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TICKET To English

Student's Book

First Year Baccalaureate





Royaume du Maroc

Ministère de l'Education Nationale
de la Formation Professionnelle
de l'Enseignement Supérieur et de la Recherche Scientifique

Homologué par le Ministère de l'Education Nationale
de la Formation Professionnelle de l'Enseignement
Supérieur et de la Recherche Scientifique



To English

First Year Baccalaureate

STUDENT'S BOOK

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Numéro de validation du Ministère de
l'Education Nationale - Royaume du
Maroc : 07CB11206 du 21/07/2006
Dépôt légal n° : 2006/1717
ISBN : 9981/21/069/2
Édition : 2021

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MAP OF THE BOOK

UNITS	Interpersonal Communication	Interpretive Communication		Presentational Communication		Language Development		Culture	Learning to Learn	English and Fun	Project Work
		Listening	Reading	Writing	Speaking	Vocabulary	Structures	Practice / Strategic			
Unit 1 Education	Express opinions. Agree & disagree.	Listen for details. Understand and interpret spoken texts. Listen and identify speaker's attitude.	Read to get main idea of paragraphs. Understand and interpret written texts. Read about social problems.	Write a postcard. Convey info in written form.	Talk about schools now and in the past. Talk about education experiences.	Vocabulary related to schooling.	Simple Past. Reflexive Pronouns.	Connect with other disciplines. Explore other cultures. Compare education systems.	Organise one's learning: Develop good learning habits.	Picture crossword Puzzle.	-
Unit 2 Society	Know and use ways of complaining.	Listen to give opinions, & transfer information. Listen and identify speaker's opinions and views.	Comprehend texts on social issues. Use reading strategies. Read to check predictions. Read for word association.	Write about past Habits. Organise ideas in written form.	Engage in short debate on social Problems. Talk about social practices.	Vocabulary related to Education, generation gap, social problems.	Used to Articles: a, an, the.	Use technology appropriately. Gain knowledge of other cultures. Discuss social practices.	Understand & use suffixes. Develop awareness of word derivation. Develop web search skills.	Joke.	surfing on the net to learn more about social matters.
	Review unit 1 and 2										
Unit 3 Health and Welfare	Seek & give advice. Talk about health and health problems.	Listen for speaker's Attitude. Listen for specific information.	Use strategies to understand texts. Take notes and summarise a text	Write a letter to ask for advice.	Talk about health & Health problems.	Lexis related to health, welfare, diseases, fitness Medicine…	Modals. Present Perfect.	Develop appropriate health practices. Distinguish bad from good health practices. Explore other cultures. Talk about obesity.	Manage school activities. Use classroom language.	Caricature decoding.	-
Unit 4 Environment and Ecology	Make & respond to suggestions.	Listen to an interview. Listen for details. Analyse spoken language.	Read about environmental issues. Use reading sub -skills. Read and solve problems.	Expose problems in writing. Write a paragraph giving opinions.	Talk about Environmental Issues. Engage in debates on environment preservation.	Vocabulary related to environment, Waste, energy pollution, recycling.	Too & enough. Prepositions.	Gain knowledge of other cultures Learn about Green peace association. Use posters to sensitize others Talk about environment associations.	Organise learning. Develop good learning strategies.	Anagrams Word square.	Acting beyond the Classroom: Use posters to sensitise others.
	Review unit 3 and 4										
Unit 5 Entertainment	Express interest and indifference.	Listen to an interview Understand spoken English. Listen and check predictions. Listen for gist.	Use reading strategies. Survey, skim & scan a text..	Write for communication. Write a film review.	Talk about leisure activities. Give information.	Lexis related to leisure and recreational activities.	Past continuous.	Know about sport practices. Compare Moroccan & Anglo-Saxon sports.	Enhance learning skills. Deal with unfamiliar vocabulary.	Crossword Puzzle.	-

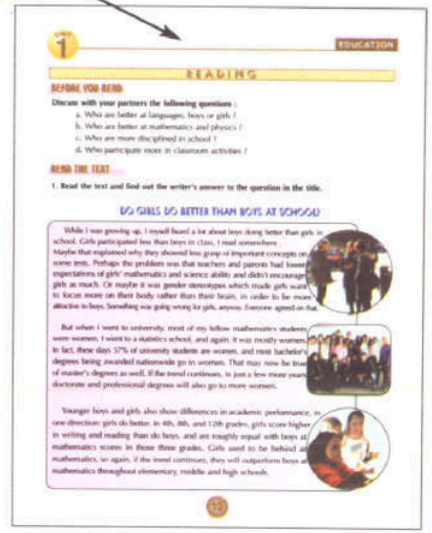
Unit 6 Mass Media	Talk about emotions, feelings, attitudes.	Listen to the news on the radio. Listen for specific info.	Read to check predictions. Skim and scan a text on mass media.	Write an e-mail.	Talk about different types of mass media. Engage in conversations. Give an oral presentation.	Lexis related to mass media:TV, newspapers, computers …	Passive forms.	Talk about stereotypes Distinguish between different cultural stereotypes.	Organise one's learning: Develop good learning habits.	Comic strips.	Design a school magazine.
	Review unit 5 and 6										
Unit 7 Celebrations	Recognize and use ways of apologizing.	Identify spoken input. listen and identify the topic.	Enlarge reading Strategies: survey, guess, predict on reading materials. Read and reorder ideas.	Write a personal letter. develop writing strategies and techniques.	Talk about different celebrations and festivities. Develop oral skills.	Vocabulary related to celebrations, Customs, traditions and occasion.	Relative clauses and relative pronouns.	Describe traditions and customs. Describe celebrations. Know about similarities and differences across cultures.	Understand & use suffixes. Develop awareness of word derivation. Develop web search skills.	Silly question	-
	Review unit 7 and 8										
Unit 8 Our Cultural Heritage	Learning ways of express possibility.	Listen to an interview Listen for details. Listen to take notes.	Read for writer's purpose, read for specific info. Read to sequence ideas.	Learn to write a paragraph. Write a biography.	Talk about Morocco's cultural heritage, standards of living, social behaviour …	Lexis related to Morocco's artistic, aesthetic and cultural performances, Morocco's human values and standards.	Conditionals 0&1. Phrasal verbs.	Highlight Moroccan values and standards. Analyze culture differences. Compare Moroccan & British eating manners.	Manage school activities. Use classroom language.	Riddle	Questionnaire about Moroccan celebrations, customs and traditions
Unit 9 Human Rights	hopes and wishes.	Understand oral input on Human Rights. Listen to a song about human rights and solidarity.	Understand written input. Read for specific info. Read for picture association.	Write for a purpose. Write a formal letter.	Speak about human rights.	Lexis related to human rights.	Reported Speech. Conditional 2	Know about & value basic human rights across the world. Know about human right associations.	Organise learning. Develop good learning strategies.	Funny signs	-
Unit 10 Travel and Holiday	Asking for &promises.	Identify the speaker. Understand spoken medium. Listen for gist, listen to take notes.	Use reading strategies. Read to check predictions. Read for information transfer.	Correcting written mistakes. Write a personal letter.	Talk about travel. Talk about personal travelling experiences.	Vocabulary related to travel & holidays.	Future forms: will / going to	Know about foreign travel practices. Compare Moroccan & English travel habits.	Enhance learning skills. Deal with unfamiliar vocabulary.	Funny picture	Compiling a file about good citizenship.
Review unit 9 and 10											
Grammar Summary											
Irrecular Verbs											
Index											

UNIT COMPONENTS

أنشطة تمهيدية
مدخل لموضوع الوحدة



أنشطة ومهارات
القراءة والفهم



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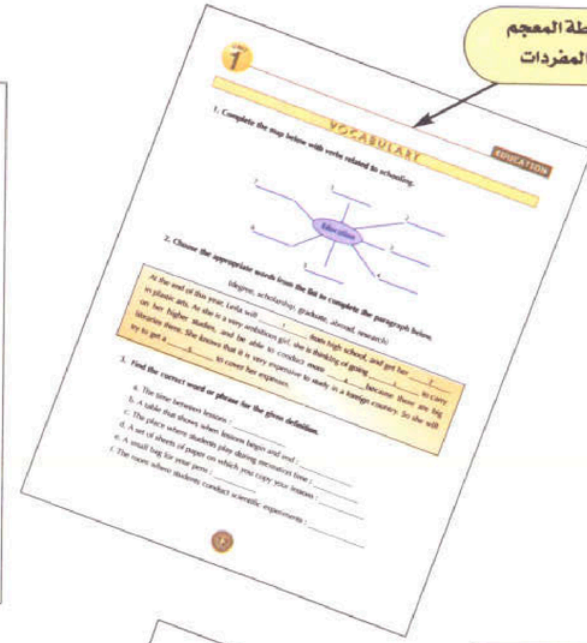
و المفردات



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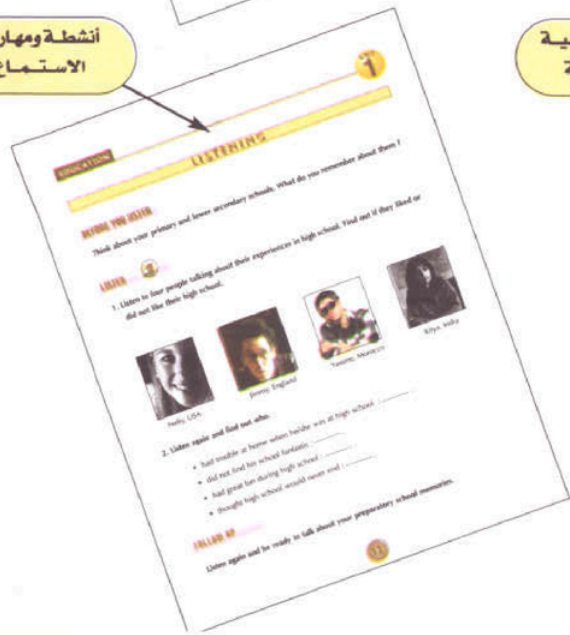
الاستماع



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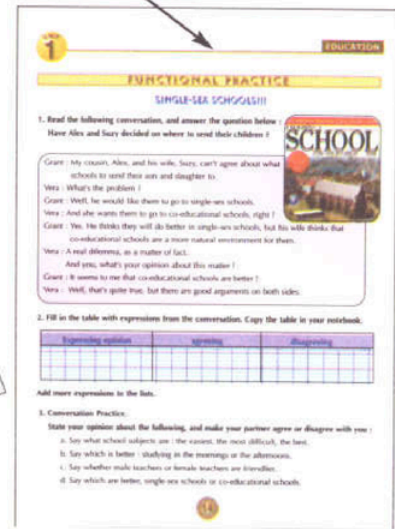
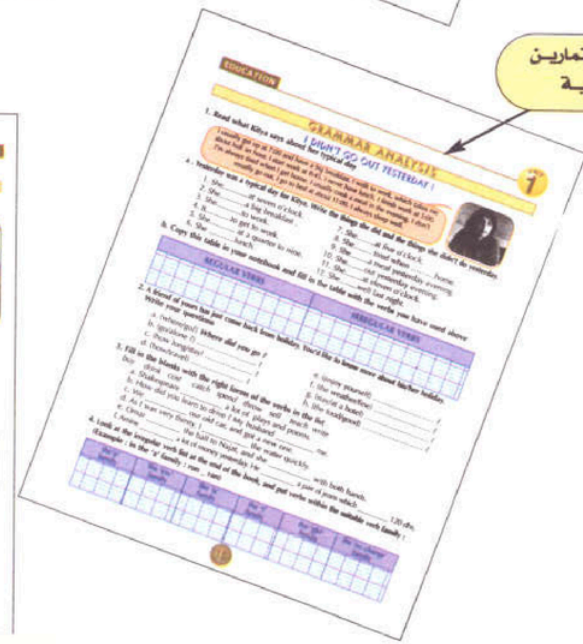
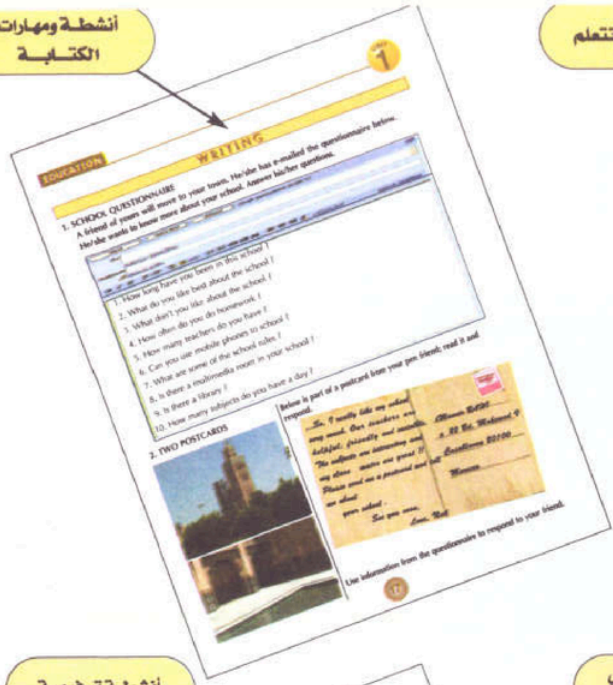
ووظيفية



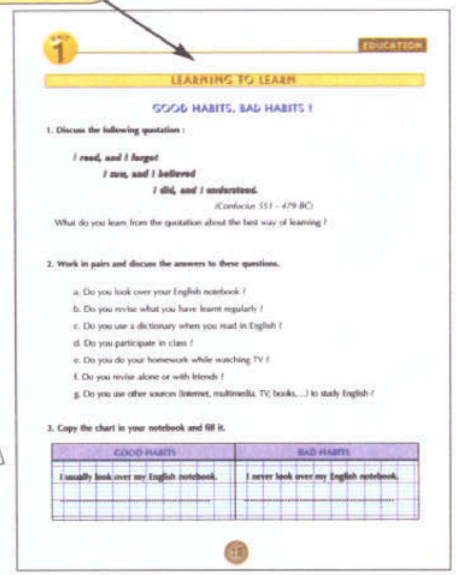
قواعد وتمارين
لغوية



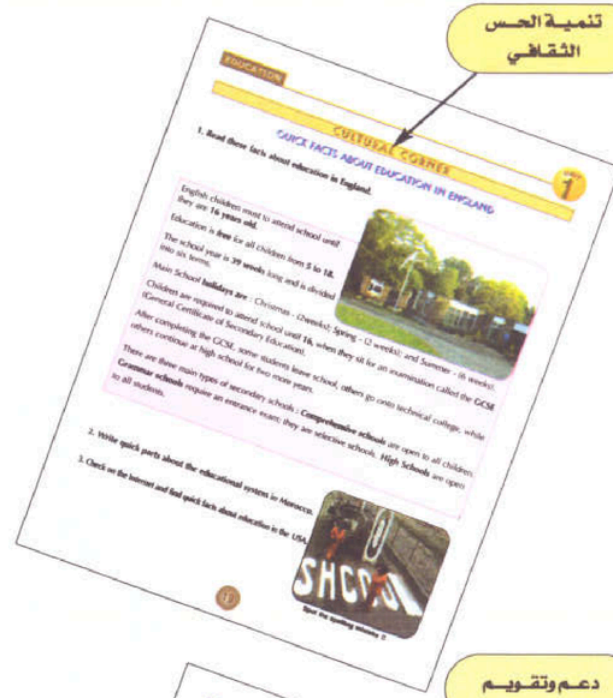
أنشطة ومهارات الكتابة



تعلم كيف تتعلم



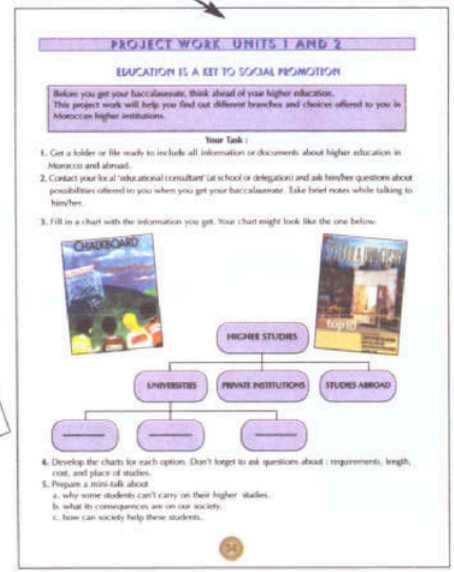
تنمية الحس الثقافي



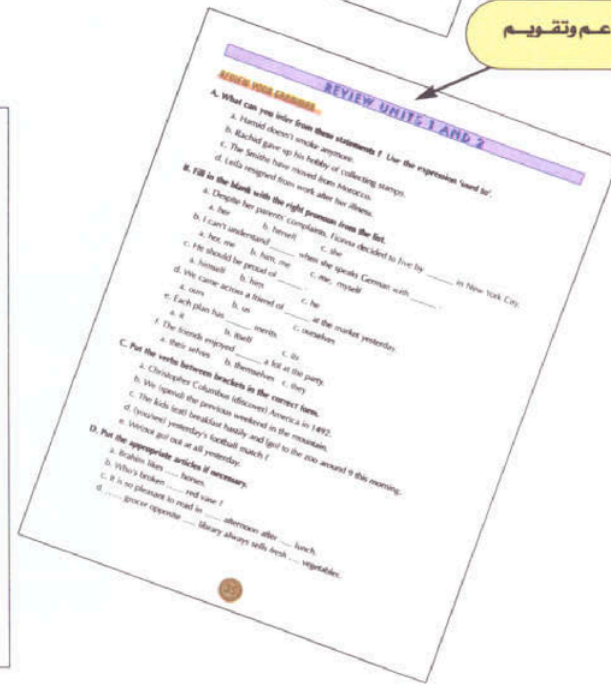
أنشطة ترفيهية



مشروع تعليمي تربوي



دعم وتقويم

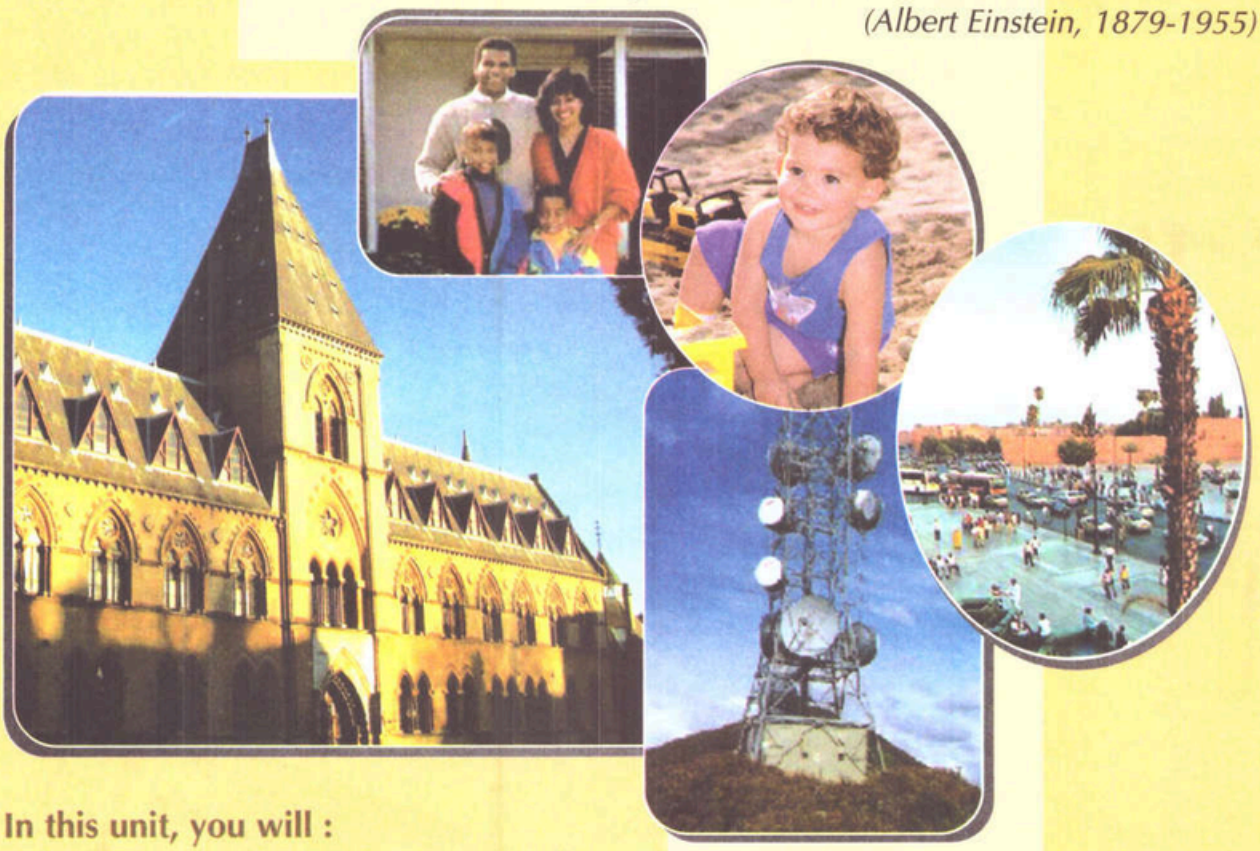


UNIT 1

EDUCATION

" Education is what remains after one has forgotten what one has learned in school. "

