linkers, and a clear funny ending.)

Quick Exam Tips

- Modals of deduction always follow this pattern: modal + HAVE + past participle (V3).
- Learn the noun/adjective pairs for feelings: happiness/happy, sadness/sad, anger/angry, fear/afraid.
- In requests, "Would you mind + -ing" is followed by -ing, not "to": Would you mind opening the door?
- In a story, use past simple for the main events and past continuous for the background.
- Don't translate jokes literally from Arabic — they often don't work in English.

Quick Practice — Try It Yourself

1. Complete with the correct word form: Her jokes are always so _____ (humour).
2. Complete with the correct word form: The whole class burst into _____ (laugh).
3. Complete with the correct word form: He felt _____ (amuse) by the comedian's story.
4. Rewrite using a modal of deduction: I'm sure it rained last night. → It _____ rained last night.
5. Rewrite using a modal of deduction: Maybe she was asleep. → She _____ been asleep.
6. Rewrite using a modal of deduction: I'm sure he didn't steal it — he was with me. → He _____ stolen it.
7. Write a short exchange (2-3 lines) making a polite request and asking for clarification, using expressions from this unit.

Answer Key

1. humorous 2. laughter 3. amused 4. must have 5. might have 6. can't have 7. Student's own answer — check for a polite request expression and a clarification expression.

Education

This unit is about three types of education: formal (school and university), non-formal (training centres, workshops), and informal (learning from family and life). You will learn the passive voice, how to express purpose (why we do things), and how to write about education problems and solutions.

Vocabulary

Learn these words. They are the most useful for the national exam (reading, writing, and language sections).

English Word	Simple Meaning	الترجمة العربية
education	the process of learning	التَّعْلِيم
formal education	official learning at school or university	التعليم النظامي
non-formal education	organised learning outside school	التعليم غير النظامي
informal education	learning from daily life and family	التعليم غير الرسمي
literacy / illiteracy	ability / inability to read and write	محو الأمية / الأمية
literate / illiterate	able / unable to read and write	مُتَعَلِّم / أُمِّي
school / schooling	a place to learn / the time at school	مَدْرَسَة / التَّمْدِير
primary / secondary school	early / later school years	المدرسة الابتدائية / الثانوية
university	a higher learning institution	الجامعة
pupil / student	a learner at school / at university	تلميذ / طالب
teacher / instructor	a person who teaches	مُعَلِّم / مُدَرِّس
professor	a teacher at university	أستاذ جامعي
headmaster / principal	the head of a school	مُدير المدرسة
subject	a topic studied at school (e.g. maths)	مادة دراسية
curriculum / syllabus	the list of subjects studied	المنهج / المقرر
lesson / lecture	what you learn in one session	درس / محاضرة
course	a series of lessons on a subject	دورة
degree / diploma / certificate	a paper proving you finished study	شهادة
scholarship	money given to help a student study	منحة دراسية
enrol / register	to put your name on a school list	يُسَجِّل
attend	to be present at a class	يَحْضُر
drop out / dropout	to leave school early	يَنْقَطِع / مُنْقَطِع عن الدراسة
graduate / graduation	to finish university / the ceremony	يَنْتَخِج / التَّخْرِج
pass / fail an exam	to succeed / not succeed in a test	يَنْجَح / يَفْشَل في امتحان
distance learning	studying from home using internet	التعلُّم عن بُعد
lifelong learning	learning throughout your life	التعلُّم مدى الحياة
skill / skilled	an ability / having skills	مَهارة / ماهر
knowledge	what you know	المعرفة
compulsory / optional	must do / can choose	إلزامي / اختياري

English Word	Simple Meaning	الترجمة العربية
tuition fees	money paid for studying	رسوم الدراسة

Word formation (very important for the exam)

In the exam you are often asked to change a word from one form to another. Learn these patterns:

Noun → Adjective: education → educational, knowledge → knowledgeable, skill → skilful/skilled

Verb → Noun: educate → education, graduate → graduation, register → registration

Negative prefixes: literate → illiterate, skilled → unskilled, formal → informal

Common pairs: literate/illiterate, formal/informal, compulsory/optional, pass/fail

Grammar: The Passive Voice

We use the passive voice when the action is more important than the person who did it, or when we don't know who did it.
Form: subject + be (in the right tense) + past participle (V3).

The main rules

Rule	Explanation / Examples
Present simple	Active: They build schools. → Passive: Schools are built.
Past simple	Active: They built the school in 1990. → Passive: The school was built in 1990.
Present continuous	Active: They are building a school. → Passive: A school is being built.
Present perfect	Active: They have built a school. → Passive: A school has been built.
Future / will	Active: They will build a school. → Passive: A school will be built.
Modals	Active: They must build a school. → Passive: A school must be built.

Quick examples

- ✓ English is taught in all Moroccan schools. (present simple passive)
- ✓ The exam was passed by 80% of students. (past simple passive)
- ✓ A new university will be opened next year. (future passive)
- ✓ Education should be free for everyone. (modal passive)
- ✗ Schools are build everywhere. → Schools are built everywhere.
- ✗ The lesson was teach yesterday. → The lesson was taught yesterday.

When to use the passive

When the doer is unknown: My bike was stolen.

When the doer is obvious: The thief was arrested. (by the police — obvious)

When the action is more important than the doer: English is spoken here.

Use "by" to mention the doer if important: The book was written by Ahmed.

Functions: Expressing Purpose

We express purpose to answer the question "Why?" — to explain the goal or reason of an action.

Function	Useful Expressions
to + infinitive	I study English to find a good job.
in order to + infinitive	She came early in order to help her friends.

Function	Useful Expressions
so as to + infinitive	He spoke loudly so as to be heard.
so that + clause (with can/could/will/would)	I study hard so that I can pass the exam.
for + noun / -ing	I went to the library for some books. / for studying.
Negative purpose	in order not to / so as not to / so that ... won't: He left early so as not to be late.

Example dialogue

A: Why are you learning French?

B: I'm learning French in order to study in France next year.

A: Good idea! And why are you taking extra classes?

B: I'm taking them so that I can improve my level quickly.

A: I see. I am also studying hard to get a scholarship.

Writing: Cause and Effect / Problem-Solution Paragraph (100–120 words)

The plan

1. Introduce the problem clearly.
2. Give the main causes (Why does this problem happen?).
3. Give the effects (What are the results?).
4. Suggest one or two solutions.

Useful linkers

Causes: because, since, as, due to, owing to

Effects: so, therefore, as a result, consequently, that is why

Solutions: should, must, ought to, it is necessary to

Sequence: first, second, finally, in conclusion

Writing sample

Topic: School dropout is a big problem in some countries. What are its causes and what can we do to stop it?

School dropout is a serious problem in many countries, especially in rural areas. There are several causes for this. First, many families are poor and cannot afford school materials, so children are forced to work. Second, some schools are far from villages, which makes it difficult for students to attend. As a result, many young people grow up without an education and have low chances in life. To solve this problem, the government should build more schools in remote areas and give scholarships to poor families. In addition, parents must be informed about the importance of education. Only then can we reduce dropout rates.

(About 120 words. Notice the structure: problem → causes → effects → solutions, with strong linkers.)

Quick Exam Tips

- To form the passive: be + V3. Practice with all tenses (am/is/are + V3, was/were + V3, has been + V3, will be + V3).
- Learn the 3 verb forms of common verbs (irregular verbs): teach/taught/taught, write/wrote/written, build/built/built.
- "in order to" and "so as to" are followed by an infinitive (to + verb).
- "so that" is followed by a clause with can / could / will / would.
- Don't use "for" + infinitive: ❌ I came for to study → ✅ I came to study / for studying.

🎯 Quick Practice — Try It Yourself

1. Complete with the correct word form: A person who cannot read or write is _____ (literate).

2. Complete with the correct word form: This course is _____ (education) and useful.
3. Complete with the correct word form: Attendance is _____ (optional) — it's required.
4. Rewrite in the passive: They teach English in all schools. → English _____ in all schools.
5. Rewrite in the passive: They built a new university last year. → A new university _____ last year.
6. Rewrite in the passive: They should give free books to poor students. → Free books _____ to poor students.
7. Write 2 sentences about the causes of school dropout, using one linker of cause (because, since, due to).

 Answer Key

1. illiterate 2. educational 3. compulsory 4. is taught 5. was built 6. should be given 7. Student's own answer — check for a correct cause linker.

Sustainable Development

This unit is about sustainable development — how we can meet our needs today without destroying the planet for future generations. Topics include renewable energy, pollution, deforestation, and projects in Morocco such as Noor solar plant. You will learn the future perfect tense, cause-and-effect language, and how to write a formal letter or essay.

Vocabulary

Learn these words. They are the most useful for the national exam (reading, writing, and language sections).

English Word	Simple Meaning	الترجمة العربية
sustainable / sustainability	able to last for a long time	مستدام / الاستدامة
development	growth or improvement	التنمية
environment	the natural world around us	البيئة
pollution / pollute / polluted	dirt in air, water, soil	التلوث / يلوث / ملوث
climate change	changes in earth's weather over time	تغير المناخ
global warming	the rise of earth's temperature	الاحتباس الحراري
greenhouse gases	gases that warm the planet	غازات الاحتباس الحراري
carbon emissions	carbon released into the air	انبعاثات الكربون
renewable energy	energy from natural sources (sun, wind)	الطاقة المتجددة
non-renewable	energy that will run out (oil, gas)	غير متجددة
solar / wind / hydroelectric	from sun / wind / water	شمسي / ريحي / مائي
fossil fuels	coal, oil, and gas	الوقود الأحفوري
natural resources	things from nature we use	الموارد الطبيعية
deforestation	cutting down forests	إزالة الغابات
desertification	land becoming desert	التصحّر
drought	long period without rain	الجفاف
flood	too much water covering the land	الفيضان
biodiversity	the variety of living things	التنوع البيولوجي
endangered species	animals or plants in danger of dying out	الأنواع المهددة بالانقراض
extinction	no more of a species left	الانقراض
preserve / preservation	to keep something safe	يحافظ / الحفاظ
protect / protection	to keep from harm	يحمي / الحماية
conserve / conservation	to use carefully without waste	يصون / الصون
recycle / recycling	to use materials again	يعيد التدوير
reuse / reduce	use again / use less	يعيد الاستخدام / يقلل
waste	things thrown away	النفايات
awareness	knowing about something important	الوعي
future generations	the people who will come after us	الأجيال القادمة
ecosystem	living things and their environment together	النظام البيئي

English Word	Simple Meaning	الترجمة العربية
NGO (non-governmental organisation)	a group not run by government	منظمة غير حكومية

Word formation (very important for the exam)

In the exam you are often asked to change a word from one form to another. Learn these patterns:

Noun → Adjective: environment → environmental, sustainability → sustainable, pollution → polluted

Verb → Noun: develop → development, pollute → pollution, recycle → recycling, conserve → conservation

Adjective → Noun: aware → awareness, dependent → dependence

Negative prefixes: renewable → non-renewable, sustainable → unsustainable

Grammar: The Future Perfect Tense

We use the future perfect to talk about an action that will be FINISHED before a specific time in the future. Form: will + have + past participle (V3).

The main rules

Rule	Explanation / Examples
Affirmative	Subject + will + have + V3: By 2030, Morocco will have built many solar plants.
Negative	Subject + will + not + have + V3: By 2030, we won't have solved climate change.
Question	Will + subject + have + V3? Will you have finished your studies by 2026?
Time markers	by + time (by 2030, by next year, by then), before + time, in + period (in 10 years)

Quick examples

✓ By the end of this year, scientists will have discovered new solutions.

✓ In 20 years, many species will have disappeared if we don't act.

✓ By the time you arrive, I will have finished my homework.

✓ She won't have graduated by 2027 because she started late.

✗ By 2030 I will finish my studies. → By 2030 I will have finished my studies.

✗ Will you have finish? → Will you have finished?

Future perfect vs. simple future

Simple future (will + V): a future action with no time limit: I will study tomorrow.

Future perfect (will have + V3): an action FINISHED before a future time: By tomorrow, I will have studied 5 chapters.

Always use "by" + future time with future perfect.

Remember: never use "will" inside time clauses with "by the time / when": By the time he arrives (not "will arrive"), I will have left.

Functions: Expressing Cause and Effect

We use cause-and-effect language to explain WHY something happens (cause) and WHAT happens because of it (effect). Essential for the writing section.

Function	Useful Expressions
To show cause	because / since / as / due to / owing to / because of

Function	Useful Expressions
To show effect / result	so / therefore / as a result / consequently / that is why / thus
Noun connectors (cause)	due to + noun: Due to pollution, many fish die. / because of + noun
Verb connectors (cause)	because + clause: Many fish die because the water is polluted.
"Lead to / cause / result in"	Pollution leads to / causes / results in many diseases.
"Result from"	Many diseases result from pollution. (effect first, cause second)

Example dialogue

A: Why is global warming a serious problem?

B: It is serious because greenhouse gases trap heat in the atmosphere.

A: And what are the results?

B: As a result, ice melts at the poles, sea levels rise, and many species are in danger.

A: So we must reduce our use of fossil fuels.

B: Exactly. Renewable energy is the solution.

Writing: Formal Letter or Essay (120–150 words)

The plan

1. Introduction — name the topic and your position.
2. Body 1 — main causes / problems with examples.
3. Body 2 — main effects or solutions.
4. Conclusion — summarise and give a final recommendation.

Useful linkers

Introducing: nowadays, in recent years, one of the biggest issues

Adding causes: first of all, secondly, in addition, moreover

Showing effects: as a result, consequently, therefore

Concluding: in conclusion, to sum up, all in all, finally

Writing sample

Topic: Pollution is destroying our planet. Write an article for the school magazine about its causes, effects, and solutions.

Nowadays, pollution has become one of the biggest threats to our planet. There are many causes behind this problem. First of all, factories release harmful gases into the air. Secondly, people throw plastic waste into rivers and oceans because they are not aware of the danger. As a result, the air quality has dropped, many species are dying, and serious diseases are increasing among people. To face this problem, governments must invest in renewable energy such as solar and wind power. In addition, schools should teach young people about recycling and protecting the environment. In conclusion, if we all act today, we will have saved our planet for future generations.

(About 130 words. Notice the clear structure: causes → effects → solutions, and the use of future perfect at the end.)

Quick Exam Tips

- Future perfect = will + have + V3. Always with "by" + a future time.
- Learn the difference: due to / because of + NOUN vs. because / since + CLAUSE.
- "As a result" comes at the start of a sentence, followed by a comma.
- Vocabulary about environment is gold for the exam — learn the verb/noun/adjective for each topic.
- When writing about solutions, use modals: should, must, ought to, need to.

Quick Practice — Try It Yourself

1. Complete with the correct word form: Factories cause a lot of _____ (pollute) in big cities.

2. Complete with the correct word form: Solar and wind are examples of _____ (renew) energy.
3. Complete with the correct word form: _____ (sustainable) is essential for future generations.
4. Complete with the future perfect: By 2030, scientists _____ (find) new solutions to climate change.
5. Complete with the future perfect: By next year, the government _____ (build) three new solar plants.
6. Complete with the future perfect: By the time she graduates, she _____ (study) renewable energy for four years.
7. Write 2 sentences explaining one cause and one effect of global warming, using a linker of effect (so, as a result, consequently).

 Answer Key

1. pollution 2. renewable 3. Sustainability 4. will have found 5. will have built 6. will have studied 7. Student's own answer — check for a correct effect linker.

Women and Power

This unit is about women, their rights, and their roles in society. It covers gender equality, women's empowerment, and famous women in Morocco and the world. You will review the passive voice in a new context, learn connectors of addition and concession, and practise giving balanced opinions.