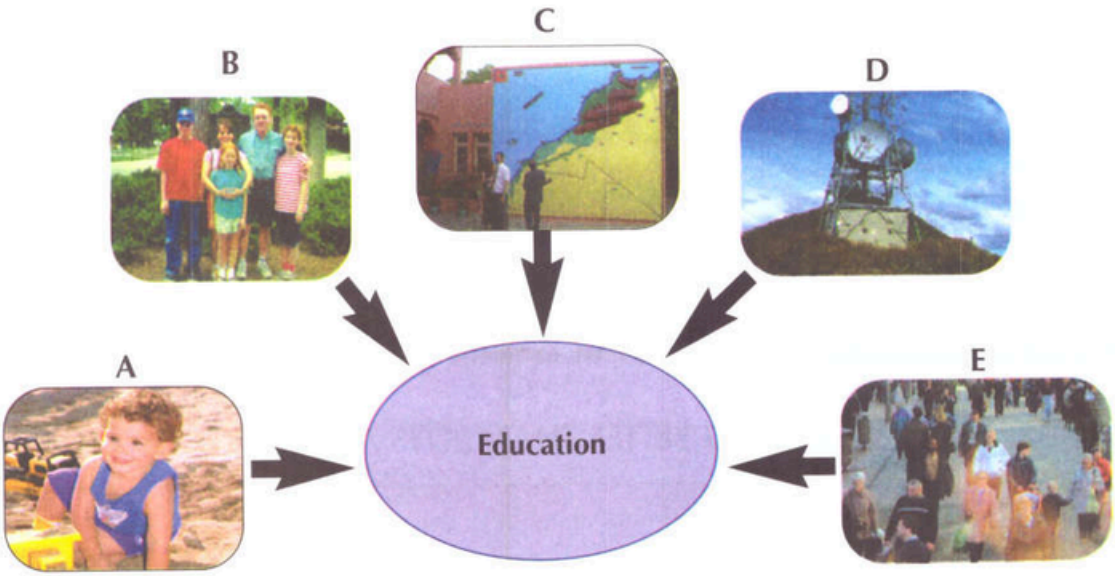
(Albert Einstein, 1879-1955)



In this unit, you will :

- ✔ skim and scan a text about boys and girls' school performances.
- ✔ enrich your lexical repertoire.
- ✔ listen to people talking about their school experiences.
- ✔ learn ways of expressing your opinion, agree or disagree.
- ✔ review the simple past tense.
- ✔ learn how to write a postcard.
- ✔ develop good learning habits.
- ✔ learn about educational systems in England and USA.

STARTING UP



1- Describe pictures (A→E).

2- In your opinion, which is the factor that affects education the most ?

3- Classify the factors suggested above in terms of importance.

Factors affecting education
1.....
2.....
3.....
4.....
5.....

4- Are there any other factors that can affect the education of children ?

READING

BEFORE YOU READ

Discuss with your partners the following questions :

a. Who are better at languages, boys or girls ?
b. Who are better at mathematics and physics ?
c. Who are more disciplined in school ?
d. Who participate more in classroom activities ?

READ THE TEXT

1. Read the text and find out the writer's answer to the question in the title.

DO GIRLS DO BETTER THAN BOYS AT SCHOOL?



While I was growing up, I myself heard a lot about boys doing better than girls in school. Girls participated less than boys in class, I read somewhere . Maybe that explained why they showed less grasp of important concepts on some tests. Perhaps the problem was that teachers and parents had lower expectations of girls' mathematics and science ability and didn't encourage girls as much. Or maybe it was gender stereotypes which made girls want to focus more on their body rather than their brain, in order to be more attractive to boys. Something was going wrong for girls, anyway. Everyone agreed on that.



But when I went to university, most of my fellow mathematics students were women. I went to a statistics school, and again, it was mostly women. In fact, these days 57% of university students are women, and most bachelor's degrees being awarded nationwide go to women. That may now be true of master's degrees as well. If the trend continues, in just a few more years doctorate and professional degrees will also go to more women.



Younger boys and girls also show differences in academic performance, in one direction: girls do better. In 4th, 8th, and 12th grades, girls score higher in writing and reading than do boys, and are roughly equal with boys at mathematics scores in those three grades. Girls used to be behind at mathematics, so again, if the trend continues, they will outperform boys at mathematics throughout elementary, middle and high schools.

2. Which sentence summarises best the ideas in each paragraph ?

Paragraph 1 : . . . . . .
Paragraph 2 : . . . . . .
Paragraph 3 : . . . . . .

3. Decide if these sentences are true or false, and justify your choice.

According to the writer,
a. in the past, boys did better than girls especially at Math and Science.
b. at university, there are more boys than girls nowadays.
c. in 4th, 8th, and 12th grades, girls do better than boys at writing and reading.



4. Answer the following questions about the text :

a. Why did girls show less grasp of important concepts in some tests ?
b. Why did girls focus more on their body ?
c. Who get more master's degrees nowadays, men or women ?
d. Which educational system do you think this text is about ?

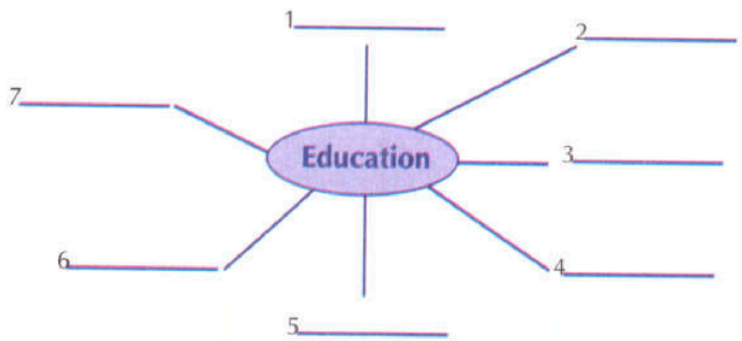
FOLLOW UP

Discuss in class the following question :

How do Moroccan students compare with those described in the text ?

VOCABULARY

1. Complete the map below with verbs related to schooling.



2. Choose the appropriate words from the list to complete the paragraph below.

(degree, scholarship, graduate, abroad, research)

At the end of this year, Leila will _____1_____ from high school, and get her _____2_____ in plastic arts. As she is a very ambitious girl, she is thinking of going _____3_____ to carry on her higher studies, and be able to conduct more _____4_____ because there are big libraries there. She knows that it is very expensive to study in a foreign country. So she will try to get a _____5_____ to cover her expenses.

3. Find the correct word or phrase for the given definition.

a. The time between lessons : _____

b. A table that shows when lessons begin and end : _____

c. The place where students play during recreation time : _____

d. A set of sheets of paper on which you copy your lessons : _____

e. A small bag for your pens : _____

f. The room where students conduct scientific experiments : _____

LISTENING

BEFORE YOU LISTEN

Think about your primary and lower secondary schools. What do you remember about them ?

LISTEN

1. Listen to four people talking about their experiences in high school. Find out if they liked or did not like their high school.



Nelly, USA



Jimmy, England



Yassine, Morocco



Kitya, India

2. Listen again and find out who

- had trouble at home when he/she was at high school :_____ .
- did not find his school fantastic :_____ .
- had great fun during high school : _____ .
- thought high school would never end :_____ .

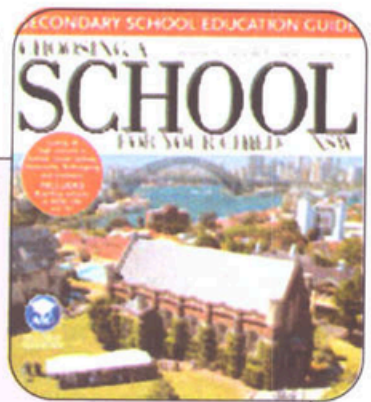
FOLLOW UP

Listen again and be ready to talk about your preparatory school memories.

FUNCTIONAL PRACTICE

SINGLE-SEX SCHOOLS!!!

1. Read the following conversation, and answer the question below :
Have Alex and Suzy decided on where to send their children ?



Grant : My cousin, Alex, and his wife, Suzy, can't agree about what schools to send their son and daughter to.
Vera : What's the problem ?
Grant : Well, he would like them to go to single-sex schools.
Vera : And she wants them to go to co-educational schools, right ?
Grant : Yes. He thinks they will do better in single-sex schools, but his wife thinks that co-educational schools are a more natural environment for them.
Vera : A real dilemma, as a matter of fact.
And you, what's your opinion about this matter ?
Grant : It seems to me that co-educational schools are better !
Vera : Well, that's quite true, but there are good arguments on both sides.

2. Fill in the table with expressions from the conversation. Copy the table in your notebook.

Expressing opinion	Agreeing	Disagreeing

Add more expressions to the lists.

3. Conversation Practice.

State your opinion about the following, and make your partner agree or disagree with you :

a. Say what school subjects are : the easiest, the most difficult, the best.
b. Say which is better : studying in the mornings or the afternoons.
c. Say whether male teachers or female teachers are friendlier.
d. Say which are better, single-sex schools or co-educational schools.

GRAMMAR ANALYSIS

I DIDN'T GO OUT YESTERDAY !

1. Read what Kitya says about her typical day.

I usually get up at 7:00 and have a big breakfast. I walk to work, which takes me about half an hour. I start work at 8:45. I never have lunch. I finish work at 5:00. I'm always tired when I get home. I usually cook a meal in the evening. I don't usually go out. I go to bed at about 11:00. I always sleep well.



a . Yesterday was a typical day for Kitya. Write the things she did and the things she didn't do yesterday.

1. She.....at seven o'clock.
2. She.....a big breakfast .
3. She.....to work.
4. It.....to get to work.
5. She..... at a quarter to nine.
6. She .....lunch.
7. She.....at five o'clock.
8. She..... tired when .....home.
9. She.....a meal yesterday evening.
10. She.....out yesterday evening.
11. She.....at eleven o'clock.
12. She.....well last night.

b. Copy this table in your notebook and fill in the table with the verbs you have used above

REGULAR VERBS	IRREGULAR VERBS

2. A friend of yours has just come back from holiday. You'd like to know more about his/her holiday. Write your questions.

a. (where/go?) ***Where did you go ?***
b. (go/alone ?) ..... ?
c. (how long/stay) ..... ?
d. (how/travel) ..... ?
e. (enjoy yourself) ..... ?
f. (the weather/fine) ..... ?
g. (stay/at a hotel) ..... ?
h. (the food/good) ..... ?

3. Fill in the blanks with the right forms of the verbs in the list

buy drink cost catch spend throw sell teach write

a. Shakespeare _____ a lot of plays and poems.
b. How did you learn to drive ? My husband _____ me.
c. We _____ our old car, and got a new one.
d. As I was very thirsty, I _____ the water quickly.
e. Omar _____ the ball to Najat, and she _____ with both hands.
f. Amine _____ a lot of money yesterday. He _____ a pair of jeans which _____ 120 dhs.

4. Look at the irregular verb list at the end of the book, and put verbs within the suitable verb family : (Example : in the 'a' family : run _ ran)

the 'a' family	the 'ew' family	the 'o' family	the 't' family	the 'ght' family	the 'no change' family

I DO IT MYSELF

1. Read each sentence, and choose the best explanation.

1. *Anas did his homework by* ***himself.***
   - *a - No one helped Anas with his homework.*
   - *b - Someone did his homework for him.*

2. *I have to see your mother* ***herself.***
   - *a - I may see your father if your mother is busy.*
   - *b - I insist on seeing your mother not your father.*

3. *I* ***myself*** *make my bed everyday.*
   - *a - I always make my bed alone.*
   - *b - I sometimes ask my sister to make my bed for me.*

4. *Students must rely on* ***themselves*** *.*
   - *a - They must ask other students to help them.*
   - *b - They mustn't cheat from other students.*

2. Complete the following table with reflexive pronouns :

singular		plural	
subject pronouns	**reflexive pronouns**	**Subject pronouns**	**reflexive pronouns**
I	myself	we	.....
you	.....	you	.....
he	.....	they	.....
she	.....		
it	.....		

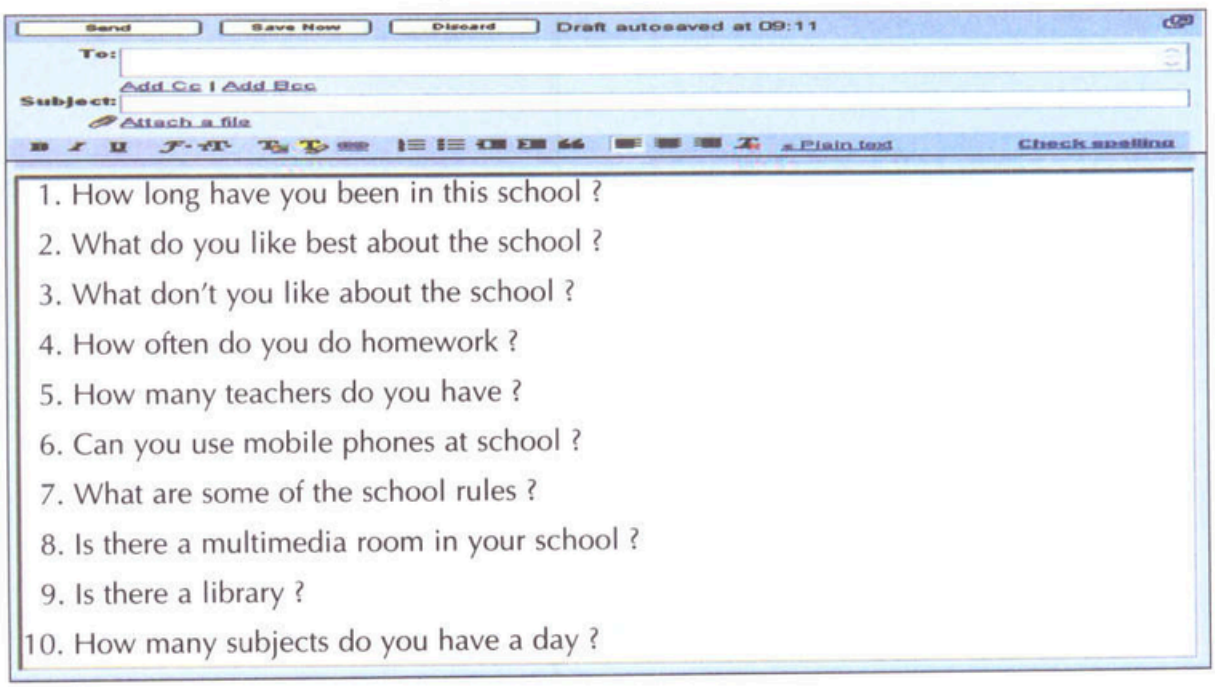
3. Fill in the blanks with the right reflexive pronouns.

a. Tom only thinks of _____ .
b. Hind looked at _____ in the mirror.
c. I've hurt _____ with a knife.
d. Mary went there by _____.
e. The door opened by _____.
f. Hamid solved the problem _____.
g. We _____ conducted the research.
h. The kids stayed at home all by _____.

WRITING

1. SCHOOL QUESTIONNAIRE

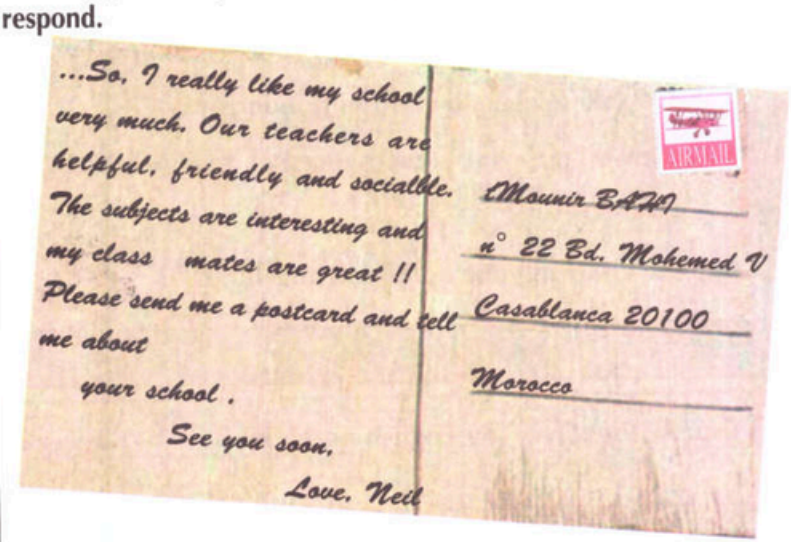
A friend of yours will move to your town. He/she has e-mailed the questionnaire below. He/she wants to know more about your school. Answer his/her questions.



2. TWO POSTCARDS



Below is part of a postcard from your pen friend; read it and respond.



Use information from the questionnaire to respond to your friend.

LEARNING TO LEARN

GOOD HABITS, BAD HABITS !

1. Discuss the following quotation :

I read, and I forgot
I saw, and I believed
I did, and I understood.

(Confucius 551 - 479 BC)

What do you learn from the quotation about the best way of learning ?

2. Work in pairs and discuss the answers to these questions.

a. Do you look over your English notebook ?
b. Do you revise what you have learnt regularly ?
c. Do you use a dictionary when you read in English ?
d. Do you participate in class ?
e. Do you do your homework while watching TV ?
f. Do you revise alone or with friends ?
g. Do you use other sources (Internet, multimedia, TV, books,...) to study English ?

3. Copy the chart in your notebook and fill it.

GOOD HABITS	BAD HABITS
I usually look over my English notebook.	I never look over my English notebook.
.....	.....

CULTURAL CORNER

QUICK FACTS ABOUT EDUCATION IN ENGLAND

1. Read these facts about education in England.



CAMBRIDGE UNIVERSITY

English children must attend school until they are **16 years old.**

Education is **free** for all children from **5 to 18.**

The school year is **39 weeks** long and is divided into six terms.

Main School **holidays are** : Christmas - (2weeks); Spring - (2 weeks); and Summer - (6 weeks).

Children are required to attend school until **16,** when they sit for an examination called the **GCSE** (General Certificate of Secondary Education).

After completing the GCSE, some students leave school, others go onto technical college, while others continue at high school for two more years.

There are different types of secondary schools : **Comprehensive schools** are open to all children. **Grammar schools** require an entrance exam; they are selective schools. **High Schools** are open to all students.

2. Write quick facts about the educational system in Morocco.

3. Check on the Internet and find quick facts about education in the USA.

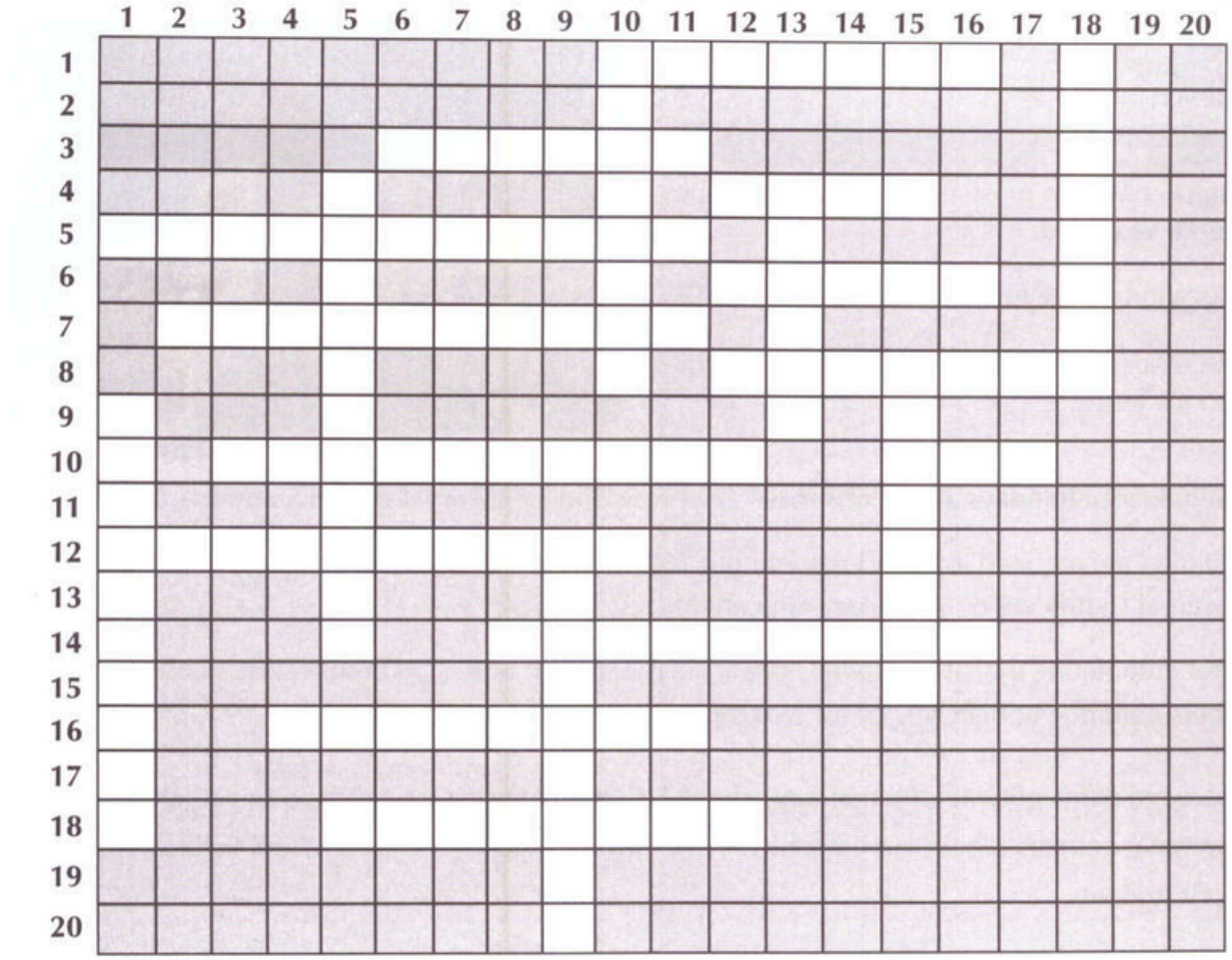


Spot the spelling mistake !!

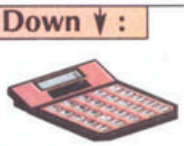
ENGLISH AND FUN

Picture crossword puzzle

Look at the pictures below, find out the names of the objects and put them in the appropriate column or row in the crossword puzzle.



Down ↓ :



1



5



9



10



13



15



18

Across → :



1



3



4



5



6



7



8



10



10



12



14



16



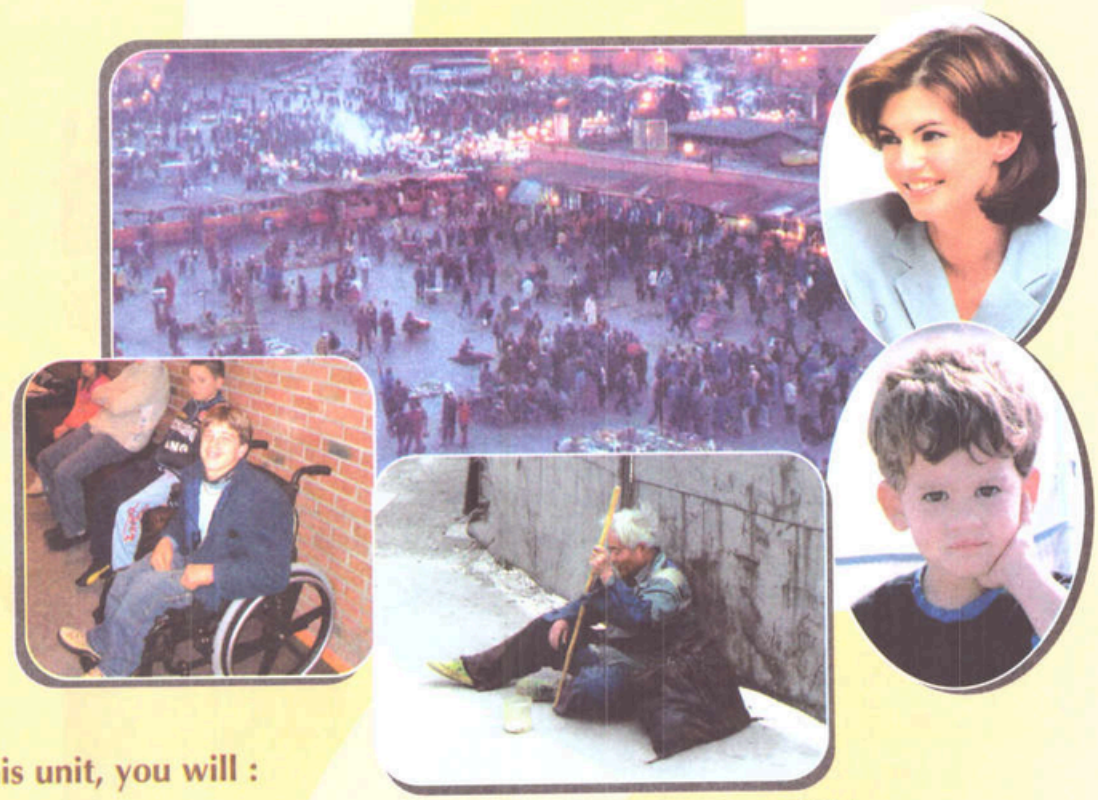
18

UNIT 2

SOCIETY

" Never speak disrespectfully of society. Only people who can't get into it do that."

(Oscar Wilde, 1854- 1900)



In this unit, you will :

- ✔ predict the content of a reading text about homeless children.
- ✔ expand your vocabulary on topics related to society.
- ✔ listen to some people talking about social problems.
- ✔ write quick notes and give your opinion about issues related to society.
- ✔ learn expressions of complaining.
- ✔ learn how to use articles and 'used to' for past habits.
- ✔ write a paragraph contrasting life in our society in the past and in the present.
- ✔ understand how some words in English are formed.
- ✔ read about the image of Morocco in international newspapers.

STARTING UP

1- Look at this list of words and expressions and match them with the pictures.

the children *the poor people* *the disabled* *the elderly people* *the adolescents*
the homeless people *the jobless people* *the sick people*



2- Why do you think these people need our help and care ?

3- Can you think of other social groups that need special care ?

READING

BEFORE YOU READ



1. What can you remember about your childhood ?

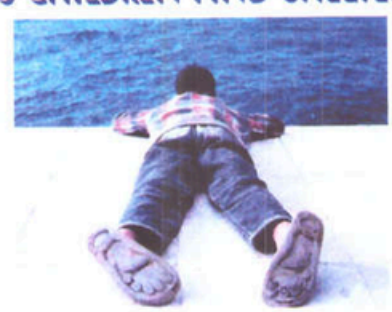
a. Where were you born ?
b. Who took care of you ?
c. Did you have to work ?
d. .....

2. Look at the title and the pictures and guess the topic of the text.

READ THE TEXT

Read the text below and find out why this association is called "BAYTI".

HOMELESS CHILDREN FIND SHELTER IN "BAYTI"





Childhood is supposed to be the best period in our lives. Unfortunately, this is not always true for many children. There are thousands of children who live most of their time on the streets.These are children of divorce, domestic violence, poverty and many other sorts of social problems.They are the forgotten ones, the new generation of homeless children.
What can we do to help them ?



BAYTI, is a **non-profit** association; it helps children in difficult circumstances : street children, child labourers, abandoned children, juvenile delinquents ....
For some years now, Bayti has worked with these children, offering them help, education and shelter.
To keep helping them, BAYTI needs your support.

BAYTI has branches in Casablanca, Essaouira and Meknes. More branches will open soon in other cities. These centers account for a total capacity of 100 beds. More than 4.970 children have benefited from the association's various **workshops** and/or services. 250 of these children have been reunited with their families ; 43 are currently attending school ; 40 are involved in workshops ; 50 are taking formal or professional training ; 15 are currently employed in the private sector.

(Source : www.bayti.net)



1. Work in pairs and try to find the main idea in each paragraph. Discuss your findings.

Paragraph 1 : .....
Paragraph 2 : .....
Paragraph 3 :.....

2. Answer these questions about the text.

a. What kind of children does BAYTI help ?
b. What kind of help does it offer to them ?
c. How many children can BAYTI offer a bed to ?
d. Who founded Bayti ? When ?

3. Complete these sentences with figures from the text.

a. Bayti has helped a total of . . . . . children.
b. . . . . children got a job and . . . . . are trained for other jobs.
c. . . . . children returned to their homes.

4. Look at these words from the text; they are compound words. Try to guess their meaning.

non-profit workshop childhood

VOCABULARY

1. In pairs, study these words.

hospitality	*to socialise*	*autonomy*	*divorce*	*joyriding*	*to complain*	*shelter*
adolescence	*homeless*	*generation gap*	*jobless*	*tolerance*	*childhood*	*handicapped*

2. Match words (1-14) with definitions (A-N).

1. hospitality	A. a difference in ideas and behaviour between older and younger people.
2. adolescence	B. independence.
3. to socialise	C. period of life from 13 to 18 years old.
4. homeless	D. period of life from birth to 13 years old.
5. autonomy	E. to spend time with others in a friendly way.
6. generation gap	F. without a home/house.
7. divorce	G. separation of husband and wife.
8. jobless	H. somewhere to live in.
9. joyriding	I. a person having a physical or mental defect.
10. tolerance	J. without an occupation.
11. to complain	K. ability to welcome people offering them food and shelter.
12. childhood	L. to express discontent, displeasure or unhappiness.
13. shelter	M. to drive a car for pleasure at high speed.
14. handicapped	N. the capacity of respecting the opinions, religion, or behaviour of others.

3. Fill in the blanks with words from the list above.

a. One way of being integrated into society is ..... with other members and live in peace.

b. Most of the problems between parents and children are due to the ..... that exists between them. That's why they usually ..... about each other.

c. ..... has become more popular, especially among adolescents. It is a dangerous sport and causes many accidents.

d. It is a shared responsibility to take care of the .....; these are disabled people who find it difficult to do ordinary daily tasks.

e. Another group of people needs our help; they are the ..... They live in streets and struggle to find ..... to protect them from cold and heat.

LISTENING

BEFORE YOU LISTEN

In groups, or with the whole class, discuss the answer to the question :

Who/what is responsible for our society's problems ?

LISTEN

1. You will listen to five people answering the same question about their society. Fill in the chart with the appropriate information.

People's names	Who/what is responsible ...
1. J. Cook	
2. A. Baker	
3. J. Kennedy	
4. P. Stasiar	
5. N. Farhate	



1. *J. Cook, 40 (a teacher)*



2. *A. Baker, 34 (a secretary)*



3. *J. Kenndy, 24 (an engineer)*



4. *P. Stasiar, 30 (a nurse)*



5. *N. Farhate, 32 (a journalist)*

2. Listen to them again and match justifications or arguments to the names.

1. J . Cook	a. If we don't save our planet from destruction, nothing will be left.
2. A . Baker	b. Young people are not well educated ; they fall into crimes and drugs.
3. J . Kennedy	c. People blame their problems on other races or different groups of people.
4. P . Stasiar	d. We find social problems more in the poor areas. If we don't help them, our society won't develop.
5. N . Farhate	e. People are not satisfied with their lives ; they want to imitate lives they see on the screen.

FOLLOW UP

Be ready to give your opinion about this topic to the whole class. Write quick notes on a piece of paper to refer to while speaking.

FUNCTIONAL PRACTICE

ADULTS' COMPLAINTS VS YOUNG PEOPLE'S COMPLAINTS !



1. Look at the chart below and answer the following questions :

a. What do some parents complain about ?

b. What do some children complain about ?

Some parents complaints	Some children's complaints
Our children don't take our advice.	Our parents criticise our music and clothes as being strange.
They watch a lot of TV.	They are always bossing us around.
They stay up playing computer games.	They don't listen to us.
They listen to strange music.	They nag us about homework.
They don't spend enough time studying.	They don't bear our friends.
....	....

2. Add more complaints to the parent's column and children's column.

3. Here are some expressions and formulas used when complaining in English. Remember that a direct complaint or criticism can be aggressive.

- I am afraid I have a complaint about...
- I'm sorry to bother you, but...
- I'm sorry to have to say this, but...
- Maybe you forgot to...
- Don't get me wrong, but I think we should...



4. Use these expressions to complain to.

a. A friend who forgot to bring you back your book.

b. A shopkeeper who sold you a CD player that didn't work.

c. A restaurant owner, because the food was bad.

d. Your neighbours, because they are making a lot of noise.

e. A friend who came late to an important meeting.

f. Your sister, who is listening to music while you try to do your homework.



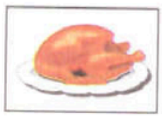
GRAMMAR ANALYSIS

THREE LITTLE WORDS

1. Three little words are used the most in the English language. What are they ?

2. Study the following pairs and find out the difference between the sentences in each pair :

a- Would you like chicken for dinner ?
b- Would you like a chicken for dinner ?

a- He's got black hair.
b- He's got a black hair.




a- I ate fish for lunch.
b- I ate a fish for lunch.




3- Study this example :

Last week, I met **a** boy and **a** girl in the street. **The** boy was wearing **a** jacket and **the** girl **a** skirt.

4. When do we use "a" or "the" ?

5. Fill in the blanks with "a/an" or "the" when necessary.

a. This morning, I received .1. letter and .2. e-mail. .3. letter was from my school and .4. e-mail was from my friend.
b. Yesterday, I bought .1. shirt and .2. pair of jeans. .3.shirt is black but .4. pair of jeans are blue.
c. We live in .1. old house in .2. centre of .3. town. There is .4. primary school near .5. house.
d. Water is vital for .1. life.

I USED TO DO THAT, BUT I DON'T ANYMORE.

1. Read the following dialogue and answer this question :

What were Lucy's past holiday habits ?



Lucy : This is my photo album. Have a look at it.
Yassine: Great! Are these pictures of you when you were a child ?
Lucy : Yeah. That's me on the beach. We ***used to*** spend a month there every summer.
Yassine: Wow, you had a lot of fun then, didn't you ?
Lucy : Yeah. We always had fun at the beach. We ***used to*** get up early and walk along the beach. I also ***used to*** have a swim before breakfast.
Yassine: Hey, I ***used to*** have a swim before breakfast, too. You and I had a lot in common.
Lucy : Yeah. ***Did*** you ***use to*** play sports when you were a child ?
Yassine: Yes, swimming and volleyball.

2. Study the sentences with "used to" in the dialogue and choose the correct option.

We use "***used to do***" to talk about	1. habits in the past. 2. habits in the present. 3. habits in the future.

3. Complete these sentences about yourself.

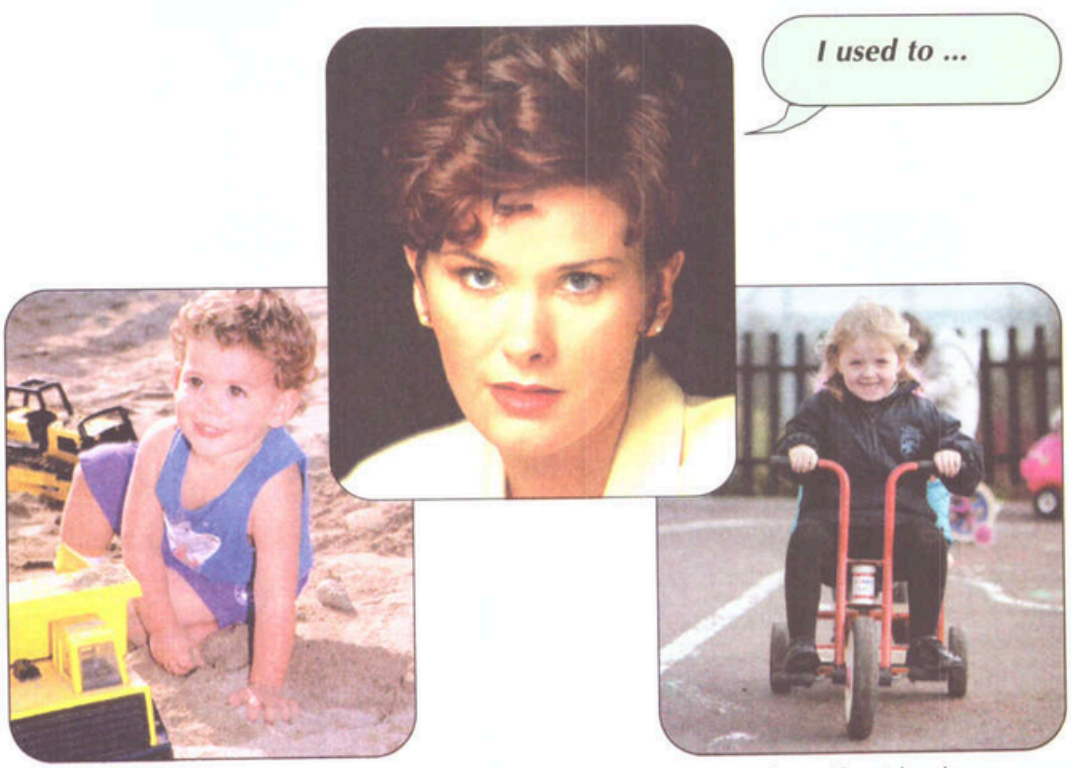
a. When I was younger, I used to .....

b. In primary school, I used to ... . But now I .....

c. I used to ..... after school.

d. In the evenings, my family and I used to .....