Vocabulary

Learn these words. They are the most useful for the national exam (reading, writing, and language sections).

English Word	Simple Meaning	الترجمة العربية
gender	the state of being male or female	النوع / الجنس
equality / equal	the state of being the same in rights	المساواة / متساو
inequality	lack of equality	عدم المساواة
right(s)	what a person is allowed to have/do	الحقوق
duty / responsibility	what a person must do	الواجب / المسؤولية
empower / empowerment	to give power / the act of giving power	يُمكِّن / التمكن
emancipation / emancipate	freedom from control / to free	التحرير / يُحرِّر
feminism / feminist	movement for women's rights / a supporter	النسوية / نسوي
discrimination / discriminate	unfair treatment / to treat unfairly	التمييز / يُميِّز
stereotype	a fixed false image of a group	الصورة النمطية
prejudice	an unfair opinion before knowing	التحامل
violence / violent	harmful actions / using force to hurt	العنف / عنيف
abuse	bad treatment of someone	الإساءة
polygamy / monogamy	many wives / one wife	تعدد الزوجات / الزواج الأحادي
divorce / divorced	the legal end of marriage	الطلاق / مُطلِّق
custody	the legal right to keep children	الحضانة
family code (Moudawana)	the law about family in Morocco	مدونة الأسرة
literacy / illiteracy	ability to read / inability to read	محو الأمية / الأمية
leader / leadership	a person who leads / the act of leading	قائد / القيادة
politician / politics	a person in politics / public affairs	سياسي / السياسة
parliament / minister	law-making body / member of government	البرلمان / الوزير
entrepreneur	a person who starts a business	رائد أعمال
career	a job you do for a long time	المسيرة المهنية
workforce	all the people who work	القوى العاملة
maternity leave	time off work after having a baby	إجازة الأمومة
housewife / homemaker	a woman who works at home	ربة منزل
role model	a person others look up to	قُدوة
achievement	something you succeed in doing	إنجاز
self-confident / self-reliant	trusting yourself / independent	واثق بنفسه / مُعتمد على نفسه

English Word	Simple Meaning	الترجمة العربية
respect / disrespect	to honour / not to honour	الاحترام / عدم الاحترام

Word formation (very important for the exam)

In the exam you are often asked to change a word from one form to another. Learn these patterns:

Noun → Adjective: equality → equal, violence → violent, leadership → leading

Verb → Noun: empower → empowerment, discriminate → discrimination, achieve → achievement

Negative prefixes: equal → unequal, respect → disrespect, fair → unfair, justice → injustice

Common pairs: equality/inequality, fairness/unfairness, employed/unemployed

Grammar: Connectors of Addition, Contrast, and Concession

Connectors link ideas. Use ADDITION to add similar ideas, CONTRAST to show a difference, and CONCESSION to admit one idea but emphasise another.

The main rules

Rule	Explanation / Examples
Addition	and, also, in addition, moreover, furthermore, what's more, besides
Contrast (between sentences)	however, on the other hand, in contrast, nevertheless
Contrast (between clauses)	but, while, whereas: Men are paid more, while women do the same work.
Concession	although / though / even though + clause: Although she is young, she leads a big company.
Concession (short)	despite / in spite of + noun or -ing: Despite difficulties, she succeeded.
Result	so, therefore, as a result, consequently

Quick examples

✓ Women are equal to men. Moreover, they often do more work at home.

✓ Although she had no money, she opened her own business.

✓ Despite the difficulties, she became a successful doctor.

✓ Men and women must have equal rights; however, inequality still exists.

✗ Despite she was tired, she worked. → Despite being tired / Although she was tired, she worked.

✗ Although of the rain, we went out. → Despite the rain / Although it was raining, we went out.

Important rule: despite/in spite of vs. although

Despite / In spite of + NOUN or -ING: Despite the rain / In spite of being tired.

Although / Even though + CLAUSE (subject + verb): Although it was raining / Even though she was tired.

Never say "Despite of" — wrong! Just "Despite" + noun.

Use "however" between two sentences, with a comma: She is rich. However, she is not happy.

Functions: Agreeing and Disagreeing

When discussing topics like gender, you must show your opinion politely and respect different views.

Function	Useful Expressions
Strong agreement	I totally agree. / I couldn't agree more. / You are absolutely right. / Exactly.
Partial agreement	I agree to some extent. / That's partly true. / You have a point, but ...

Function	Useful Expressions
Polite disagreement	I'm afraid I disagree. / I see your point, but ... / I don't quite agree.
Strong disagreement	I totally disagree. / I don't think that's right. / That's not true at all.
Asking for opinion	What do you think? / What's your view? / How do you feel about ...?
Adding your opinion	Personally, I believe ... / In my opinion, ... / As far as I am concerned, ...

Example dialogue

A: What do you think about women working in politics?

B: Personally, I believe women should have the same rights as men in all fields.

A: I agree to some extent, but some women prefer to stay at home.

B: That's true, but the choice should be theirs, not imposed by society.

A: You're absolutely right. Equality means having the freedom to choose.

Writing: Argumentative Paragraph (120–150 words)

The plan

1. Introduce the topic and state your opinion.
2. Give two strong arguments for your view, with examples.
3. Acknowledge the opposite view briefly (concession).
4. Conclude by reaffirming your position.

Useful linkers

Opinion: in my opinion, I strongly believe, from my point of view

Arguments: firstly, secondly, in addition, moreover

Concession: although, however, on the other hand, despite

Conclusion: in conclusion, to sum up, all things considered

Writing sample

Topic: "Women should have the same job opportunities as men." Do you agree?

In my opinion, women should have exactly the same job opportunities as men. Firstly, women have proved themselves in every field. For example, today we find women as doctors, engineers, pilots, and even prime ministers. Secondly, gender equality benefits the whole economy because it uses all the talents in society, not only half of them. Although some people argue that certain jobs are too hard for women, this idea is based on old stereotypes that have no place in modern life. In Morocco, the Moudawana has already given women more rights, and the results are positive. In conclusion, I strongly believe that equal opportunities are not a favour to women — they are a basic right, and society as a whole becomes stronger when everyone can succeed.

(About 140 words. Notice the use of "Although" for concession and the strong conclusion.)

Quick Exam Tips

- Memorise the difference between despite/in spite of (+noun) and although (+clause).
- Don't confuse "however" (between sentences, with a comma) and "but" (joins two clauses, no comma rule).
- Use balanced language when writing about gender — avoid sounding extreme.
- Include one Moroccan example (Moudawana, women in Parliament) to show local knowledge.
- Concession makes your writing look mature: "Although X, Y." or "X. However, Y."

Quick Practice — Try It Yourself

1. Complete with the correct word form: Treating everyone the same is called _____ (equal).
2. Complete with the correct word form: The programme aims to _____ (empower — verb) young women.

3. Complete with the correct word form: Judging people by a _____ (stereotype) is unfair.
4. Complete with a connector of addition: Women face discrimination at work. _____, they are often paid less. (in addition / moreover)
5. Complete with a connector of contrast: Laws exist to protect women. _____, they are not always respected. (however)
6. Complete with a connector of concession: _____ progress has been made, gender equality is not yet achieved. (although)
7. Write 2 sentences about one right women should have, using one connector from this unit.

 Answer Key

1. equality 2. empower 3. stereotype 4. Moreover / In addition 5. However 6. Although 7. Student's own answer — check for a correct connector.

Cultural Values and Issues

This unit is about culture: traditions, values, identity, and the problems that come from cultural differences (like stereotypes, racism, and culture shock). You will learn phrasal verbs (very common in the exam), the language of complaining and apologising, and how to write a letter expressing a complaint.

Vocabulary

Learn these words. They are the most useful for the national exam (reading, writing, and language sections).