4. Write three more similar sentences about your life as a child and share them with your partner.

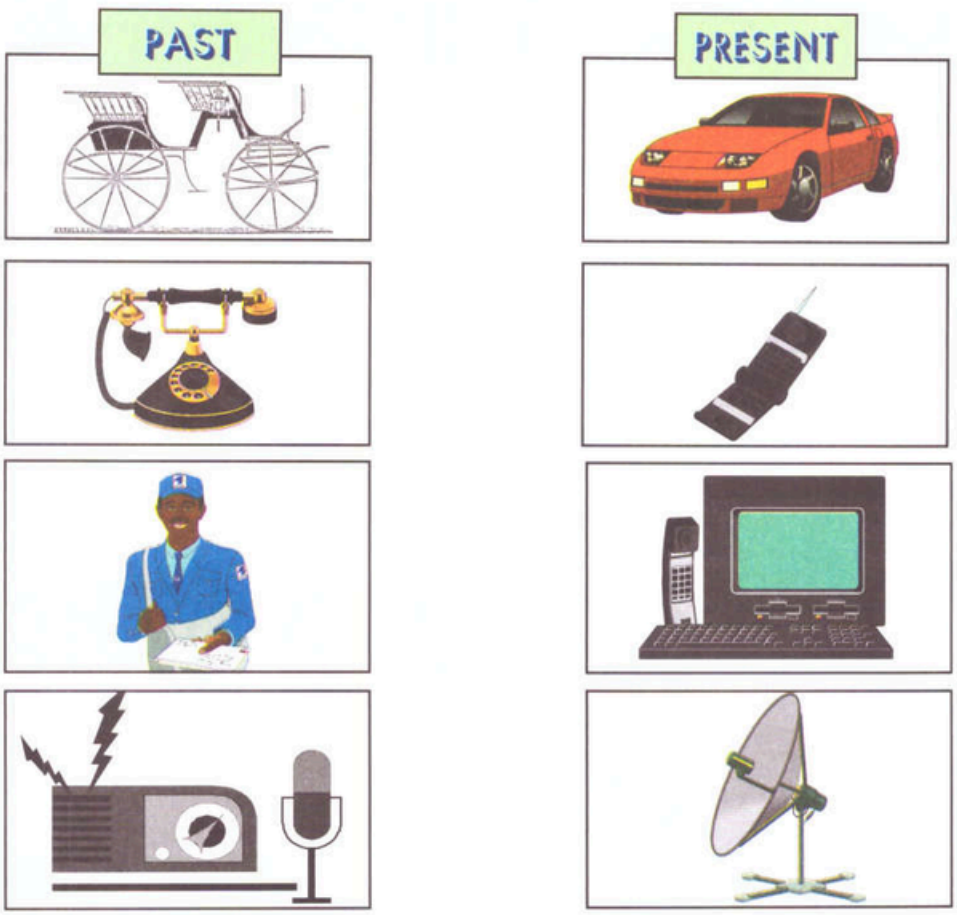


play with toys.

play with a tricycle.

WRITING

OUR SOCIETY IN THE PAST AND PRESENT



1. Use the pictures above and write sentences contrasting the past and present.

Example :

In the past, people used to travel by cart, but now they travel by cars and planes.

2. Use these sentences to write a paragraph about life in our society in the past and present

LEARNING TO LEARN

WORD FORMATION

1. The form of words may give you clues to their meaning and category. Look at these words and study how they are formed.

Homeless → *home + less*	less = without	*homeless* = without home
Armful → *arm + ful*	ful = full of	*armful* = a lot of
Childhood → *child + hood*	hood = state or time of being	*childhood* = state of being a child

2. Here are definitions of words ending in *–less, -ful,* or *–hood.* Find out the corresponding words.

a. The state of being a man → : .....

b. Full of peace → : .....

c. Without clouds → : .....

d. Without fear → : .....

e. Full of power → : .....

f. The state of being a parent → : .....

3. Guess the meaning of these words.

childless harmful motherhood joyful neighbourhood treeless helpful voiceless

CULTURE CORNER

WHAT DO THEY SAY ABOUT MOROCCO ?

1. Read these extracts about Morocco from international mass media. Find out three qualities Morocco is famous for.

I invite you to join us for a once in a lifetime trip to the warm, welcoming and hospitable country of Morocco.

Morocco : A land of tolerance where East meets West and South meets North.

Morocco is one of the most moderate Muslim countries and the government is keen to show itself as a progressive state. It is actively promoting a change in conditions of life of all Moroccans especially disadvantaged groups like women, children, the poor, the handicapped,...

2. Conduct an Internet search to find out more about the image of Morocco internationally. Share your findings with the class. Here are some websites to use.

http://www.mincom.gov.ma/english/e_page.html
http://www.friendsofmorocco.org/
http://www.morocco.com/



ENGLISH AND FUN

A SUITABLE WIFE FOR BOB !

- **Read and comment on the following joke.**

Bob is 32 years old and he is still single.

One day a friend asked, "Why aren't you married ? Can't you find a woman who will be a good wife ?"

Bob replied, "Actually, I've found many women I wanted to marry, but when I bring them home to meet my parents, my mother doesn't like them."

His friend thinks for a moment and says, "I've got the perfect solution, just find a girl who's just like your mother."

A few months later they meet again and his friend says, "Did you find the perfect girl ? Did your mother like her?"

With a frown on his face, Bob answers, "Yes, I found the perfect girl. She was just like my mother. You were right, my mother liked her very much."

The friend said, "Then what's the problem ?"
Bob replied, "My father doesn't like her."



- **Find out a joke about an aspect of society. Write it on a piece of paper and exchange it with your peers.**

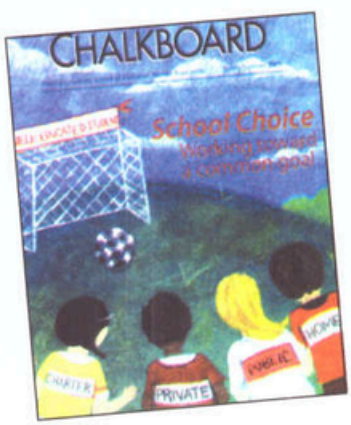
PROJECT WORK UNITS 1 AND 2

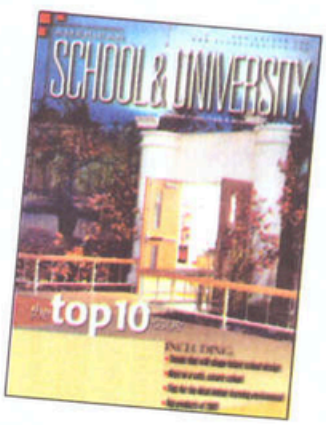
EDUCATION IS A KEY TO SOCIAL PROMOTION

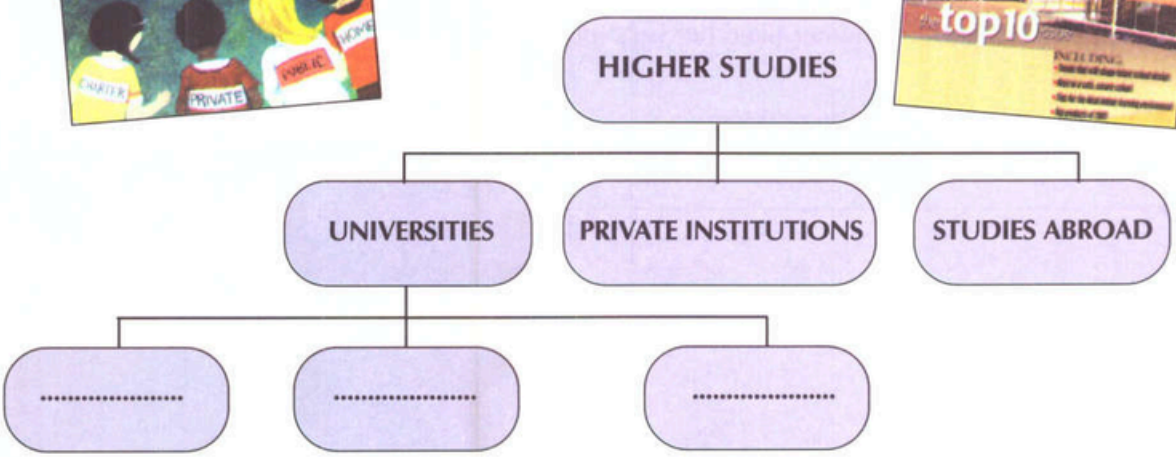
Before you get your baccalaureate, think ahead of your higher education.
This project work will help you find out different branches and choices offered to you in Moroccan higher institutions.

Your Task :

1. Get a folder or file ready to include all information or documents about higher education in Morocco and abroad.
2. Contact your local 'educational consultant' (at school or delegation) and ask him/her questions about possibilities offered to you when you get your baccalaureate. Take brief notes while talking to him/her.
3. Fill in a chart with the information you get. Your chart might look like the one below.







4. Develop the charts for each option. Don't forget to ask questions about : requirements, length, cost, and place of studies.
5. Prepare a mini-talk about
   a. why some students can't carry on their higher studies.
   b. what its consequences are on our society.
   c. how can society help these students.

REVIEW UNITS 1 AND 2

REVIEW YOUR GRAMMAR

A. What can you infer from these statements ? Use the expression 'used to'.

a. Hamid doesn't smoke anymore.

b. Rachid gave up his hobby of collecting stamps.

c. The Smiths have moved from Morocco.

d. Leila resigned from work after her illness.

B. Fill in the blank with the right pronoun from the list.

a. Despite her parents' complaints, Fionna decided to live by _____ in New York City.

a. her b. herself c. she

b. I can't understand _____ when she speaks German with _____ .

a. her, me b. him, me c. me, myself

c. He should be proud of _____ .

a. himself b. him c. he

d. We came across a friend of _____ at the market yesterday.

a. ours b. us c. ourselves

e. Each plan has _____ merits.

a. it b. itself c. its

f. The friends enjoyed _____ a lot at the party.

a. their selves b. themselves c. they

C. Put the verbs between brackets in the correct form.

a. Christopher Columbus (discover) America in 1492.

b. We (spend) the previous weekend in the mountain.

c. The kids (eat) breakfast hastily and (go) to the zoo around 9 this morning.

d. (you/see) yesterday's football match ?

e. We(not go) out at all yesterday.

D. Put the appropriate articles if necessary.

a. Brahim likes ..... horses.

b. Who's broken ..... red vase ?

c. It is so pleasant to read in ..... afternoon after ..... lunch.

d. ..... grocer opposite ..... library always sells fresh .... vegetables.

REVIEW UNITS 1 AND 2

REVIEW YOUR FUNCTIONS

1. Match the statements (a-d) with the responses (1-4)

a. I think, watching TV is a waste of time.

b. Hitch-hiking is the cheapest way of travelling.

c. It seems to me that tennis is the most popular sport.

d. I find chatting on the net so exciting.

1. You're right, but it may be dangerous sometimes.
2. Quite the contrary ! It's our main source of news.
3. I agree; it's very entertaining indeed.
4. I don't agree; Football is certainly the most popular.

2. How would you complain to these people ?

a. A restaurant manager because the service wasn't good enough.

b. The train warden because a person is smoking in a nonsmoking compartment.

c. The parents of a boy who has broken your window pane.

REVIEW YOUR VOCABULARY

1. Replace the wrong underlined words with the right ones.

a. We're passing a test tomorrow.

b. Congratulations ! You've succeeded your exams.

c. Hamza got quite good notes at Maths this year.

d. Public schools are run by individual investors.

2. Below are arguments for and against divorce. Fill in the chart.

a. it is a wise solution.

b. to save children's future.

c. to avoid psychological and social negative impact on children.

d. to put an end to problems before it is too late.

e. kids usually pay the price of divorce.

f. it is the solution when there is no understanding within the family.

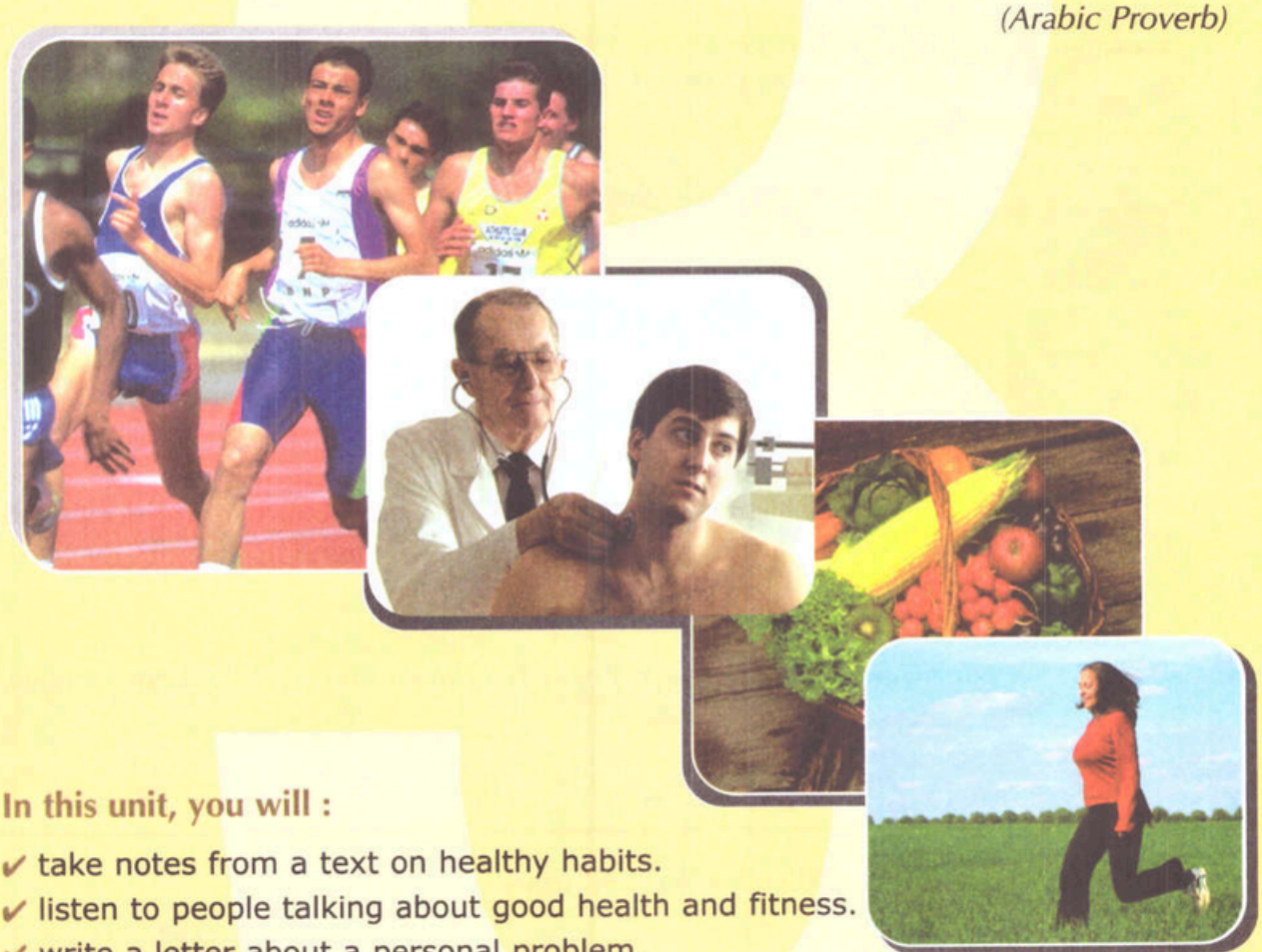
Married couples with children should divorce when marriage fails	Married couples with children should carry on living together
.....	.....
.....	.....
.....	.....

UNIT 3

HEALTH AND WELFARE

" He who has **Health**, has hope. And he who has hope, has everything."

(Arabic Proverb)



In this unit, you will :

- ✔ take notes from a text on healthy habits.
- ✔ listen to people talking about good health and fitness.
- ✔ write a letter about a personal problem.
- ✔ learn about the problem of obesity in the USA.
- ✔ learn how to seek and give advice.
- ✔ study reflexive pronouns, modals and present perfect.
- ✔ expand your vocabulary on health and welfare.

STARTING UP

HEALTH TIPS

If you look after your health, you stand good chance of not falling ill, and you also recover quickly if you get ill! The tips below will help you take care of your body, eat healthily and keep fit.

1. Match the pictures (1-5) with the tips (a-e).

1 

2 

3 

4 

5 

a. Having a balanced diet is very important. This means eating a variety of healthy foods, especially fresh fruit and vegetables.

b. Exercising is another good way of keeping healthy. It makes you fitter and helps you relax.

c. Some habits are bad for your health, such as smoking, drinking alcohol.

d. You should have a medical check up once a year. The doctor will be able to diagnose and spot any illnesses.

e. Take a rest from all your hard work. Rest and relaxation are good for your health.

2. Tick the good practices and cross the bad ones.

- ❒ Eating between meals.
- ❒ Washing hands before and after eating.
- ❒ Brushing one's teeth after meals.
- ❒ Taking showers regularly.
- ❒ Staying up late.

READING

KEEP HEALTHY

BEFORE YOU READ

Do you agree or disagree with the following statements ? Why ?

a. One important way to stay healthy is to diagnose your health problems as early as possible.

b. What you eat affects your energy, your ability to concentrate and your memory.

c. All those hours of study mean that your brain gets a good workout, but it's also important to keep your body in shape by doing physical exercise.

READ THE TEXT

1. Read the three texts below. Then, match the statements above with the texts they summarise.

Statement	Subtitle of text
a	.....
b	.....
c	.....

1. EXERCISING

We all need physical exercise to function our best. Getting the right amount of exercise can increase your energy levels and even help you feel better emotionally. To benefit from exercising, you should eat healthy food, drink plenty of water, and sleep well.

It should be noted that exercising can help you feel your best both physically and mentally. Exercising makes the body produce endorphins : chemicals that make you feel peaceful and happy. Apart from strengthening your muscles (including your heart), it gives your body a better shape. More than that, it reduces your risk of developing certain diseases when you are older.

Exercising is easier than you might think. Walking, playing sports, dancing, doing push-ups, even stretching – all these count as exercise.



2. YOUR DIET

What you eat and drink can have a big influence on your health now and in the future. A 'balanced diet' means a diet that includes a combination of several different food groups. These food groups include grains, fresh fruit and vegetables, meat and poultry, dairy products, and fats and oils. Try to eat something from each of these groups every day, except fats, oils and sweets, which should always be eaten in small quantities.

Do you know that the risk of some cancers is lower in people who eat lots of vegetables, fruit and food rich in fibre ? A healthy, balanced diet can help you grow and develop properly, maintain a healthy weight, and keep your bones strong and healthy, keep you smiling by preventing dental decay, and reduce the risk of getting ill.



3. BODY AWARENSS

Being aware of changes to your body is very important. Your body changes a lot during puberty - as your body begins to develop from being a kid to being an adult. So be aware of your body as you grow, and know what is normal for you, and report any changes without delay to your parents or doctor. Don't be ashamed - it's part of making sure you are healthy !

If you become conscious of the physical changes that occur to your body, you will prevent lots of trouble. Many health problems are preventable on condition that we diagnose them as early as possible. Medicine can do very little to help patients when diseases reach advanced stages.



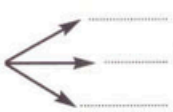
2. Choose the correct answer.

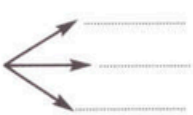


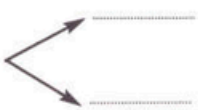
1. Exercising gives good results if you
   - a - eat a lot.
   - b - eat a little.
   - c - eat well.
2. Diseases are lower in people who eat
   - a - fatty food.
   - b - varied food.
   - c - fast food.
3. If you are aware of your body changes, you will
   - a- be ashamed.
   - b- get health problems.
   - c- prevent diseases.



3. Take notes from the texts to complete the diagrams.

a. Execising has a lot of benefits 

b. By having a balanced diet, you will 

c. Body awareness means 

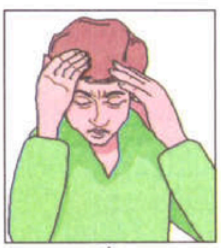
FOLLOW UP

Answer these questions and practise with your peer.

1. Do you train regularly ?
2. Do you get enough sleep ?
3. Do you eat varied food ?
4. Do you have a regular medical check-up ?

VOCABULARY

1- What's the matter with these people ? Match the pictures (1-6) with the sentences (a-f).



1



2



3

a. He's got toothache.

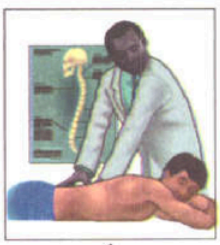
b. She's got a fever.

c. He suffers from flu.

d. He's got a backache.

e. He's got a headache.

f. He's got a stomachache.



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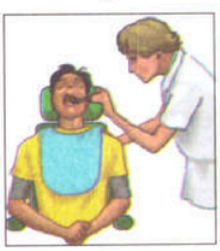
5



6

2- You ought to see a medical specialist ! Match numbers (1-6) with letters (a-f).

I suffer from	You ought to see....
1. a skin rash.	a. an ophtalmologist.
2. heart disorders.	b. a psychoanalyst.
3. chronic depression.	c. a dermatologist.
4. blurry eyesight.	d. a gastroenterologist.
5. recurring indigestion.	e. a dentist.
6. toothache.	f. a cardiologist.