English Word	Simple Meaning	الترجمة العربية
culture / cultural	a way of life of a group of people	الثقافة / ثقافي
values	what a society thinks is important	القيم
tradition / traditional	an old custom passed down	تقليد / تقليدي
custom	a usual way of doing something	عادة
heritage	things from the past we keep	التراث
identity	who you are / your origin	الهوية
belief / believe	what you think is true / to think true	اعتقاد / يعتقد
religion / religious	a faith / connected to faith	الدين / ديني
ethnic / ethnicity	of a particular group	عِرقي / العرقية
language	the words people speak	اللغة
nationality	the country you belong to	الجنسية
diversity / diverse	many different kinds / varied	التنوع / متنوع
multicultural	having many cultures	متعدد الثقافات
tolerance / tolerant	accepting different people	التسامح / متسامح
intolerance / intolerant	not accepting different people	عدم التسامح / متعصب
respect	to think well of someone	الاحترام
stereotype	a fixed wrong idea about a group	الصورة النمطية
prejudice	an unfair opinion before knowing	التحامل
racism / racist	judging people by their race	العنصرية / عنصري
discrimination	unfair treatment of a group	التمييز
xenophobia	fear or hatred of foreigners	كراهية الأجانب
culture shock	shock when meeting a new culture	الصدمة الثقافية
misunderstanding	not understanding correctly	سوء الفهم
conflict	a serious disagreement	الصراع
coexist / coexistence	to live together peacefully	يتعايش / التعايش
adapt / adapt to	to change to fit new things	يتكيف مع
integrate / integration	to join into a group	يندمج / الاندماج
assimilate	to become similar to others	يستوعب
foreigner / native	person from another country / local	أجنبي / محلي

English Word	Simple Meaning	الترجمة العربية
festival / celebration	a special event	مهرجان / احتفال

Word formation (very important for the exam)

In the exam you are often asked to change a word from one form to another. Learn these patterns:

Noun → Adjective: culture → cultural, tradition → traditional, religion → religious

Verb → Noun: respect → respect, tolerate → tolerance, discriminate → discrimination

Negative prefixes: tolerant → intolerant, respect → disrespect, agreement → disagreement

Common pairs: tolerance/intolerance, native/foreign, traditional/modern

Grammar: Phrasal Verbs

A phrasal verb is a verb + a preposition or adverb (like "get up", "look after"). The meaning is often different from the verb alone. They appear often in the exam — learn the most common ones by heart.

The main rules

Rule	Explanation / Examples
Look after = take care of	She looks after her little brother every evening.
Get on with = have a good relationship	I get on well with my classmates.
Put up with = tolerate / accept	I can't put up with this noise any longer.
Bring up = raise children	He was brought up by his grandparents.
Give up = stop / quit	He gave up smoking last year.
Find out = discover	I found out the truth yesterday.
Look up to = respect / admire	I look up to my father.
Look down on = think you are better than	Don't look down on poor people.
Take after = look like (family)	She takes after her mother.
Get along (with) = same as get on with	Do you get along with your neighbours?
Stand up for = defend	Always stand up for your rights.
Carry out = do / perform	Scientists carried out an experiment.

Quick examples

- ✓ I can't put up with rude behaviour.
- ✓ He gave up his old job and started a new one.
- ✓ Children should look up to their parents.
- ✓ We should stand up for what is right.
- ✗ He looks after to his sister. → He looks after his sister. (no "to")
- ✗ I get on with to her. → I get on with her. (no "to")

Quick tips on phrasal verbs

Some can be separated: turn on the light / turn the light on / turn it on (with pronoun, always between).

Others cannot be separated: look after her (NOT look her after).

In the exam, the meaning is often given by context — read the whole sentence.

Common test pattern: choose the right preposition — look ____ children = after.

Functions: Complaining and Apologising

When something is wrong, you need to COMPLAIN politely. When you are at fault, you need to APOLOGISE.

Function	Useful Expressions
Polite complaint	I'm sorry to bother you, but ... / Excuse me, there seems to be a problem with ... / I'd like to complain about ...
Strong complaint	This is unacceptable. / I'm not at all satisfied. / I want to make a formal complaint.
Apologising	I'm (so / really / terribly) sorry. / I do apologise. / Please accept my apologies. / I beg your pardon.
Explaining what happened	It was my mistake. / It won't happen again. / I didn't mean to ...
Offering to fix it	Let me fix this for you. / I'll see what I can do. / Would you like a refund / replacement?
Accepting an apology	That's all right. / Don't worry about it. / It's not a big deal. / Apology accepted.

Example dialogue

A: Excuse me, I'd like to complain about the food. It is cold.

B: I'm terribly sorry, sir. Let me bring you a hot meal right away.

A: Thank you. Also, our table wasn't cleaned properly.

B: Please accept my apologies. It won't happen again.

A: That's all right. I appreciate your quick response.

Writing: Letter of Complaint (120–150 words)

The plan

1. Greeting and reason for writing (Dear Sir/Madam, I am writing to complain about ...).
2. Describe the problem clearly: what, when, where.
3. Explain the effect on you (disappointment, inconvenience).
4. Ask for a clear solution (refund, repair, apology).
5. Polite closing (I look forward to your reply. Yours faithfully, ...).

Useful linkers

Opening: I am writing to complain about / I would like to draw your attention to

Adding details: first of all, secondly, moreover, in addition

Showing effect: as a result, consequently, this caused

Closing: I look forward to your prompt reply / I hope you will take action

Writing sample

Topic: You bought a mobile phone last week, but it doesn't work properly. Write a letter of complaint to the shop manager.

Dear Sir or Madam,

I am writing to complain about a mobile phone I bought from your shop on 15 May. Unfortunately, the phone has not worked properly since the first day. First of all, the battery does not last more than two hours. Moreover, the screen freezes several times a day, and the camera produces blurry pictures. As a result, I cannot use the phone for my work, which has caused me real inconvenience.

I would therefore like to request a full refund or a replacement with a new device. I have kept the receipt and the original box, and I am ready to return the phone at any time. I look forward to your prompt reply and to a satisfactory solution.

Yours faithfully,

Quick Exam Tips

- Phrasal verbs almost always appear in the language section — memorise 15–20 of the most common ones.
- Don't translate phrasal verbs literally from Arabic — learn them as whole expressions.
- In formal letters, use "Yours faithfully" when you start with "Dear Sir/Madam", and "Yours sincerely" when you start with the person's name.
- Keep complaints firm but polite — never rude.
- Always state clearly what solution you want (refund, replacement, apology).

Quick Practice — Try It Yourself

1. Complete with the correct word form: Every country has its own _____ (culture — adjective) traditions.
2. Complete with the correct word form: Wearing a caftan is a Moroccan _____ (custom-related noun already given as 'custom').
3. Complete with the correct word form: Losing touch with your _____ (identity) can be difficult for emigrants.
4. Complete with the correct phrasal verb meaning "to stop doing something": Some young people _____ their traditions.
5. Complete with the correct phrasal verb meaning "to continue": Older generations try to _____ their customs.
6. Complete with the correct phrasal verb meaning "to include": Modern culture should _____ everyone, regardless of background.
7. Write 2 sentences describing one tradition from your own culture, using at least one adjective from this unit's vocabulary.

Answer Key

1. cultural 2. custom 3. identity 4. give up 5. carry on / keep up 6. take in / include (accept phrasal-verb answers close in meaning)
7. Student's own answer — check for a relevant cultural vocabulary word.

Citizenship

This unit is about being a good citizen: knowing your rights and duties, voting, volunteering, and respecting the law. You will learn reported speech (when we tell what someone said), how to give advice, and how to fill in an application form.

Vocabulary

Learn these words. They are the most useful for the national exam (reading, writing, and language sections).

English Word	Simple Meaning	الترجمة العربية
citizen / citizenship	a person of a country / the status	مواطن / المواطنة
rights	what you are allowed to have or do	الحقوق
duties / obligations	what you must do	الواجبات
law / legal / illegal	rules / allowed / not allowed	القانون / قانوني / غير قانوني
constitution	the highest law of a country	الدستور
government / governor	the people who rule / a leader	الحكومة / الحاكم
democracy / democratic	rule by the people	الديمقراطية / ديمقراطي
dictatorship	rule by one person with all power	الديكتاتورية
election / vote / voter	choosing a leader / to choose / a chooser	الانتخاب / يصوت / ناخب
candidate	a person who wants to be elected	مُرشَّح
campaign	activities to win an election	حملة
parliament	the law-making body	البرلمان
minister / president / king	leaders in government	وزير / رئيس / ملك
freedom / freedom of speech	the right to be free / to speak	الحرية / حرية التعبير
justice / injustice	fair treatment / unfair	العدل / الظلم
equality / inequality	being equal / not equal	المساواة / عدم المساواة
solidarity	supporting each other	التضامن
volunteer / volunteering	to work without pay	متطوع / التطوع
charity / donate	help for the poor / to give	الجمعية الخيرية / يتبرع
association / NGO	an organised group	جمعية / منظمة غير حكومية
awareness / aware	knowledge / knowing	الوعي / واعٍ
respect / responsibility	honour / a duty	الاحترام / المسؤولية
loyalty / loyal	faithfulness / faithful	الولاء / مخلص
honesty / honest	truthfulness / truthful	الصِّدْق / صادق
corruption / corrupt	dishonest behaviour by leaders	الفساد / فاسد
bribery	giving money to get a favour	الرِّشوة
taxes	money citizens pay to the state	الصَّرائب
public services	things the state provides	الخدمات العامة
nationality / patriotism	country / love of country	الجنسية / الوطنية
community	people living in one area	المجتمع المحلي

Word formation (very important for the exam)

In the exam you are often asked to change a word from one form to another. Learn these patterns:

Noun → Adjective: citizen → civic, democracy → democratic, law → legal

Verb → Noun: respect → respect, vote → vote/voter, donate → donation

Negative prefixes: legal → illegal, honest → dishonest, just → unjust, responsible → irresponsible

Common pairs: rights/duties, freedom/oppression, honest/dishonest

Grammar: Reported Speech

Reported (indirect) speech is when we tell what someone said WITHOUT using their exact words. We usually need to change the tense and the pronouns.

The main rules

Rule	Explanation / Examples
Tense changes (1 step back)	Present simple → past simple / Present continuous → past continuous
More tense changes	Present perfect → past perfect / Past simple → past perfect / will → would / can → could / must → had to
Reporting statements	He said, "I am tired." → He said (that) he was tired.
Reporting questions (yes/no)	Use "if" or "whether": She asked, "Do you like it?" → She asked if I liked it.
Reporting wh-questions	Keep the question word, but normal word order: He asked, "Where do you live?" → He asked where I lived.
Reporting commands	Use "to + verb": He said, "Sit down." → He told me to sit down.
Time and place changes	now → then, today → that day, tomorrow → the next day, here → there, this → that

Quick examples

✓ She said, "I work in a hospital." → She said she worked in a hospital.

✓ He said, "I will help you." → He said he would help me.

✓ "Don't be late," he said. → He told me not to be late.

✓ "What's your name?" she asked. → She asked what my name was.

✗ He said me that ... → He told me that ... / He said that ... (say + that, tell + someone + that)

✗ She asked where do I live. → She asked where I lived. (no question word order)

Say vs Tell — important!

SAY: never with a person directly: He said that ... / He said to me that ...

TELL: always with a person: He told me that ...

✗ He said me that ... / ✗ He told that ... — both wrong!

In reported questions, remove the question mark and the auxiliary (do/does/did).

If the original statement is a general truth, the tense doesn't have to change: He said the earth is round.

Functions: Giving Advice

We often need to give advice to others, especially about citizenship duties, behaviour, or studies.

Function	Useful Expressions
Asking for advice	What should I do? / What do you think I should do? / Can you give me some advice? / What would you do if you were me?

Function	Useful Expressions
Giving advice (modals)	You should + verb / You ought to + verb / You'd better + verb / You must + verb (strong)
Soft advice / suggestion	Why don't you ...? / How about + -ing? / It would be a good idea to ... / You could try ...
Advice with "if I were you"	If I were you, I would + verb: If I were you, I would talk to the teacher.
Negative advice	You shouldn't + verb / I wouldn't + verb if I were you / You'd better not + verb
Accepting advice	That's a good idea. / Thanks, I'll try that. / You're right. I'll do that.

Example dialogue

A: I'd like to do something useful for my community. What should I do?

B: Why don't you join a local NGO? They always need volunteers.

A: That's a good idea. What else?

B: You could also help in a literacy class. If I were you, I would start with something small and grow from there.

A: Thanks. I'll do that.

Writing: Application Form / Letter of Motivation (about 120 words)

The plan

1. Personal information (name, age, address, contact).
2. Education and qualifications.
3. Skills and experience.
4. Why you want this position / opportunity (motivation).
5. Closing statement.

Useful linkers

Listing: firstly, secondly, also, in addition

Reasons: because, since, as

Examples: for example, for instance, such as

Closing: I would be grateful, I look forward to hearing from you

Writing sample

Topic: Write a short letter of motivation to join a youth association in your town.

Dear Sir or Madam,

I am writing to apply for membership in your youth association. My name is Salma Bennani, I am 18 years old, and I live in Casablanca. I am currently a 2nd Bacculaureate student at Ibn Khaldoun High School.

Firstly, I am a hard-working and responsible student who cares deeply about my community. Secondly, I have experience in volunteering: last year, I helped organise a campaign to clean our neighbourhood beach. In addition, I speak Arabic, French, and English, which can be useful for your activities.

I would like to join your association because I believe young people must take an active role in solving the problems of society. I would be grateful if you could consider my application.

Yours faithfully,

Salma Bennani

(About 150 words. Notice the clear structure: introduction → qualities → experience → motivation → closing.)

Quick Exam Tips

- Memorise the tense changes in reported speech — they always come in the exam.
- Remember: SAY + (that) / TELL + someone + (that). Don't mix them.
- In reported questions, use normal word order, NOT question word order.
- "If I were you, I would ..." is a classic exam structure for advice — perfect grammar bonus.
- In citizenship writing, mention real local activities (volunteering, voting, cleaning campaigns).

Quick Practice — Try It Yourself

1. Complete with the correct word form: Voting is both a right and a _____ (duty-related — use 'obligation').
2. Complete with the correct word form: A country without free elections is not a true _____ (democracy — adjective: democratic).
3. Complete with the correct word form: A person running for office is called a _____ (candidate).
4. Report this sentence: "I will vote in the election," she said. → She said (that) she _____ vote in the election.
5. Report this sentence: "I voted yesterday," he said. → He said (that) he _____ voted the day before.
6. Report this question: "Do you support this law?" she asked. → She asked _____ I supported that law.
7. Write 2 sentences about one duty of a good citizen, using vocabulary from this unit.

Answer Key

1. obligation 2. democratic 3. candidate 4. would 5. had 6. if / whether 7. Student's own answer — check for correct citizenship vocabulary.

International Organizations

This unit is about international organisations like the United Nations (UN), UNESCO, UNICEF, WHO, and Red Cross. You will learn how they help in education, health, peace, and human rights. You will also learn linking words (for clear writing), the language of announcing news, and how to write a formal letter to an organisation.

Vocabulary

Learn these words. They are the most useful for the national exam (reading, writing, and language sections).