3. Find the nouns from these words.

Adjective / verb	Noun
fit	.....
obese	.....
recover	.....
diagnose	.....
prescribe	.....
aware	.....
operate	.....
grow	.....
prevent	.....
able	.....

4. Fill in the blanks with the appropriate form of words from the table above.

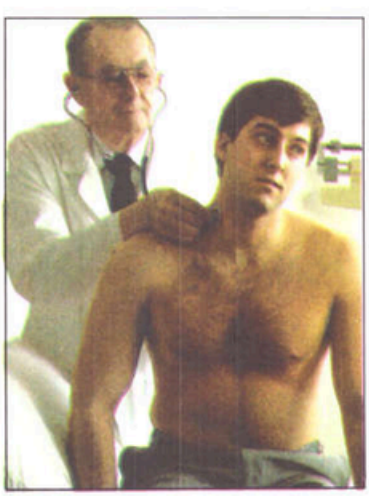
a. You are a bit ----------; you should go on a tough diet to lose some weight.

b. You don't need a doctor's ---------- to buy some medicines such as aspirin and cough syrup.

c. I've just learnt about your illness. I wish you a speedy ---------- .

d. ---------- is better than cure.

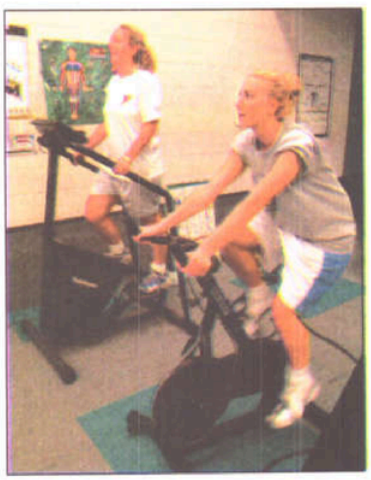
e. Leila does aerobics to improve her ----------.



f. The doctor is ---------- what is wrong with the patient.

LISTENING

THE GYM



BEFORE YOU LISTEN

Look at the picture and answer the questions below.

a. Where is Jane ?

b. Why do you think she is there ?

LISTEN

Listen to the conversation between Jane and the gym coach.

1. Put a tick if the statement is right and a cross if it is wrong.

❒. Jane has been to this gym before.

❒. The gym coach is a nice guy.

❒. Jane is accustomed to exercising.

❒. She likes jogging, but she doen't like aerobics.

❒. She can do weightlifting.

2. Choose the correct answer.

a. Jane does workouts ----------. (everyday - once a week - twice a week)

b. She will start with ----------. (jogging - aerobics - weightlifting)

c. She will need ----------. (trainers and a tracksuit - shorts and a T-shirt - a leotard and trainers)

FOLLOW UP

Practise with your peer.

a. What's your favourite sport ?

b. Are you a member of a sport club ?

c. How often a week do you exercise ?

d. Which sports are you good at ?



weightlifting

FUNCTIONAL PRACTICE

A PIECE OF ADVICE, PLEASE

1. Match advice requests (1 - 2) with advice responses (A - B).

Advice request 1 : _____.

Advice request 2 : _____.

Advice request (1)

Dear readers,

I have bad acne spots on my face. Every time I look at myself in the mirror, I get disgusted and depressed. To make matters worse, my classmates laugh at me because of the spots. I also avoid going out or meeting people because I feel so ugly and embarrassed.

Please, tell me what I can do to get rid of these spots. What should I do to look better ?

Suzan, 17.



Advice request (2)

Hello everybody !

I've tried several types of shampoo to get straight hair, but in vain : my hair is too curly. And that gives me a lot of psychological pain. I'm always wearing a cap to cover my head so that I can feel at ease both at school and in the street. What can I do ? What do you advise me ?

Brad.



Advice response (A)

If I were you, I wouldn't worry so much! Curly hair isn't always ugly ; sometimes it's more beautiful than straight hair ! Anyway, I advise you to use some hair oils. These are available at every pharmacy and at reasonable prices. One more thing, why not consult a hair therapist ? He may give you a treatment suitable to your case.

Good luck.

Advice response (B)

Why get embarassed ? That's quite normal during adolescence. However, there are some helpful things to do. To start with, you'd better avoid fatty food. Secondly, why don't you try some special natural types of soap ? These can have astonishing effects on your skin. Thirdly, you should avoid stress because it can cause skin problems.

Best of luck.

2. Read the letters again and answer these questions.

a. What is the boy worried about ?

b. What is the girl worried about ?

c. What do they want the readers to do ?

3. Fill in the chart with expressions from the letters and the replies.

Asking for advice	Giving advice

Practice

1. What advice can you give to someone who

1. is getting fatter and fatter ?
2. suffers from insomnia ?
3. has poor appetite ?
4. has toothache ?

2. Role play : Write a dialogue and act it out with your partner. Use the prompts in the following cards :

Card one

You suffer from painful headaches.
Ask your friend to give you some advice.

Card two

Your friend suffers from terrible headaches.
Give him/her suitable advice.



He suffers from terrible headaches !

GRAMMAR ANALYSIS

I'VE FOUND THE KEY !

Here is a brief review of the form and function of the present perfect tense. Study the examples and complete the rule: 'the present perfect is = { ..... + past participle' / ..... + been _____ ing'

.The present perfect is used when the time period has not finished.

e.g : I have read three books this month.

(This month has not finished yet.)

Ilham has been doing the same job for ages. (she is still doing this job)

.The present perfect is often used when the time is not mentioned.

e.g. : Adam has obtained a diploma. We should congratulate him.

.The present perfect is often used when the time is recent.

e.g. : Ilham has just got married.

.The present perfect is often used with for, since and yet.

e.g. : Salah has been teaching English for 10 years.

e.g. : Salah has been a teacher since 1990.

e.g. : I haven't had my Baccalaureate yet.

Affirmative	Examples
I You We They	have lived in Rabat since 1990. have been to the zoo several times before. have been waiting for the bus for 1 hour.
He / she	has worked in this office for five years.

Negative	Examples
I You We They	haven't seen my grandparents since last week. haven't had enough time to see them.
He / she	hasn't decided on her career yet.

Interrogative	Examples	
Have	I you we they	arrived yet ? gone abroad ? been to France before ?
Has	he / she your brother Latifa	been playing computer games again ?

Choose the appropriate verb form.

a. My brother _____ London last year. (visited - has visited)

b. Shall we leave now ? - No, I _____ my luggage yet. (didn't pack - haven't packed)

c. I _____ this car in 1991. (bought - have bought)

d. Can I help you ? You _____ for 3 hours (have been driving - drove)

e. _____ to Spain ? (Did you ever go - Have you ever been)

f. Brahim isn't at home. He _____. (left - has just left)

g. _____ your homework, haven't you? (You did - You've done)

h. You are still busy ! You _____ this homework since 10.00. (did-have been doing)

IT MUST BE RIGHT !

1. Read these exchanges, and tick the suitable explanation.

A.

Ali : We live in a densely populated neighbourhood.
Brahim : It **must** be very noisy.
Ali : Yes, you're right.

- ❒ Perhaps the neighbourhood is noisy.
- ❒ It is impossible that the neighbourhood is noisy.
- ❒ It is certain that the neighbourhood is noisy.

B.

Kate : Where's Peter ?
Steve : I don't know. He **may** be in the library.

- ❒ Steve is sure that Peter is in the library.
- ❒ Steve is sure that Peter isn't in the library.
- ❒ Steve thinks Peter is in the library, but he isn't sure.

C.

Father : Why is the baby crying ? I think he's hungry.
Mother : He **can't** be hungry. I've just given him some food.

- ❒ The baby is certainly not hungry.
- ❒ The baby is perhaps hungry.
- ❒ The baby is probably hungry.

2. Complete the following grammatical summary :

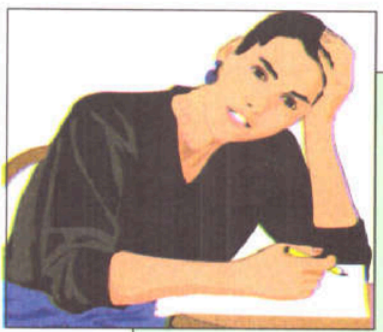
a. We use '.....' to say that we feel sure something is true.
b. We use 'can't' to say that we feel sure something is .....
c. We use '.....' to say that something is perhaps true.

3. Fill in the gaps with "*must*", "*can't*" or "*may*".

a. They have moved into my neighbourhood for very long. They _____ know many people.
b. You've been working hard all day long. You _____ be very tired.
c. I'm not sure, but it _____ rain tomorow.
d. Jane _____ be feeling bored with her work. She does the same thing everyday.
e. This restaurant _____ be a good one ; it's always empty.
f. Aicha _____ go with us ; she hasn't decided yet.
g. This jacket isn't good quality ; it _____ be very expensive.
h. 'Who's that boy ?' - 'I don't know; he _____ be Latifa's brother.'
i. She got a terrible mark at school; her parents _____ be very angry.

WRITING

You've been thinking about a problem you can't solve alone. Write a letter to your friend, asking him / her to give you some advice. (Write the letter in the frame below)



.....
.....
.....
Date

Dear .....,

Hello.
I must apologise for not having written before now.

Well, (*state your problem*) .....
.....
.....
(*ask for advice*) .....
.....

Bye for now,
(*write your name*)

Use this checklist to find out if you have...

1 written your address.
2 put today's date.
3 greeted your friend.
4 stated your problem clearly.
5 asked for advice with good expressions.
6 used adequate punctuation marks.
7 used the right tenses (present - past).
8 spelt all the words correctly.

LEARNING TO LEARN

CLASSROOM LANGUAGE

Below is a list of phrases that you can use in the English classroom. They will help you to learn more English. By using them, you will practise the language in your classroom, too !

- ✔ **I'm sorry, I don't understand.**
- ✔ **What does "blog" mean ?**
- ✔ **What is the past of "go" ?**
- ✔ **Is this correct ?**
- ✔ **Can I ask you a question ?**
- ✔ **Could you repeat, please ?**

Match the questions with the problems you might have in English class.

1. How do you say "X" in English ?	a. You do not know how to pronounce a word.
2. How do you spell that ?	b. You do not know how to write a word.
3. How do you pronounce this word ?	c. You couldn't hear what your teacher said.
4. Pardon ?	d. You do not know the English equivalent of an Arabic word.

CULTURE CORNER

OBESITY: HEALTH OR CULTURE MATTER !?

Read the extracts and answer the questions below.

OBESITY IN USA

Surveys indicate that an estimated 61% of U.S. citizens aged 20-74 are either overweight or obese. With such a big number of overweight and obese people, it is no wonder that the American government is concerned. The two top national health objectives for the year 2010 are :

1- To increase the proportion of adults who engage regularly in moderate physical activity for at least 30 minutes per day.

2- To reduce the proportion of adults who are obese.

OBESITY IN MOROCCO

In Morocco, fatness is sometimes viewed as a sign of high social status and prosperity among men. It is a cultural symbol of beauty and fertility among women.

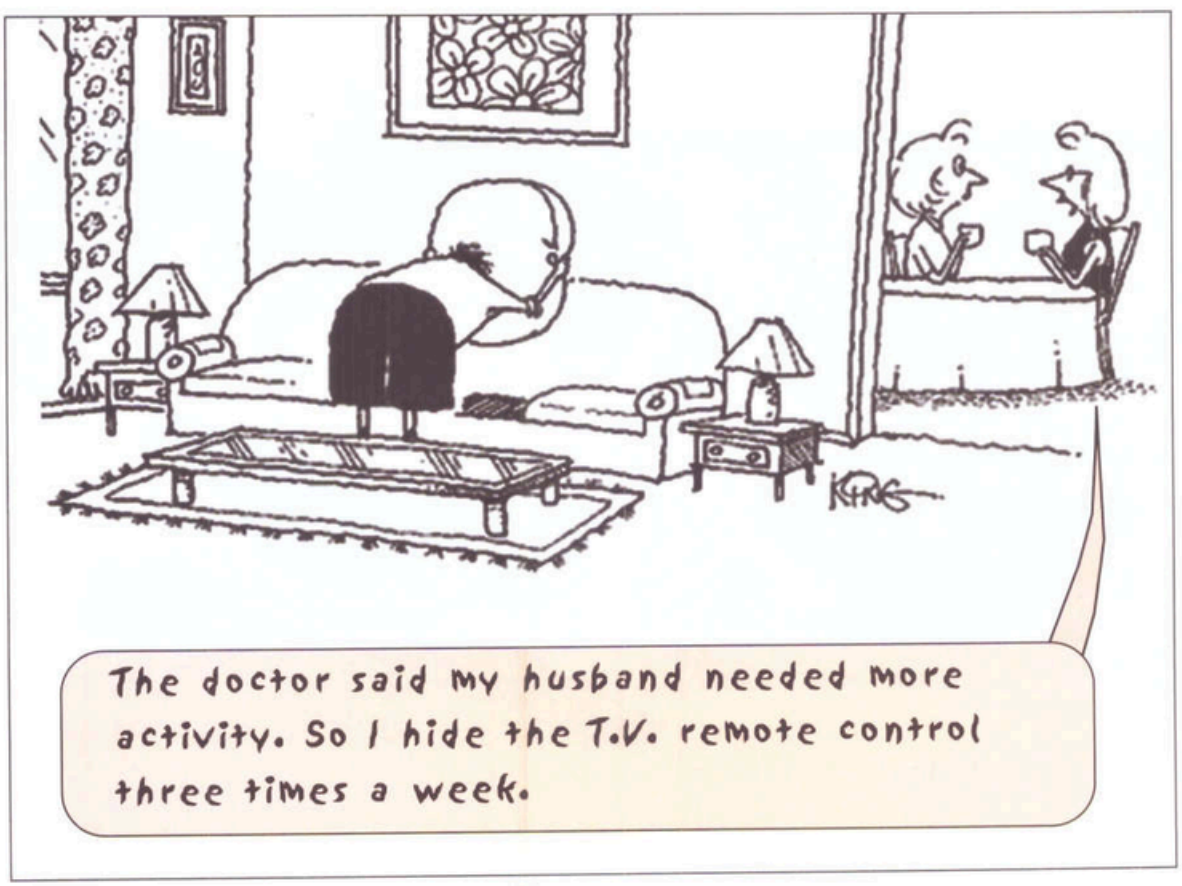
1. In which country is obesity considered a health problem ?
2. How do some Moroccans view fat people ?
3. What do you think ?



ENGLISH AND FUN

AN EFFECTIVE WAY TO BECOME MORE ENERGETIC

Look at the caricature and answer the questions below.



1. What does the lady do three times a week ?
2. Why does she hide the TV remote control from her husband ?
3. What do you think of her idea ?
4. Why does her husband need more activity ?

UNIT

4

ENVIRONMENT AND ECOLOGY

"The earth has enough for people's need and not for their greed."

(Mahatma Ghandi, 1869 - 1948)

greed : الجشع



In this unit, you will :

- ✔ give opinions on ecological and environmental issues.
- ✔ predict the content of a text on environment; deduce meaning of unfamiliar words from context.
- ✔ listen to an interview on pollution, listen for details, for speaker's attitude, and take notes.
- ✔ engage in discussions and conversations on ecology.
- ✔ learn how to make and respond to suggestions.
- ✔ learn about prepositions and the use of "too & enough".
- ✔ recognise and write a topic sentence, write a paragraph giving opinion.
- ✔ present a poster in front of the class.
- ✔ know about environmental associations.

STARTING UP

LET'S SAVE THE ENVIRONMENT





1- Describe the pictures.

2- What other words do you know that are synonymous with waste ?

3- In what way and why does waste harm the environment ?

READING

WASTE ! WASTE EVERYWHERE !

BEFORE YOU READ

In pairs discuss the questions below.

Who is responsible for making our cities dirty ?

What are the best ways to deal with waste ?

READ THE TEXT

1. Choose the best option.

The text is about

a. how we can deal with waste.

b. how waste affects our environment.

c. how waste is produced.

Waste or rubbish is what people throw away because they no longer need it or want it. Almost everything we do creates waste, and as a modern society we are currently producing more waste than ever before. We do this at home and at work. The fact that we produce waste, and get rid of it, matters for the following reasons :

- By throwing away things we don't need, we contribute to the degradation of the environment.
- When something is thrown away we fail to see it as a resource. It is well understood that what is waste to one person may not be viewed as waste by another. People are becoming more and more aware that garbage can be reused and not thrown away.
- When something is thrown away, we lose natural resources. The use of natural resources cannot go on indefinitely - we would run out of them - because not everything we dispose of is useless.

The way in which we consume materials will affect whether we have a sustainable society that leaves resources available for future generations to use. As consumers and producers, we can do better things with our so-called "waste" than throw it away. We need to see "waste" as a "resource".



Stop polluting the environment !!



Stop poisoning the air !!

The best way of managing our waste is not to produce it in the first place. Then, we can think about reducing the amount of waste we produce. Then, there may be an option to reuse the material.

The problem we have today is that most of our rubbish is thrown away. The challenge is to change our attitudes and our practices so that much more of our waste is dealt with by the other options. (See the table) :

Ways of dealing with waste
• Not produce waste ✔✔✔
• Reduce it ✔✔
• Reuse it ✔
• Throw it away

Adapted from: www.wasteonline.org.uk

2. Read the text again and decide whether these statements are true or false. Justify your answer.

a. When we throw away waste, we gain other natural resources.

b. Once we recycle waste, we provide future generations with more resources.

c. The best way to economise energy is to minimise the amount of waste, reuse it, recuperate it, and then get rid of it.

3. Read the whole text and tick the correct answer.

a. The purpose of the writer is to ...

❒ describe environmental deterioration.

❒ describe the amount of waste thrown away.

❒ describe the effect of pollution on the environment.

❒ talk about recycling and reusing waste.

b. By recycling waste we can ...

❒ lose our resources.

❒ protect our environment only.

❒ increase the amount of waste.

❒ save energy and limit rubbish dumps.

c. Nowadays, the majority of countries ...

❒ recycle waste.

❒ dispose of waste without caring about its danger.

❒ agree about reducing waste.

❒ are negligent about waste.

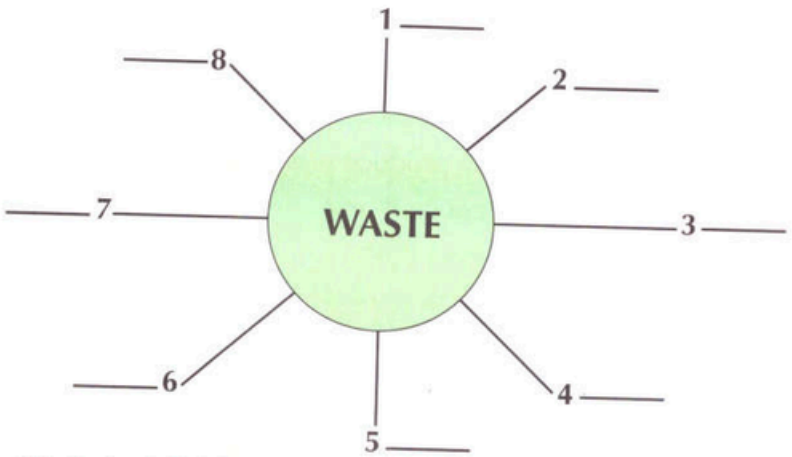
FOLLOW UP

In pairs, discuss the following questions.

1. Is your neighbourhood dirty ?
2. If yes, who is responsible for that ?
3. Suggest ways of making it clean.
4. Share your ideas with your peers.

VOCABULARY

1. Complete the map below with words associated with waste.



2. Match the words with their definitions.

1. degradation	a. rule made by authority, especially a government.
2. disposable	b. becoming or making larger.
3. disposal	c. send out smoke, smell etc…
4. expanding	d. designed to be thrown away after use.
5. garbage	e. action of getting rid of something.
6. give off	f. causing to be less moral or less deserving.
7. law	g. rubbish.
8. recycle	h. waste.
9. prosperity	i. general views or studies.
10. spoil	j. treat something already used so that it can be used again.
11. surveys	k. poisonous.
12. toxic	l. success or wealth.
13. trash	m. ruin the value or pleasure of something.