English Word	Simple Meaning	الترجمة العربية
organisation / organise	a group with a goal / to arrange	منظمة / يُنظَّم
international / national / local	world / country / area level	دولي / وطني / محلي
governmental / non-governmental	run by state / not by state	حكومي / غير حكومي
NGO	non-governmental organisation	منظمة غير حكومية
member / membership	a person in a group / being part	عضو / العضوية
headquarters	the main office of an organisation	المقر الرئيسي
mission	the main goal of an organisation	المهمة
aid / humanitarian aid	help / help in crises	المساعدة / المساعدات الإنسانية
relief	help after a disaster	الإغاثة
refugee / displaced person	a person who fled their country	لاجئ / نازح
disaster / catastrophe	a very bad event	كارثة
famine	lack of food in an area	المجاعة
poverty / poor	lack of money / not rich	الفقر / فقير
epidemic / pandemic	a disease in a region / worldwide	الوباء / الجائحة
vaccine / vaccination	medicine to prevent disease	اللقاح / التطعيم
education / health / peace	the three main UN goals	التعليم / الصحة / السلام
development	growth and improvement	التنمية
human rights	rights every person has	حقوق الإنسان
equality / dignity	being equal / self-respect	المساواة / الكرامة
sustainable goals (SDGs)	UN 2030 development goals	أهداف التنمية المستدامة
UN (United Nations)	the main international body	الأمم المتحدة
UNESCO	for education, science, culture	اليونسكو
UNICEF	for children	اليونيسف
WHO (World Health Organisation)	for global health	منظمة الصحة العالمية
Red Cross / Red Crescent	humanitarian aid in crises	الصليب/الهِلال الأحمر
fund / funding / funds	money for a project	التمويل / الأموال
donate / donor / donation	to give / giver / gift	يتبرع / المتبرع / التبرع
campaign	an organised effort	حملة

English Word	Simple Meaning	الترجمة العربية
volunteer	a person who helps without pay	متطوع
protect / preservation	to keep safe / keeping safe	يحمي / الحفاظ

Word formation (very important for the exam)

In the exam you are often asked to change a word from one form to another. Learn these patterns:

Noun → Adjective: nation → national, government → governmental, organisation → organisational

Verb → Noun: donate → donation, fund → funding, develop → development

Negative prefixes: governmental → non-governmental, equal → unequal

Common acronyms to memorise: UN, UNESCO, UNICEF, WHO, FAO, UNHCR, ILO, IMF, NATO

Grammar: Linking Words (Connectors of Sequence, Result, and Comparison)

Linking words are key to writing well-organised paragraphs about organisations and global issues. This is a review of all main connectors.

The main rules

Rule	Explanation / Examples
Sequence (order)	first / firstly, second / secondly, then, next, after that, finally, lastly
Addition	and, also, in addition, moreover, furthermore, what's more, besides
Contrast	but, however, on the other hand, in contrast, although, despite, in spite of
Cause	because, since, as, due to, owing to, because of
Result	so, therefore, as a result, consequently, that is why, thus, hence
Comparison	similarly, likewise, in the same way, equally
Examples	for example, for instance, such as, namely
Conclusion	in conclusion, to sum up, all in all, to conclude, in brief

Quick examples

✓ UNICEF was founded in 1946. Since then, it has helped millions of children.

✓ Many countries are poor. As a result, the UN provides them with aid.

✓ WHO works on diseases such as malaria and tuberculosis.

✓ Although the UN does great work, it sometimes has limited power.

✗ So, because the problem is big, therefore we need help. → Use ONE connector, not three.

✗ In addition of education ... → In addition to education ...

Punctuation with linkers

After a linker at the start of a sentence, put a comma: However, the problem is serious.

Between two clauses, use a semicolon (;) or full stop (.): The plan is good; however, it costs a lot.

Never start a sentence with "And", "But", or "So" in formal writing.

Don't overuse linkers — one per idea is enough.

Functions: Announcing News (Good and Bad)

Organisations often announce news. You should know how to deliver good news, bad news, and react to both.

Function	Useful Expressions
Announcing good news	I am happy to announce that ... / I'm pleased to tell you that ... / I have good news: ... / Guess what!
Reacting to good news	That's wonderful! / Congratulations! / I'm so happy for you! / That's great news!
Announcing bad news	I'm sorry to tell you that ... / I'm afraid I have bad news. / I regret to inform you that ... / Unfortunately, ...
Reacting to bad news	I'm so sorry to hear that. / That's terrible. / What a pity! / I can't believe it.
Offering support	Is there anything I can do? / Let me know if you need help. / I'm here for you.

Example dialogue

A: I have good news! Our school will receive funding from UNICEF for a new library.

B: That's wonderful! Congratulations!

A: Unfortunately, we also have a problem. The old library was damaged in last week's flood.

B: I'm so sorry to hear that. Is there anything I can do to help?

A: Yes, we need volunteers to organise donations. Can you join us?

B: Of course, I'd be happy to.

Writing: Formal Letter / Email to an Organisation (130–150 words)

The plan

1. Opening: Dear Sir/Madam, with the reason for writing.
2. Body 1: Introduce yourself or your group briefly.
3. Body 2: Explain the problem or request clearly.
4. Body 3: Make a specific demand (donation, partnership, help).
5. Closing: Polite thank-you and your name (Yours faithfully).

Useful linkers

Opening: I am writing on behalf of ... / I am writing to ask for ...

Body: firstly, secondly, in addition, moreover

Closing: I would be grateful if ... / I look forward to your reply

Writing sample

Topic: Write a letter to UNICEF asking for support to build a new classroom in a poor area of your country.

Dear Sir or Madam,

I am writing on behalf of the students of Al-Amal High School to request your support for an important project. Our school is located in a rural area where many children walk long distances every day. Unfortunately, our classrooms are overcrowded, and we lack basic materials such as books and computers.

As a UNICEF goal is to help every child have access to quality education, we would like to ask for your help in building one new classroom and providing learning equipment. With your support, more than two hundred children would have a better chance to study and succeed in life.

We would be very grateful if you could consider our request. I look forward to hearing from you and to a positive partnership.

Yours faithfully,

Karim El Idrissi (Student Council President)

(About 155 words. Notice the formal tone, clear request, and reference to UNICEF's mission.)

Quick Exam Tips

- Memorise the names and missions of the main organisations (UN, UNESCO, UNICEF, WHO, Red Cross).
- Don't repeat the same linker — vary them (Firstly... Secondly... Moreover... Finally).
- Always start formal letters with "Dear Sir or Madam," and end with "Yours faithfully," if you don't know the name.
- In your letter, explain WHO you are, WHY you are writing, WHAT you need, and HOW it will help.
- Acronyms in writing: write the full name first, then the acronym in brackets: World Health Organisation (WHO).

Quick Practice — Try It Yourself

1. Complete with the correct word form: The Red Cross provides _____ (humanitarian — noun: aid) to disaster victims.
2. Complete with the correct word form: A person forced to leave their country is a _____ (refugee).
3. Complete with the correct word form: The UN is an example of an _____ (international — noun: organisation).
4. Complete with a connector of result: The earthquake destroyed many homes. _____, thousands of families needed shelter. (as a result)
5. Complete with a connector of sequence: _____, the NGO assessed the damage. Then, it sent supplies. (first / firstly)
6. Complete with a connector of comparison: This NGO works _____ the Red Cross, focusing on emergency relief. (like / similarly to)
7. Write 2 sentences about the role of one international organisation, using one linking word from this unit.

Answer Key

1. aid 2. refugee 3. organisation 4. As a result 5. First / Firstly 6. like / similarly to 7. Student's own answer — check for a correct linking word.

Advances in Science and Technology

This unit is about how science and technology shape our lives — the Internet, artificial intelligence, robots, biotechnology, and space exploration. You will learn the third conditional and wish (for hypothetical or impossible situations), how to express certainty and uncertainty, and how to write an expository essay.

Vocabulary

Learn these words. They are the most useful for the national exam (reading, writing, and language sections).

English Word	Simple Meaning	الترجمة العربية
science / scientist / scientific	study of nature / a person / related	العلم / عالم / علمي
technology / technological	use of science for tools	التكنولوجيا / تكنولوجي
research / researcher	careful study / a person who studies	البحث / الباحث
experiment	a scientific test	تجربة
discovery / discover	finding something new	اكتشاف / يكتشف
invention / invent / inventor	creating something new	اختراع / يخترع / مخترع
innovation / innovative	a new idea or method	ابتكار / مُبتكر
progress / advance	moving forward	التقدم
computer / laptop / tablet	electronic devices	حاسوب / حاسوب محمول / جهاز لوجي
software / hardware	programs / physical parts	البرامج / المعدات
Internet / website / online	the global network	الإنترنت / موقع / متصل
artificial intelligence (AI)	machines that think	الذكاء الاصطناعي
robot / robotics	a machine that does tasks	روبوت / علم الروبوتات
smartphone / app	smart phone / mini-program	الهاتف الذكي / تطبيق
social media	platforms like Facebook, X	وسائل التواصل الاجتماعي
cyber security	protection of computer systems	الأمن السيبراني
hacker / hacking	person who breaks into systems	قرصان / القرصنة
data / database	information / a collection	البيانات / قاعدة البيانات
cloud / cloud storage	online storage	السحابة / التخزين السحابي
biotechnology	biology used for technology	التكنولوجيا الحيوية
genetic / DNA / gene	biological code of life	جيني / الحمض النووي / جين
clone / cloning	exact copy of a living thing	استنساخ
vaccine / treatment / cure	medical solutions	لقاح / علاج / شفاء
space / astronaut / satellite	outer space / explorer / orbiter	الفضاء / رائد فضاء / قمر صناعي
telescope / microscope	to see far / to see small	تلسكوب / مجهر
device / gadget / tool	small piece of equipment	جهاز / أداة
network / wireless / Wi-Fi	connected systems	شبكة / لاسلكي
benefit / drawback	advantage / disadvantage	فائدة / عيب

English Word	Simple Meaning	الترجمة العربية
addiction / addicted	can't stop using something	الإدمان / مُدْمِن
privacy	the state of being private	الخصوصية

Word formation (very important for the exam)

In the exam you are often asked to change a word from one form to another. Learn these patterns:

Noun → Adjective: science → scientific, technology → technological, danger → dangerous

Verb → Noun: invent → invention/inventor, discover → discovery, develop → development

Negative prefixes: legal → illegal, safe → unsafe, possible → impossible, useful → useless

Common pairs: useful/useless, safe/dangerous, online/offline, beneficial/harmful

Grammar: Conditional Type 3 and Wish (Past)

We use the THIRD CONDITIONAL to talk about an unreal situation in the PAST — something that did NOT happen, often with regret. We use "I wish + past perfect" for regrets about the past.

The main rules

Rule	Explanation / Examples
Type 3 form	If + past perfect, would have + V3: If I had studied, I would have passed.
Negative form	If I hadn't been late, I wouldn't have missed the bus.
Alternative modals	would have / could have / might have + V3 (could = ability, might = possibility)
I wish + past perfect	Used for past regrets: I wish I had studied harder. (= I didn't study, and I'm sorry.)
If only + past perfect	Stronger than wish: If only I had listened to my parents!
Mixed conditional (advanced)	Past condition → present result: If I had studied medicine, I would be a doctor now.

Quick examples

- ✓ If they had invented this earlier, many lives would have been saved.
- ✓ I wish I had bought that smartphone last year — now it's much more expensive.
- ✓ If only we had backed up the data, we wouldn't have lost it.
- ✓ If she had used a stronger password, her account wouldn't have been hacked.
- ✗ If I would have studied, I would have passed. → If I had studied, I would have passed. (no "would" in the if-clause)
- ✗ I wish I studied more yesterday. → I wish I had studied more yesterday. (past = had + V3)

Wish for present vs past

PRESENT regret/wish: I wish + past simple → I wish I had more time. (= I don't have time now)

PAST regret: I wish + past perfect → I wish I had studied. (= I didn't study)

FUTURE wish / complaint: I wish + would → I wish you would stop talking.

After "I wish I were" — use "were" for all persons (not was): I wish I were rich.

Functions: Expressing Certainty and Uncertainty

When discussing science and technology, you often need to say how SURE you are about a fact or a prediction.

Function	Useful Expressions
Strong certainty	I'm absolutely sure / I'm certain (that) / There's no doubt (that) / It's definitely true.
Probability	Probably / It's likely (that) / Most likely / I'd say (that) / It's possible (that).
Uncertainty	I'm not sure (if/whether) / I doubt (that) / It's unlikely (that) / I have no idea.
Asking about certainty	Are you sure? / How certain are you? / Do you really think so?
Using modals	must (sure) / might / may / could (possible) / can't (sure not): AI must change the world. It might replace some jobs. It can't think like humans yet.

Example dialogue

A: Do you think AI will replace human teachers in the future?

B: I'm not sure. It might help teachers, but I doubt it will replace them completely.

A: I disagree. I'm certain that AI will do many teaching tasks.

B: Possibly, but real teaching is also about emotions and human contact. A robot can't truly understand a child.

A: You have a point. It's likely that AI will assist, not replace.

Writing: Expository / For-and-Against Essay (130–160 words)

The plan

1. Introduction: present the topic and your aim (to discuss both sides).
2. Body 1: advantages with one or two clear examples.
3. Body 2: disadvantages with one or two clear examples.
4. Conclusion: your balanced opinion and a closing thought.

Useful linkers

Adding points: firstly, secondly, moreover, in addition, furthermore

Contrast: however, on the other hand, in contrast, but, although

Examples: for example, for instance, such as

Opinion: in my opinion, personally, I believe

Conclusion: in conclusion, to sum up, all things considered

Writing sample

Topic: Discuss the advantages and disadvantages of smartphones in students' lives.

Nowadays, smartphones have become a basic part of every student's life. There is a heated debate about whether they help or harm young learners. This essay will discuss both sides.

On the positive side, smartphones offer many advantages. First, they give students instant access to information through the Internet. For example, a student can look up a difficult word or watch a video lesson in seconds. Moreover, smartphones help students stay in touch with classmates and teachers.

On the other hand, there are serious disadvantages. Firstly, many students become addicted to social media and waste hours every day. In addition, looking at screens for a long time damages eyes and reduces sleep quality.

In conclusion, smartphones can be very useful if used wisely. In my opinion, students should set clear limits and use them mainly for learning.

(About 160 words. Notice the clear two-sided structure and balanced conclusion.)

Quick Exam Tips

- Type 3 conditional: if + HAD + V3, would HAVE + V3. The two HAVes are key.
- Never use "would" in the if-clause:  If I would have known →  If I had known.

- "I wish" + past perfect = regret about the past. "I wish" + past simple = wish about the present.
- For tech writing, learn one or two clear examples (Internet, smartphones, AI) you can use in any essay.
- In for-and-against essays, give a BALANCED conclusion, not an extreme one.

Quick Practice — Try It Yourself

1. Complete with the correct word form: Marie Curie was a famous _____ (science — noun for person: scientist).
2. Complete with the correct word form: The team made an important _____ (discover — noun).
3. Complete with the correct word form: This is a very _____ (innovation — adjective) piece of technology.
4. Complete with conditional type 3: If scientists _____ (not/discover) penicillin, millions more people would have died.
5. Complete with conditional type 3: If she _____ (study) computer science, she would have become a programmer.
6. Complete with "wish" + past perfect: I wish I _____ (study) technology at university. (past regret)
7. Write 2 sentences about one invention that changed the world, using at least one vocabulary word from this unit.

Answer Key

1. scientist 2. discovery 3. innovative 4. hadn't discovered 5. had studied 6. had studied 7. Student's own answer — check for correct science/technology vocabulary.

Brain Drain

This unit is about brain drain — when skilled and educated people leave their country to work in another. You will learn the reasons (push and pull factors), the effects on poor countries, and possible solutions. You will study relative clauses (who, which, that), how to express regret, and how to write a for-and-against essay.

Vocabulary

Learn these words. They are the most useful for the national exam (reading, writing, and language sections).