3. Fill in the blanks with the appropriate words from exercise 2 above.

a. In big cities, cars and buses pollute the air as they _____ smoke.

b. The _____ of the environment is due to the amount of _____ and _____ thrown away by people and factories.

c. As factories are _____ , waste is produced more and more.

d. According to some _____ carried out by some environmentalists, pollution and man-made disasters are an obstacle to a country's _____.

LISTENING

THE EFFECT OF POLLUTION ON HUMAN HEALTH!

BEFORE YOU LISTEN



A nuclear station poisoning the surrounding environment

1. Answer these questions.

a. How does pollution have an effect on the human body?
b. Which type of pollution is more dangerous : atmospheric, terrestrial or marine pollution? Tell why.

2. Read the introductory paragraph and fill in the chart.

Interviewer's name	.....
Interviewee's name and job	.....
Topic	.....

There are many factors that contribute to the quality of human health and to the well-being of citizens. The air is one of them. Breathing clean air means having a healthy body. Health diseases such as bronchitis, throat and eye irritations, heart problems, asthma and so on, are mostly due to the toxic air people inhale every second. So, It's urgent to think about it more seriously. To shed light on this topic, you are going to listen to an interview between Sophia, a young reporter on the English Service of the Moroccan radio and Doctor Benyoussef, an expert in ecology.

LISTEN



1. Listen to part 1 and answer this question.

What health diseases are mentioned in this part of the interview ?

2. Listen again and complete the following statements :

a. The effects of pollutants go from _____ to death.
b. The pollutant _____ may have immediate _____ causing health problems.

3. Listen to part 2, answer the question and complete the two statements.

a. Which age group is likely to suffer dangerous health problems?
b. Someone who is not healthy doesn't have enough _____ to defend himself from external _____ .
c. Children who live in a polluted _____ environment are more likely to suffer than those who live in a rural one.

4. Listen again to the whole interview and tick the correct answer.

a. Part 1 is about

- ❒ the diseases that healthy people suffer from.
- ❒ the influence of particles on the human body.
- ❒ medical tests that patients undergo.

b. Part 2 is about

- ❒ who is responsible to cope with pollution.
- ❒ the category of people who are likely to be attacked by pollutants.
- ❒ the lower immunity defences of unhealthy people.

FOLLOW UP

Work in groups and choose a topic from the following and prepare a short presentation to the class.

a. While inside the city, people shouldn't use cars so as not to poison the air by toxic smoke. They should use only bicycles and buses.

b. You are told to participate in a local committee to sensitise citizens about the importance of reducing waste and procedures to handle rubbish so as to minimise it. What would you tell them ?

c. You have noticed that your city is a bit dirty; Write a short report to the city council, urging them to act.



FUNCTIONAL PRACTICE

LET'S TRAVEL !



1. Read the dialogue and underline expressions of suggestion.

Sarah : Why don't we go on an excursion ?
Sophia : Why not ? We could go to Ifrane.
Sarah : Yes, Ifrane is beautiful. We could enjoy the snow and see the lion statue, but it's very cold there.
Sophia : How about going to Um Rabi'a springs ?
Sarah : I think that will cost us a lot of money. Why not go to Marrakesh ?
Sophia : That's a great idea. We can amuse ourselves in Jam'a El Fna and see the snake charmers.

2. Complete the following chart from the dialogue :

Making a Suggestion	Accepting	Declining/ Refusing

3. a. Fill in the blank, choosing the correct answer from the given list.
b. When you finish, practise the dialogue with your partners.

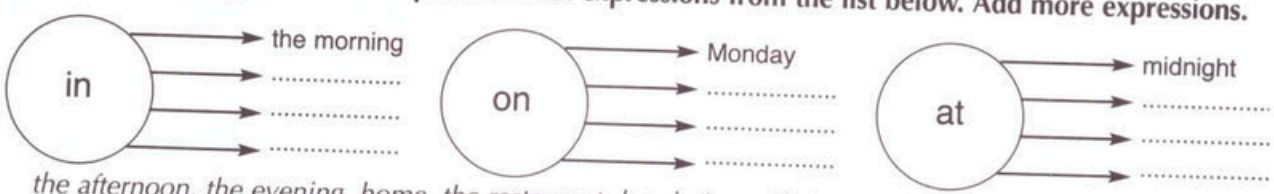


Rachid : Hi Yassine! Let's _____ to the Minaret over there.
a) going *b) go* *c) to go*
Yassine : No, Let's _____ to the Minaret. It's a little far, Rachid.
a) not to go *b) go* *c) not go*
Rachid : Then why _____ go to the movies ?
a) don't we *b) don't you* *c) we go*
Yassine : Good idea, Rachid! _____ invite Sophia to go with us!
a) Why let's to *b) Let's* *c) Why don't you*
Rachid : Hi Sophia. We're going to the movies tomorrow. Why _____ come with us ?
a) don't we *b) doesn't she* *c) don't you*
Sophia : The movies ? No, I don't want to go to the movies. _____ to the circus. There are nice acrobats there.
a) Let's go *b) Let's to go* *c) Let's going*

GRAMMAR ANALYSIS

WHEN AND WHERE ?

1. Look at the diagrams and complete with an expressions from the list below. Add more expressions.



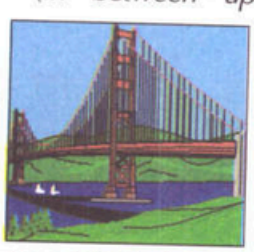
the afternoon, the evening, home, the restaurant, lunch time, Christmas, the hotel, Sunday, the house, May 1st , the library, school, the moment, night.

2. With a partner fill in the gaps with in - at - on - for - from - over - with - to.

a. My mother bought me a new dress ___ the store.
b. I found my car keys ___ my pocket.
c. I saw the horse jump ___ the fence.
d. Maria lives ___ her parents ___ a small house.
e. Every morning, I take the bus ___ school.
f. I sometimes have a siesta ___ the afternoon ____ the sitting-room.
g. My teacher drives ___ school every day.
h. We went ___ Marrakesh ___ vacation.

3. Look at the pictures and fill in the blanks, choosing from the following prepositions :

(in - between - up - across - into - under - above - past - by - inside - under - down - over)

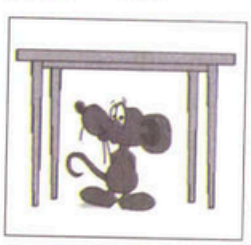
a 
The boat sailed ____ the bridge.

b 
The students get ____ the bus.

c 
the cat is _____ the dogs.

d 
The ducks swim _____ water.

e 
The kittens are sitting _____ the basket.

f 
The mouse is ____ the table.

g 
The boy jumps ____ the box.

h 
The man dived ____ the water.

THAT'S ENOUGH !



Oh ! It's too heavy to lift !!!

1. Study the information in the chart and do the exercise below.

too = in a higher degree (negative) too + adjective	enough (quantity) as much as needed (positive) Adjective + enough
• The porter cannot lift the box. It is very heavy. ➝ The box is ***too*** heavy for the porter to lift. • The soup is very hot. I can't eat it. ➝ The soup is ***too*** hot to eat.	• Samir is quite clever. He understands perfectly. ➝ Samir is clever **enough** to understand perfectly. • You are quite old. You can rely on yourself. ➝ You are old **enough** to rely on yourself.

2. Fill in the blanks with too or enough.

a. The student cannot buy the book. It is _____ expensive.
b. The students could not finish the test. It was _____ long.
c. I could not answer the question. It wasn't easy _____.
d. We can't all get into this small car. It isn't big _____.
e. The woman can't hear the television. It isn't loud _____.
f. The man cannot see the sun. The sky isn't clear _____.

3. Study the example carefully and do the task below.

Example : We can not go outside. It's very cold.

➝ ***It's too cold to go outside.***
➝ ***The weather isn't nice enough to go outside.***

a. The customer cannot drink the juice. It's very sour.
b. The boy cannot reach the shelf. He's very short.
c. This maths exercise is very difficult. The students can't do it.
d. Voltaire's Candide is very challenging. Students can't grasp it.
e. He's very poor. He can't satisfy all his needs.

WRITING

1. Read the two texts and complete the chart below.



solar pannels

Solar Energy : A Renewable and Safer Energy

The system of making use of solar energy has advantages that could be introduced in special situations such as those in underdeveloped countries. It offers, with a low cost installation, an autonomous system of getting solar energy which can be used in cooking food and many other domestic and craft uses. It would help to solve the serious problems of deforestation because firewood wouldn't be used as a source of energy. Besides, it gives a very economical source of energy which would improve possibilities of employment and development, especially in under-developed areas, that are usually rich in solar radiation. Moreover, as it represents a non-polluting way of obtaining energy, health conditions would be improved. For example, the absence of smoke would prevent respiratory infections. Furthermore, it would avoid accidental fires to which children are very vulnerable, according to statistics. Finally, Solar energy is free, safer, and also renewable.

Adapted from: Young Reporter for the Environment Book 2004



A nuclear energy station

Preserving Our Environment : Nuclear Energy, the Clean Air Energy

Nuclear energy has perhaps the lowest impact on the environment because it does not emit harmful gases. Moreover, it requires less area to produce the same amount of electricity as other sources of energy. More than that electricity produced with this energy is far cheaper. Therefore, leading environmentalists, including the founders of Greenpeace, have shown no strong opposition to it. It is a non-emitting and inexpensive source of energy that can tackle both global warming and the suffering of the environment. However, its use must be controlled, and it must not be used for military purposes.

Advantages of Solar Energy	*Advantages of Nuclear Energy*
.....	.....
.....	.....
.....	.....

2. Re-read the two texts and find the topic sentences and the concluding ones.

3. Which do you think is the safest and most reliable source of energy, nuclear or solar ? Write a paragraph giving your opinion, using information from the chart.

LEARNING TO LEARN

PUNCTUATION

Study the following chart about the major punctuation marks :

PUNCTUATION MARK	USAGE	EXAMPLES
1. period / full stop (.)	➢ use a period to end a complete sentence.	➢ *He went to Casablanca last week.*
2. comma (,)	➢ Separate a list of items. a comma is included before the conjunction 'and' which comes before the final element of a list. ➢ Separate phrases	➢ *I like reading, listening to music, taking long walks, and visiting my friends.* ➢ *Although he was invited, he wasn't able to come.*
3. Question Mark (?)	➢ The question mark is used at the end of a question.	➢ *Where do you live ?*
4. Exclamation Mark (!)	➢ The exclamation mark is used at the end of a sentence to indicate great surprise.	➢ I can't believe he is going to marry her!
5. Semicolon (;)	➢ We use a semicolon to separate two independent clauses, but the ideas expressed are usually very similar.	➢ He loves studying; he can't get enough of school. ➢ What an incredible situation; it must make you nervous.
6. Colon (:)	➢ A colon can be used for two purposes : ⇨ To provide additional details and explanation. ⇨ To introduce a direct quote.	➢ She had one reason for joining the club : to get in shape. ➢ He announced to his friends : "I'm getting married!"
7. Inverted Commas (" ...")	➢ We use inverted commas to indicate quotes- someone else's words.	➢ "I'm hungry !", the boy told his mother.
8. Capitalization (A B C..)	➢ we capitalize the first word in a sentence, names, countries, nationalities, languages,...	➢ Alice is from Ireland. ➢ I speak English and French. ➢ Tarik is Moroccan.

Put the correct punctuation marks in the numbered spaces.

It was about midnight when the telephone rang ..1.. waking jim ..2.. the receptionist ..3.. ..4.. hello an excited voice was saying over the telephone ..5.. this is Mrs Simpson ..6.. please come to my room quickly ..7.. I have been robbed of a valuable necklace ..8.. do you hear me ..9..

CULTURE CORNER

GREENPEACE



Greenpeace is an international organization that works for environmental conservation and the preservation of endangered species. Its principal office is in Canada, but it has branches in many different countries.

1- Do you know any similar environmental organizations in Morocco, or in your city ?

2- What do they do to protect our environment ?

3- What do the members of these organizations do to make people aware of protecting our environment ?

4- Do you have an environmental club in your school ?

ENGLISH AND FUN

1. Environment Anagrams.

Anagrams are words or phrases that are made by changing the order of the letters in other words or phrases. What anagrams can you make from the following phrases ? All of them relate to environment.

Examples : *heart -- earth , Rent in Venom -- environment*

Try this first, it's the title of this unit, then do the others -Not gleamed on connivery- (3 words) :

a. Rib bush *(1 word)*
b. A beggar *(1 word)*
c. Raze Looney *(2 words)*
d. Greener lunacy *(2 words)*
e. Hot drug *(1 word)*
f. Dear an altruists *(2 words)*
g. O ! Coy leg *(1 word)*
h. Eager pence *(2 words)*
i. Mock so exit *(2 words)*
j. Gag: "I 'm all brown!" *(2 words)*

2. Environment Square.

How many words related to environment can you find ? You can look for them vertically, horizontally and in the diagonals, left-hand and right-hand.

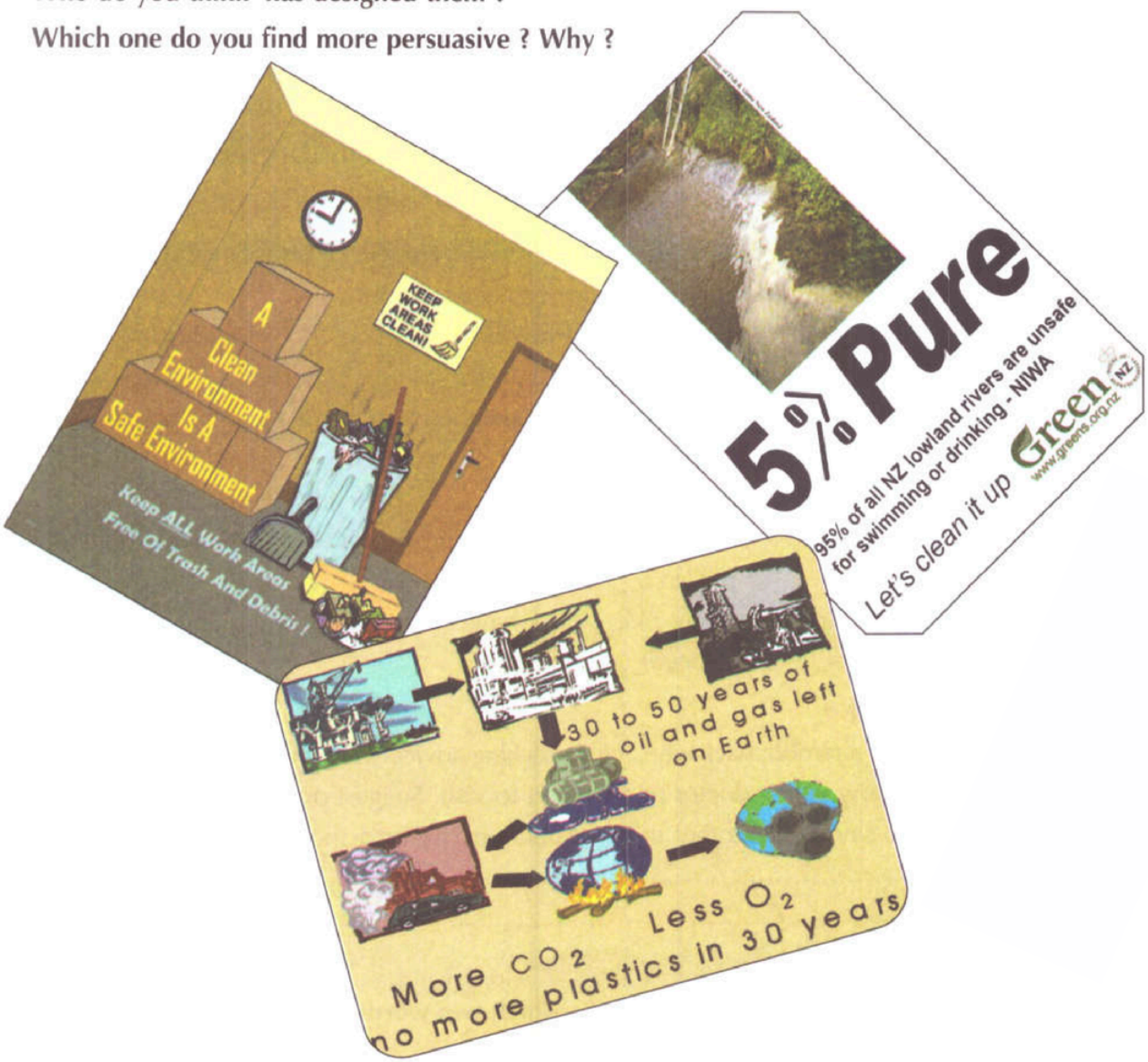
D	E	F	O	R	E	S	T	A	T	I	O	N
E	E	D	I	R	T	E	C	I	M	O	T	A
T	H	T	R	A	E	W	O	R	S	N	V	E
E	Y	D	E	M	G	A	S	S	E	A	G	R
R	G	E	F	R	T	G	M	M	K	T	E	U
I	I	L	E	A	I	E	N	P	S	U	T	T
O	E	E	L	A	H	O	L	E	R	R	S	A
R	N	S	T	D	R	Z	R	C	L	E	A	N
A	I	V	R	I	A	O	L	A	T	E	W	S
T	C	S	V	R	C	N	F	A	T	O	M	Y
E	T	N	E	T	I	E	D	S	O	I	L	S
V	E	T	S	U	D	C	I	N	A	T	O	B
S	N	O	I	T	A	D	A	R	G	E	D	N

LET'S SAVE OUR ENVIRONMENT !

1- Here are some posters about preserving our environment.

Who do you think has designed them ?

Which one do you find more persuasive ? Why ?



2- Now it's your turn to design a similar poster. Make sure to include these elements :

- Pictures and drawings showing the bad effects of waste on the environment.
- Slogans urging people to save the environment.
- Ideas on how to save the environment.

3- Present your poster to the class.

REVIEW UNITS 3 AND 4

REVIEW YOUR GRAMMAR

A. Put the verbs between brackets in the correct form.

Thousands of People Injured on Scooters.

Thousands of people (suffer-1) injuries so far this year while using the new, lightweight scooters. The number of injuries (rise-2) along with the popularity of the scooters since the last statistics. Most of the injuries (occur-3) when children fell off the scooters and nearly one-third of the children (break-4) bones. People obviously (not/realize-5) that scooters can be dangerous. Those who sell these scooters (recommend-6) using safety equipment such as helmets, wrist guards and elbow and knee pads. To avoid accidents, (not/use-7) the scooters on wet streets or places with traffic.

B. Fill in the blank choosing the correct modal verb from the list.

1. _____ you speak any foreign languages ? *(a. May not b. Can c. Must)*
2. Rachid _____ get tired of his job. It is so boring. *(a. can't b. must c. should)*
3. Where's Bill ? He _____ be in his office. I saw him there this morning. *(a. may b. mustn't c. can't)*
4. Take an umbrella. It _____ rain later. *(a. must b. can't c. might)*
5. Soufien _____ go to hospital ; he has terrible influenza. *(a. may not b. could c. must)*
6. _____ you do this Math exercise for me? I've already tried it, but I've found it too difficult. *(a. Must b. Can c. Can't)*
7. Jane was overtired and looked sleepy. She _____ have worked days and nights. *(a. can't b. must c. need)*

REVIEW YOUR FUNCTION

1. Your friend has a terrible backache. He is seeking advice. Give him some.
2. He doesn't know which doctor or specialist to visit. Suggest one to him.

What do you say to each other in both situations? Write a short dialogue.

Your friend: ..... ?

You : .....

REVIEW YOUR VOCABULARY

Study the following words to form collocations ; which two words go together in each column ?

Example : environmental preservation

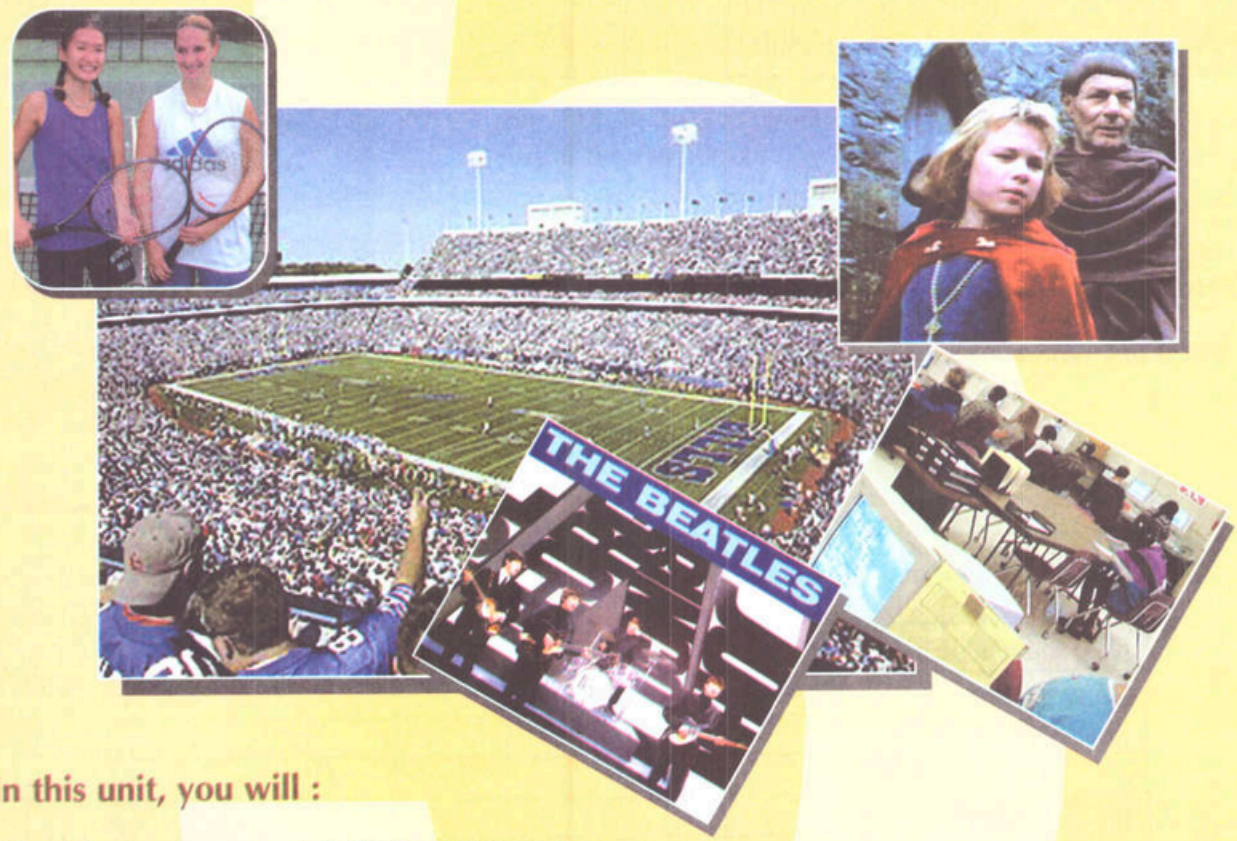
Environment			Health		
energy	*warming*	*panels*	*food*	*examination*	*curly*
disposable	*environment*	*environmental*	*chronic*	*building*	
nuclear	*products*	*global*	*medical*	*fast*	*hair*
activists	*preservation*	*solar*	*diseases*	*body*	

UNIT 5

ENTERTAINMENT

" All work and no play makes Jack a dull boy. "

(English Proverb)



In this unit, you will :

- ✔ read about some people's pastimes.
- ✔ expand your lexical repertoire about leisure and entertainment.
- ✔ listen to a famous actor talking about his career.
- ✔ learn ways of expressing interest.
- ✔ learn and practice the past continuous tense.
- ✔ write a film review.
- ✔ Know about popular sports in the USA and the UK.

STARTING UP

ENJOY YOUR LIFE !

1. What is Leisure ?

Study this definition, and answer the questions below.

Leisure is the time when we are free of our obligations to society concerning such things as work, family, and study. Some of the most popular leisure activities include television viewing, sports, participation in outdoor activities, reading, attending movies, and listening to music. These activities are essential for lifelong development and personal well-being. They bring the individual relaxation of the mind, body, or soul.

a. What other words can you associate with leisure ?
b. What are the benefits of leisure ?



Millennium Wheel in London
It's the largest Wheel in the world (135 metres)

2. How do you occupy your leisure time ?

Put a tick where appropriate to you.

Activity/Frequency	Usually	Sometimes	Seldom	Never
hang round with friends				
listen to music				
travel				
surf the net				
practise sports				
play chess				
paint landscape				
collect antiques				
play board games				
read novels				
write poetry				
collect stamps				

a. Which is your favourite leisure activity ?
b. Why do you like it more than anything else ?

READING

BEFORE YOU READ

Read the first sentence in each passage and find out who likes

Football : .....
Movies : .....
Shopping : .....


Sarah

Shopping is one of my pleasures. I like buying clothes, shoes, and so on, but I also like just looking at those goods around the shops without buying. I'm not so rich and I can't shop frequently, but when I do shop I am very happy and I feel my stress gets reduced, in a way.

My shopping habits are a bit strange, I think. I can't easily decide what to buy, so it takes me a long time to do my shopping. At first, I don't buy anything and stroll through the shop, looking around, talking with my friends, etc.... When I find a piece of clothing which I like, I keep it in mind and continue looking for other nice pieces. At last, I pick up some pieces to choose from, and then I decide which one to buy. While shopping I also think about the combination of the clothes I will buy with the ones I've already got.

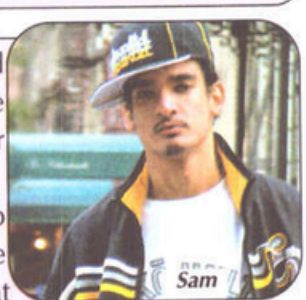
For me, shopping is lots of fun.


Mr. Nassir

My passion for the movies, to my recollection, began around 1960. I was just eight years old when my parents took me to see a classic movie about war . From then on, I was hooked. Quite naturally, my wife, my daughter, and my son have caught the movie bug as well. We watch at least one movie a week, usually on Sundays.

In fact, my choice of movies depends mostly on the director of the film, since I like most genres of films. My favourites include action and detective films. But there is one Japanese film, "Eureka", which has left an indelible impression on my memory.

For me, a good movie helps to relieve stress as I sit back and sink into fantasy, imagining myself as one of the characters in the film. Even now when I hear a song from the movie on my car radio, the movie scenes come rushing back and I just feel so good about it.


Sam

My favourite pastime is playing football. Five years ago, my father asked me to watch a football match. After that match, I became interested in the game. I pestered my mother day and night to buy me a football. My mother finally agreed, and I was delighted to get one in the end.

My father and I are faithful fans of Manchester United Football Club which has won several trophies. I never miss any of their matches. We are proud owners of many football magazines and posters depicting great players like David Beckam, Mickael Silvestre, Andy Cole and many others.

Football is a very special game as it helps build up one's muscles and strength.

READ THE TEXT

1. What are the synonyms of 'leisure' the three people use ?
2. Read the three passages again and fill in the chart.

	Name	Leisure Activity	Reasons
1			
2			
3			

3. Multiple-choice exercise.

Tick the most appropriate explanation of the word written in bold letters.

a. I don't buy anything and **stroll** through the shop... (passage one, line 6).

- ❒ walk quickly in the shop.
- ❒ talk to different people in the shop.
- ❒ walk slowly from one aisle of the shop to the other.

b. From then on, I was **hooked.** (passage two, line 3).

- ❒ completely interested.
- ❒ showing very little interest.
- ❒ showing no interest at all.

c. ... and I was **delighted** to get one in the end. (passage three, line 4).

- ❒ sad and unsatisfied.
- ❒ glad and pleased.
- ❒ discontented and tearful.



4. These sentences are false. Correct them according to the text.

a. Shopping is Sarah's unique pastime.
b. Sara buys clothes without thinking about style or colour.
c. Mr Nassir has just started loving movies.
d. Mr Nassir adores all types of films.
e. Mr Nassir's pastime causes him family problems.
f. Sam enjoys only playing football.
g. Sam sometimes watches Manchester United matches.



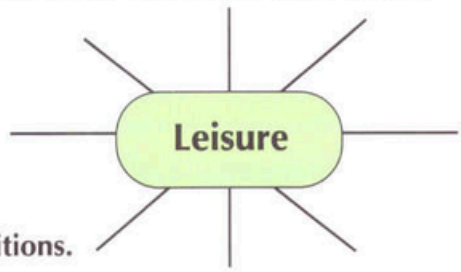
FOLLOW UP

Discuss these questions in class.

a. Which of the three leisure activities mentioned in the passages do you find most interesting ?
b. Which one is the least interesting according to you ?

VOCABULARY

1. In pairs, complete the map below with words associated with leisure.



2. Match these places with their definitions.

1. Amusement park :	**a.** a travelling show, usually given in a large tent, including clever horse-riding, clowns and acrobats.
2. Museum :	**b.** a building for the display of works of art.
3. Art gallery :	**c.** an open area with swings, roundabouts and other means of amusing children.
4. Teen center :	**d.** a building where antique objects illustrating art, history, or science are displayed.
5. Circus :	**e.** a building where teenagers (aged 13 to 19) spend their free time, doing such things as reading, playing games, singing or acting.

3. Fill in the blanks with words from the list.

novels, scenery, audience, make-up, conductor, costume, playwright, composed, voices, gala, screen,

1. Hollywood was the birthplace of cinema, which is often called 'the silver .....'
2. The actress quickly put some ....., wore her .....and walked on stage.
3. The ..... stepped onto the podium, shook hands with the first violinist and began Beethoven's 5th Symphony.
4. Opera singers have great ..... .
5. Najib Mahfoud wrote wonderful .....
6. The..... used during the first act of the play was so beautiful. It really looked like it was set in Egypt.
7. The ..... applauded the actors for a long time.
8. Mary bought a new dress and wore it for the opening night .....
9. Mozart..... more than 40 symphonies.
10. Shakespeare was a poet and a ..... as well.



W.Shakespeare (1564-1616)
English poet, dramatist, and actor.

LISTENING

AN OUTSTANDING ACTOR

BEFORE YOU LISEN

You're going to listen to an interview with Rachid – a famous Moroccan actor.
Together with your partner, write down all the questions you would like to ask him.

LISTEN

1. Listen to the whole interview and guess whether it includes your questions.

2. Listen to the first part of the interview, and check if these statements are true or false.

a. Rachid became interested in acting at a late age.
b. Rachid 's parents were against his choice of an acting career.
c. Rachid is satisfied with his present situation.

3. Listen to the second part of the interview, and answer these questions.

a. Does Rachid prefer working in the theatre or the cinema ?
b. How does he describe today's audiences ?
c. What advice does he give young actors ?

4. Listen to the whole interview, and complete the following sentences with appropriate words.

a. Before he started his ..... as a professional actor, Rachid used to ..... some amateur plays with his friends in a ..... Later on, he became more .....

b. At first, Rachid's father didn't ..... of his son's decision to become an actor. But Rachid made him change his ..... .

c. Rachid thinks that ....., ..., and..... have changed. He is also conscious that the audience demands ..... .

d. Advising future actors, he says that a good actor should be ....., ..., and.....

FOLLOW UP

Answer these questions about your favourite star. Take notes for a short presentation to your classmates.

a. Who's your favourite star ?
b. What does he/she do ?
c. What are some of his works ?
d. Why do you like him/her ?

FUNCTIONAL PRACTICE

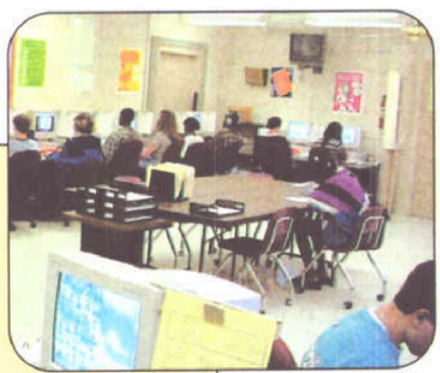
HOW INTERESTING !

1- Read this exchange, and decide if Najat is

interested in Hiro's hobby.

indifferent to Hiro's hobby.

neutral towards Hiro's hobby.



Najat : What are you doing, Samy ?

Sam : I'm chatting with Hiro, a Japanese boy.

Najat : How interesting !

Sam : He says he does sculpture as a hobby.

Najat : Sculpture ! What's that ?

Sam : He makes decorations out of wood.

Najat : Wow! That sounds exciting !

2- Read the following dialogue, and answer this question :

What is Latifa's attitude towards Leila's birthday party ?

Interested ? Indifferent ? Neutral ?



Tom : Let me tell you something, Latifa.

Latifa : yes !

Tom : Tomorrow is Leila's birthday.

Latifa : So what ?

Tom : Look, she's sent you an invitation.

Latifa : I don't care; I'm not going.

3. Read the two dialogues again and complete the table below.

Expressing Interest	Expressing Indifferenece

PRACTICE



1. Complete the following exchanges showing interest or indifference

a. Brian : Look, I've bought a new CD player.

Reda : ..... .

CD players are out of date now.

b. Zineb : We're traveling to Ifrane next week.

Rosa : Wow ..... .

How long are you staying ?

Zineb : a couple of days.

Rosa : Enjoy yourself, then.



Ifrane

2. Respond to these pieces of news, showing interest or indifference.

a. Your schoolmates are going on an excursion.

b. The Pakistani cricket team has won the cricket world cup.

c. Michael Jackson has got married.



GRAMMAR ANALYSIS

WHAT WERE YOU DOING ?

1- Read each passage, and choose the suitable meaning of the sentence given.



A. Yesterday, Souad went to the Tennis club in the morning to practise her favourite sport. She met Salma there, and they began playing. The game went on smoothly, and they had much fun. However, the match didn't have a happy ending : Souad broke her right arm !

Souad broke her arm while she ***was playing*** *a tennis match.*

a. She broke her arm before the tennis match.

b. She broke her arm after the tennis match.

c. She broke her arm during the tennis match.



B. The other day, I visited The Nassirs. They were so busy that they didn't answer the door quickly. Mr Nassir was reading his favourite newspaper while his children were playing chess.

Mr Nassir ***was reading*** *while his children* ***were playing*** *chess.*

a. Mr Nassir was busy reading before his children became busy playing.

b. Mr Nassir was busy reading after his children became busy playing.

c. Mr Nassir was busy reading at the same time his children were busy playing.

2- Complete the chart below ('to work' in the past continuous).

	Affirmative	Negative	Interrogative
Singular	I was working	I wasn't working	Were you working ?
	He	.....	.....
	She	.....	.....
	It	.....	.....
Plural	We	.....	.....
	You	.....	.....
	They	.....	.....

PRACTICE

1. Put the verbs between brackets in the simple past form or the past continuous form.

a. Ali: What (you, do) ..... when the accident occurred ?
Brahim: I (try) .....to change a light bulb.

b. Sebastian (arrive)..... at Susan's house a little before 9:00 pm, but she (be, not) .....there. She (study).....in the library for her final examination in French.

c. Sandy is in the living room watching television. At this time yesterday, she (watch, also) .....television. That's all she ever does !

d. Peter: I (call)..... you last night after dinner, but you (be, not) .....there. Where were you ?
Jane: I (work)..... out at the fitness center.

e. I (watch)..... a mystery movie on TV when the electricity went out. Unfortunately, I couldn't see the end of the movie.

f. Sarah (be)..... in the room when John told me what happened, but she didn't hear anything because she (listen, not).....

g. The Titanic (cross)..... the Atlantic when it (strike)..... an iceberg.

2. Give the right form of the verbs.

a. When I walked into the post office yesterday, several people (busily / type)....., some (talk) .....on the phones, the boss (yell).....directions, and customers (wait)..... to be helped. One customer (yell).....at a secretary and (wave).....his hands. Others (complain) .....to each other about the bad service.

(Source: www.englishpage.com)



b. When I went to Jamaa Elfna , a couple of sellers (bargain)..... and (try)..... to sell their goods to tourists who (hunt)..... for souvenirs. A couple of men (argue) .....over the price of a leather belt. Acrobats (perform) .....attractive shows while the spectators (watch)..... with interest.



WRITING

FILM REVIEW

1. Read the film review below and fill in this film specifications.

film specifications :



Title of Film : .....
Director : .....
Country : .....
Length : .....
Special effects : .....



'Eye of the Eagle' - directed by Peter Flinth from Denmark - is great for people with a sense for adventure or for those with a special interest in ancient times.

I don't think I could pick out a favourite scene, but what I did really like was the atmosphere created by the suitable costumes, wonderful scenery and realistic effects. The acting and action really took me back into the old times. And throughout ninety-two minutes, I forgot all about modern life and became fully involved in the film.

Overall, I liked this film because I've always been interested in stories that took place in the past. The characters and events may not have been realistic, but they were certainly entertaining. The film is probably made for people younger than me (I'm 17), but I think it's a film that can be enjoyed by anyone with an appreciation for good films and those with an active imagination.

2. Complete the chart below with information about a film you have seen.

Title of Film :	
Director :	
Country :	
Length :	
Main Actors :	
Story :	
Special Effects :	

3. Using the details in the film specifications, write a film review for your school magazine.

LEARNING TO LEARN

HOW TO DEAL WITH UNFAMILIAR VOCABULARY

This passage suggests three ways to understand 'difficult' words. What are they ?

Whenever we ask students what seems to be their biggest problem in reading, almost everyone immediately answers "vocabulary !" It is true that inexperienced readers are likely to find a great deal of unfamiliar vocabulary, but that is not really a "problem". It is really an "opportunity" for you to increase your vocabulary.

One way to tackle vocabulary problems is to refer to the teacher or to classmates for clarification. But, this is really not enough. Another way to learn new vocabulary is to use your dictionary to look up the unfamiliar words you come across in texts. However, overuse of the dictionary can actually interfere with your understanding and slow down your reading speed. A better way to increase your vocabulary and your reading comprehension at the same time is by concentrating on the context - the words and sentences which surround an unfamiliar word.

Answer these questions.

1. Which of the ways do you often use ?
2. Which way does the passage recommend ? Justify.

PRACTICE

Here is an exercise to help you develop your ability to understand unfamiliar words from context. Read the passage and decide on the meaning of the underlined word. Be ready to tell what other words in the passage have helped you to understand the word.

1. On the day of the campaign, people gathered in the city center early in the morning. Around 9 :00, **the throng** moved slowly, and started their demonstration against air pollution.

→ 'the throng' means .....

2. The fire started in the clothes shop on the third floor of the building, and the flames **spread** to two other shops because the firemen arrived a bit late.

→ 'spread' means .....

3. During **pregnancy,** a woman should take a lot of vitamins so that the baby is born sound and healthy.

→ 'pregnancy' means .....

CULTURE CORNER

POPULAR SPORTS IN THE ANGLO-SAXON WORLD

Discuss with your partner the following questions :

1. What is the most popular sport in the USA ?
2. What is the most popular sport in England ?



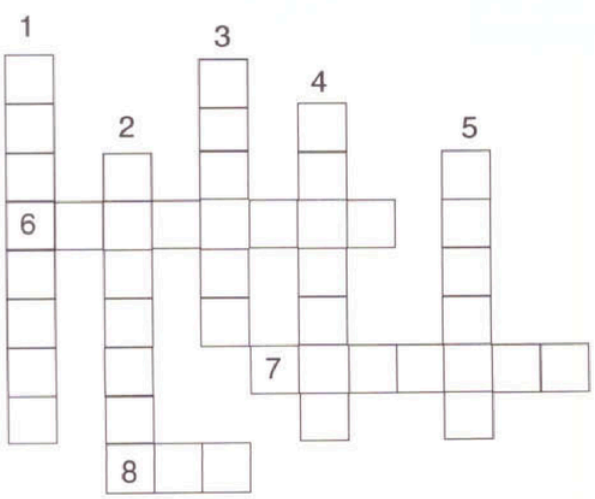
The United States is credited with developing several popular sports, including some, gridiron football and basketball, that have large fan bases . But baseball, despite the spread of the game throughout the globe, is the sport that Americans still recognize as their "national" pastime.