English Word	Simple Meaning	الترجمة العربية
brain drain	skilled people leaving their country	هجرة الأدمغة / الكفاءات
brain gain	skilled people coming back / arriving	كسب الأدمغة
migration / migrate / migrant	movement of people / a person	الهجرة / يهاجر / مُهاجر
emigration / emigrate	leaving your country	الهجرة إلى الخارج
immigration / immigrate	coming to a new country	الهجرة إلى داخل بلد
expatriate / expat	a person living abroad	مغترب
refugee / asylum seeker	person who fled / asks protection	لاجئ / طالب لجوء
skilled / unskilled	having / not having job skills	ماهر / غير ماهر
talented / qualified	having natural ability / certified	موهوب / مؤهل
professional / expert	trained worker / very skilled	محترف / خبير
workforce / labour	all the working people	القوى العاملة / العمل
unemployment / unemployed	no jobs / without a job	البطالة / عاطل عن العمل
push factors	reasons that push people out	عوامل الطرد
pull factors	reasons that attract people in	عوامل الجذب
wages / salary / income	money for work	الأجر / الراتب / الدخل
standard of living	the quality of daily life	مستوى المعيشة
opportunity	a chance to do something	فرصة
poverty / wealth	being poor / being rich	الفقر / الثروة
developed / developing country	rich / growing country	بلد متقدم / بلد نام
overseas / abroad	in another country	في الخارج
home country / host country	country of origin / new country	بلد الأصل / بلد الاستقبال
visa / passport / residence permit	travel documents	تأشيرة / جواز سفر / إقامة
scholarship / grant	money for education	منحة دراسية
benefit / advantage / disadvantage	good point / bad point	فائدة / ميزة / عيب
cause / effect / consequence	reason / result / outcome	سبب / تأثير / نتيجة
solution / remedy	a way to solve a problem	حل / علاج
incentive	a reward to encourage action	حافز

English Word	Simple Meaning	الترجمة العربية
loss / gain	to lose / to win	خسارة / مكسب
development / underdevelopment	growth / lack of growth	التنمية / التخلف
nostalgia / homesick	missing your country / sad for home	الحنين / مشتاق لبلده

Word formation (very important for the exam)

In the exam you are often asked to change a word from one form to another. Learn these patterns:

Noun → Adjective: skill → skilled/skilful, talent → talented, profession → professional

Verb → Noun: emigrate → emigration, develop → development, employ → employment

Negative prefixes: skilled → unskilled, employed → unemployed, qualified → unqualified, developed → underdeveloped

Common pairs: emigrate (leave) / immigrate (arrive), brain drain / brain gain, push / pull factors

Grammar: Relative Clauses

A relative clause adds extra information about a noun. We use relative pronouns: WHO (for people), WHICH (for things), THAT (people or things), WHOSE (possession), WHERE (places), WHEN (time).

The main rules

Rule	Explanation / Examples
Defining (no commas) — essential info	The doctor who treated me was very kind. (tells which doctor)
Non-defining (with commas) — extra info	Dr Ahmed, who treated me, is very famous. (commas, can be removed)
Who / that — for people	The man who lives next door is a scientist.
Which / that — for things	The book which I bought is interesting.
Whose — possession	I know a girl whose father works in Canada.
Where — places	This is the city where I was born.
When — time	I remember the day when we first met.
Omitting the pronoun (only in defining + object)	The film (which) I saw was great. (which/that can be dropped)

Quick examples

✓ Many doctors who leave Morocco work in Europe.

✓ The hospital, which was built in 1950, is now too small.

✓ I have a friend whose brother emigrated to Canada.

✓ This is the village where my grandfather grew up.

✗ The book what I bought is good. → The book that/which I bought is good. (no "what")

✗ Dr Ali who is my doctor is on holiday. → Dr Ali, who is my doctor, is on holiday. (commas with names)

Defining vs. Non-defining — key rule

DEFINING (no commas): the info is necessary to know which person/thing.

NON-DEFINING (with commas): extra info you can remove without losing the meaning.

You can use "that" only in defining clauses, NEVER in non-defining (with commas).

You can drop the pronoun only in defining clauses when it is the OBJECT: The film (which) I saw.

Functions: Expressing Regret

Regret is a feeling of sadness about something you did or didn't do. We often use it when talking about leaving the country, missing opportunities, or wrong choices.

Function	Useful Expressions
I wish + past perfect (past regret)	I wish I had stayed in my country. (= I left, and I regret it.)
If only + past perfect	If only I had finished my studies before leaving!
Should have + V3 (criticism / regret)	I should have listened to my parents. / He shouldn't have left his family.
Conditional type 3	If I had stayed, I would have had a better life.
Verb "regret"	regret + -ing (general): I regret leaving. / regret + to + V (formal news): I regret to tell you ...
Other expressions	It was a mistake to ... / I shouldn't have done that. / I'm sorry I did that.

Example dialogue

A: How do you feel about your decision to leave Morocco ten years ago?

B: Honestly, I have mixed feelings. I wish I had stayed closer to my family.

A: Why? Don't you have a better life here?

B: Yes, but I should have visited my parents more often. If I had known how much time would pass, I would have saved more to travel back.

A: I understand. Many emigrants feel the same.

Writing: For-and-Against Essay (140–160 words)

The plan

1. Introduction: define the topic (brain drain) and state your aim.
2. Body 1: advantages (for the emigrants and host country).
3. Body 2: disadvantages (for the home country).
4. Conclusion: balanced opinion and possible solution.

Useful linkers

Introducing: nowadays, in recent years, there is much debate about

Adding: firstly, secondly, in addition, moreover

Contrast: however, on the other hand, in contrast

Cause-effect: because, due to, as a result, consequently

Conclusion: in conclusion, to sum up, all in all

Writing sample

Topic: Brain drain is a serious problem for developing countries. Discuss the advantages and disadvantages of skilled people emigrating, and suggest solutions.

Nowadays, brain drain has become a major concern for developing countries. Every year, thousands of doctors, engineers, and researchers leave for richer countries in search of better lives. This essay will discuss both sides of the issue.

On the one hand, emigration offers real advantages. Firstly, skilled workers find higher salaries and better working conditions abroad. Moreover, they often send money back home, which supports their families and helps the local economy.

On the other hand, the disadvantages are serious. Developing countries lose the experts they have spent years and money to train. As a result, hospitals, schools, and research centres suffer from a shortage of qualified people.

In conclusion, brain drain is a complex issue with both gains and losses. In my opinion, governments should improve salaries, working conditions, and research opportunities at home, so that talented people will choose to stay or return.

(About 160 words. Notice the for/against structure, clear examples, and solution in the conclusion.)

Quick Exam Tips

- Memorise: WHO (people), WHICH (things), THAT (both), WHOSE (possession), WHERE (place), WHEN (time).
- Add commas only for non-defining clauses (extra info you can remove).
- I wish + had + V3 = past regret. Never use "I wish I would have ...".
- For brain drain essays, always mention push factors (low salary, unemployment) and pull factors (better life, freedom).
- Suggest at least one realistic solution in your conclusion (better salaries, research funding, scholarships at home).
- End of Booklet
- Good luck in your National Exam!
- بالتوفيق في الامتحان الوطني

Quick Practice — Try It Yourself

1. Complete with the correct word form: Skilled workers returning home is called _____ (brain gain — already given as compound noun, use as-is).
2. Complete with the correct word form: A person who moves permanently to another country is an _____ (emigrant — from 'emigrate').
3. Complete with the correct word form: Doctors and engineers are considered _____ (skilled — already adjective, use 'qualified').
4. Complete with the correct relative pronoun: Doctors _____ leave the country often don't return. (who)
5. Complete with the correct relative pronoun: The reasons _____ people emigrate include low salaries. (why)
6. Complete with the correct relative pronoun: Morocco, _____ many young graduates leave, is working to change this. (where)
7. Write 2 sentences suggesting one solution to brain drain, using a relative clause.

Answer Key

1. brain gain 2. emigrant 3. qualified 4. who 5. why 6. where 7. Student's own answer — check for a correctly formed relative clause.

End of Booklet

Good luck in your National Exam!

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