Cricket is the national game of England. Despite being overshadowed by other popular sports (such as football and rugby), cricket retains the English spirit of "fair play". In English, to say "something isn't cricket" is to imply that it isn't fair.

Answer this question : What is the most popular sport in Morocco ?

ENGLISH AND FUN

Leisure Crossword Puzzle :



Down :

1. Then act of getting things from shops.
2. We do this activity with books, newspapers, texts, ...
3. Short sleep after lunch.
4. Women's sport for pleasure.
5. Go to another place on holidays.

Across :

6. The noun from «please».
7. Good physical condition, being in shape or in condition.
8. Sport center .

UNIT 6

MASS MEDIA

"Please listen carefully and try to hear what I am not saying."

(*Charles C. Finn*)



In this unit, you will :

- ✔ predict the content of a text and check predictions, identify the main idea and supporting ideas.
- ✔ use vocabulary related to mass media.
- ✔ listen to radio news.
- ✔ learn how to express emotions, feelings, attitude and surprise.
- ✔ engage in discussion.
- ✔ present information in oral or written forms.
- ✔ write an e-mail.
- ✔ learn about stereotypes about different cultures.
- ✔ understand and use SMS language.

STARTING UP





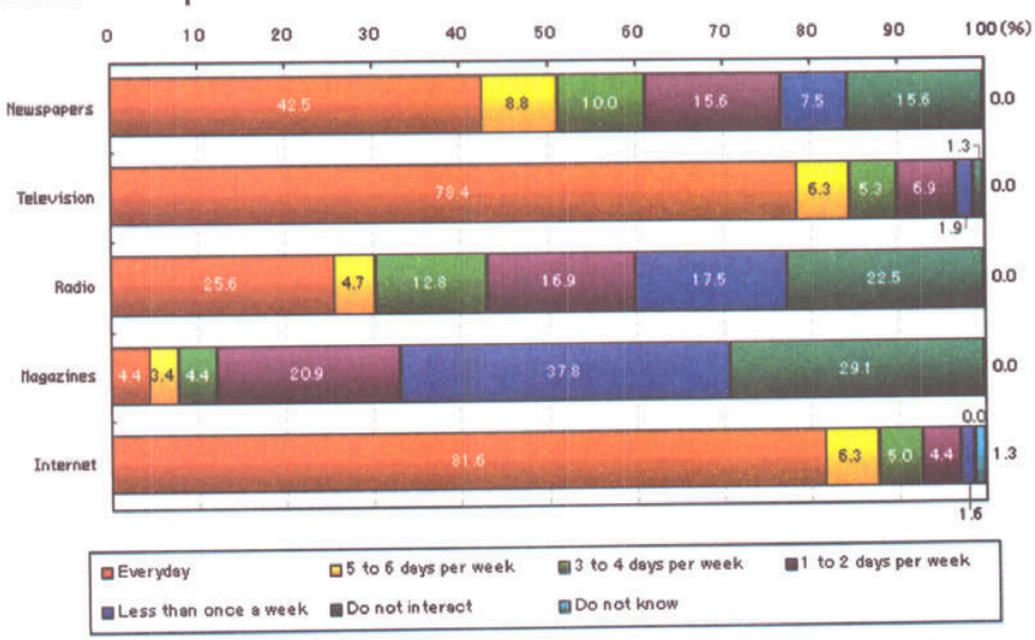
Look at these definitions.

Medium = means of communication
Media = plural of medium
Mass = general public

Now provide a short definition of *mass media*.

Make a list of different mass media you know.

According to the following graph, what is the most popular form of mass media in Europe ?



Mass Media Usage in Europe

READING

BEFORE YOU READ

Predict what type of media the text is about.

MASS MEDIA SHAPE OUR VIEW OF THE WORLD

Mass media include all forms of information communicated to large groups of people, from a handmade sign to an international news network. There is no standard for how large the audience needs to be before communication becomes "mass" communication. There are also no constraints on the type of information being presented. A car advertisement and a U.N. resolution are both examples of mass media.

Because "media" is such a broad term, it will be helpful to focus on a limited definition. In general usage, the term is used to refer to only "large companies or groups, publishers, journalists, and others who constitute the communication industry and profession." This definition includes both the entertainment and news industries. Another common term is "news media." News media include only the news industry. It is often used interchangeably with "the press" or the group of people who write and report the news.

The distinction between news and entertainment can at times be fuzzy, but news is technically facts and interpretation of facts, including editorial opinions, expressed by journalism professionals. Which facts are included, how they are reported, how much interpretation is given, and how much space or time is devoted to a news event is determined by journalists and management. The choice of the news depends on a variety of factors ranging from the editorial judgment of the reporters and editors, to other news events competing for the same time or space.

Mass communicated media are everywhere in the industrialized world. The television in the living room, the newspaper on the doorstep, the radio in the car, the computer at home and work, and the fliers in the mailbox are just a few of the media channels daily delivering advertisements, news, opinion, music, and other forms of mass communication.

Because the media are so present in industrialized countries, they have a powerful influence on how those populations view the world. Not only do the media report the news, but they create the news by deciding what to report as well. If a situation doesn't make the news, it simply does not exist for most people. The "top story" of the day is picked from the millions of things that happened that particular day. After something is considered newsworthy, there are decisions on how much time or space to give it, whom to interview, what pictures to use, and how to frame it. All of these decisions add up to the audience's view of the world, and those who make the decisions influence the audience.

(Adapted from : http://www.beyondintractability.org/)

READ THE TEXT

1. Read and check your predictions.

2. Make a list of all the mass media mentioned in the text.

3. These are the main ideas of the text; match them with the appropriate paragraphs.

a. Mass media are so important that they influence our ideas and behaviour. → Paragraph ...
b. Mass media are found everywhere in the industrialized world. → Paragraph ...
c. Mass media include both news and entertainment. → Paragraph ...
d. Mass media present a wide variety of information → Paragraph ...
e. News includes reporting facts and interpreting them. → Paragraph ...

4. Decide if these sentences are true or false and justify your choice.

a. Handmade signs are not included in mass media.
b. News media is often used to mean the press.
c. The difference between entertainment and news is not always clear.
d. If a fact is not reported through mass media, only a few people know about it.

5. Answer the following questions about the text :

a. What is the definition of "mass media" suggested by the writer ?
b. How large is the audience before communication becomes "mass" media ?
c. Who determines which facts to be included in the news ?
d. How do mass media specialists influence our views and ideas ?

FOLLOW UP

In pairs, ask and answer these questions. Take notes and present them orally to your classmates.

1. What is the most popular mass medium in Morocco ?
2. Which one is the most popular among children, teenagers, and adults ?
3. Do mass media influence the public opinion ? How ? Give an example.

VOCABULARY

1. Look at the list of words below, discuss with your peers their meanings and match them with the brief definitions.

Words	Definitions / meaning
1. sitcoms	a. a group of associated television or radio channels.
2. chat shows	b. commercial promotion of a product or service.
3. phone in	c. a television or radio programme in which stars and celebrities are invited to talk informally about various topics.
4. fliers	d. a radio or television programme where listeners or viewers telephone the studio and participate in the programme.
5. paparazzi	e. an article presenting the opinion of the editors or publishers.
6. editorial	f. spectators, listeners or viewers.
7. soap opera	g. small printed notice or advertisement.
8. network	h. a serial television or radio drama dealing with daily events in the lives of the same group of characters.
9. advert	i. comedy program based on everyday experiences.
10. audience	j. A photographer who follows celebrities in order to photograph them and sell the pictures to newspapers or magazines.

2. Read this statement and match the adjectives on the left with their equivalent ones on the right.

In mass media, journalists often use strong adjectives to make their news and stories sound more interesting to the audience. For example, they may use the adjective "terrible" instead of "bad" or "very bad".

Adjectives	Equivalents
very good	terrified
cold	furious
frightened	brilliant
angry	boiling
hot	terrible
very bad	freezing

LISTENING

WHAT'S IN THE NEWS ?

BEFORE YOU LISTEN

You will listen to the local news on a radio program. Guess what the news is going to be about ; choose from these options.

a. The news is about the weather.
b. The news is about an accident in the centre of the town.
c. The news is about the weather and an accident in town.

LISTEN

1. Listen once to the news and check your predictions. Justify the appropriate answer.

2. Listen again and decide if these sentences are true or false. Justify your choice

a. The news started at 12 o'clock.
b. Chaos in the North has been caused by heavy rain.
c. The rain started falling early this morning.
d. People are advised to go downtown in public transp
e. Schools in rural areas and in the town are closed.
f. The weather forecast predicts fine weather tomorrow.

3. Listen again and correct your choices.





FOLLOW UP

Work in groups, and write a report on a recent event or news. Be ready to read the report to the whole class.

FUNCTIONAL PRACTICE

HOW DO YOU FEEL ?

1. Look at these adjectives expressing feelings, emotions and attitudes. How many do you know ? Use pictures below and your dictionary.

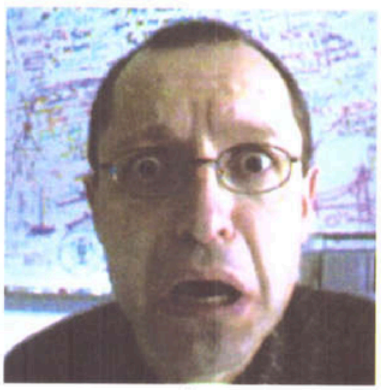
happy, confident, surprised, angry, shocked, depressed, frightened, confused, sad, annoyed, exhausted, ecstatic, guilty, suspicious, hysterical, frustrated, embarrassed, mischievous, disgusted, enraged, ashamed, cautious, smug, overwhelmed, hopeful, jealous, bored, anxious, shy, lonely.



http://www.cardmaster.com/index.asp

2. Look at the pictures and practise with your partner.

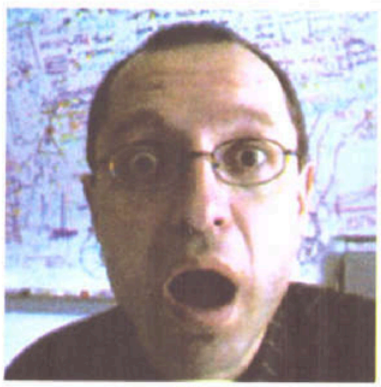
Example : *Your partner : How does the man feel in picture 1?*
You : I think he is ...



1



2



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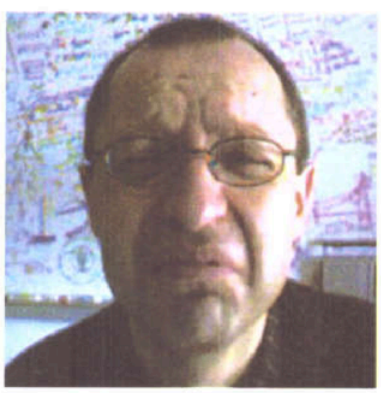

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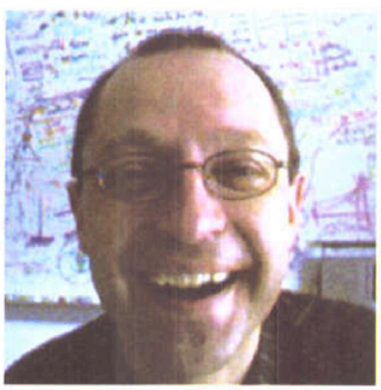

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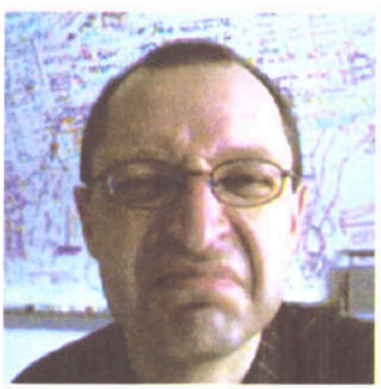


6

http://www.cs.unc.edu/~andrei/expressions/portugues.html

3. Fill in the blanks with an appropriate adjective.

a. I thought my parents were going to buy me a motorcycle. Imagine how ..... I was when I only got a bicycle.

b. I was really ..... when I saw Hassan II mosque. It is so big and well built.

c. Don't be so ....., I am sure the exam will be easy.

d. I was totally ..... when I saw the bus coming towards us at high speed.

e. She can't help feeling ..... when I get better marks.

f. I will be really ..... when this hard work ends.

GRAMMAR ANALYSIS

1. Study these sentences and complete the chart below.

a. Facts **are reported** in the press by journalists.
b. The word "press" **is used** to refer to news media.
c. The top story **is picked** from many other news.
d. The public **is being influenced** by the media.

Object	Action	Agent
Facts	*are reported*	*journalists*
....	....	....
....	....	....
....	....	....

The passive voice is used when we focus on the person or thing affected by an action and where the object of the action is more important than those who perform the action.

The following chart includes examples of sentences changed from active to passive forms.

Active	Passive	Time Reference
*They **show** the news on TV.*	*The news **is shown** on TV.*	*Present Simple*
*They **are printing** the newspaper now.*	*The newspaper **is being printed** now.*	*Present Continuous*
*They **launched** a new satellite last week.*	*A new satellite **was launched** last week.*	*Past Simple*
*They **were showing** a football match when I turned on the TV.*	*A football match **was being shown** when I turned on the TV.*	*Past Continuous*

2. Go back to the reading text and underline verbs in the passive form.

3. Change the following sentences from the active form to the passive form.

a. They make shoes in that factory.
b. They built that mosque in 1934.
c. The students will finish the course by June.
d. They are repairing the streets this month.
e. They have finished the new product design.
f. They were cooking dinner when I arrived.
g. Someone will speak Arabic at the meeting.
h. Someone is going to prepare tea.

WRITING

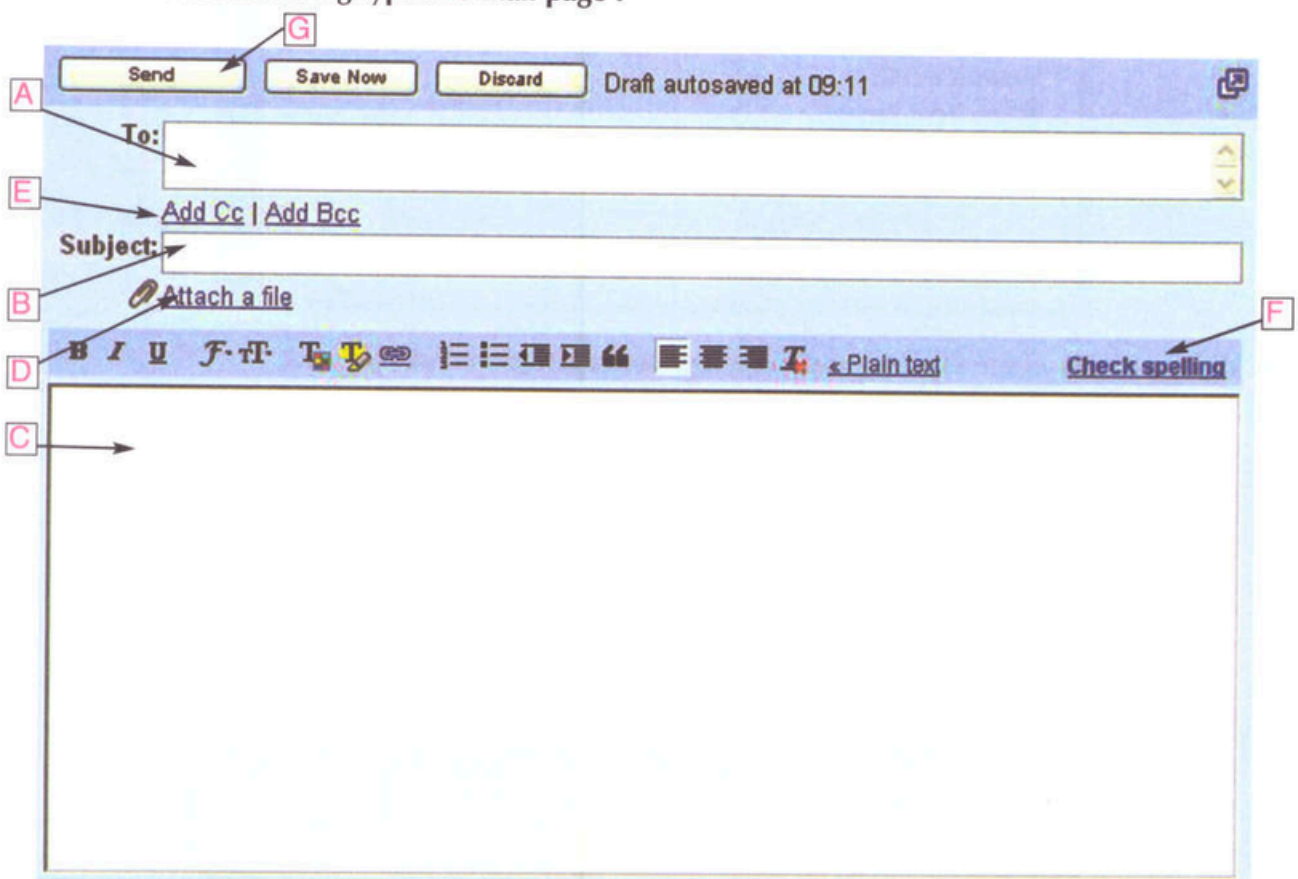
WRITING E-MAILS

1. Discuss in class the following questions :

Have you ever written an e-mail ? To whom ?

Are you familiar with writing e-mails ?

2. Look at the following typical e-mail page :



Write in front of each of the following sentences the appropriate letter (A, B, ..).

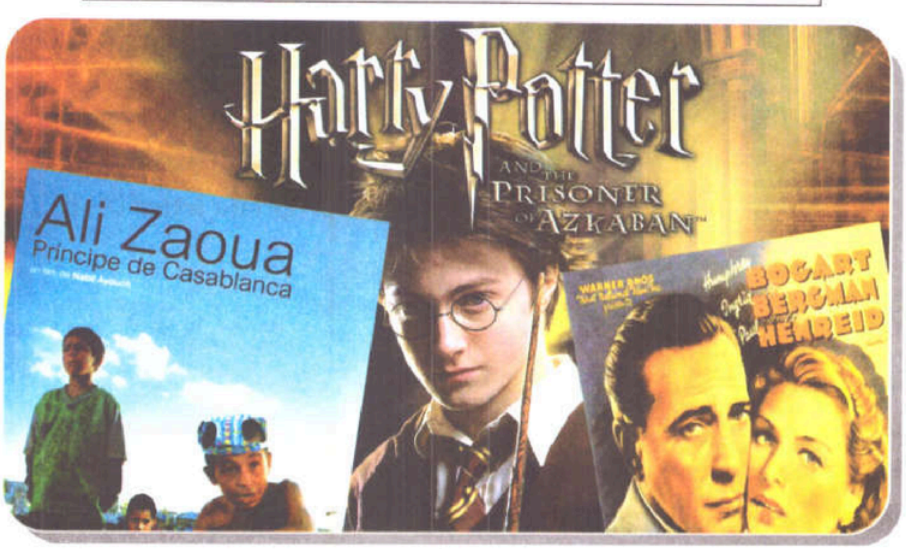
1. Click here if you want to send the receiver a file. ☐
2. Once you finish, click this button to send your e-mail. ☐
3. Write your e-mail text here. ☐
4. Click here to correct your mistakes. ☐
5. Click here to send the same e-mail to other receivers and write their E-mail addresses. ☐
6. Write the e-mail address of the receiver here. ☐
7. Write the subject of your e-mail here. ☐

3. Here is an e-mail you have received from your friend. Respond to it.

Dear friend,
I am sorry I couldn't go with you to the cinema last week; I had to do a lot of homework. How was the film? Did you enjoy it? Please tell me about it; I am planning to go to the cinema this weekend.
Bye for now.

4. Write a review of the film you saw. Here are some expressions you can use.

The title of the film is ...
It's about ...
It was produced by...
It's set in ...
The thing I liked best about it was ...
I also liked ...
The thing I didn't like was ...

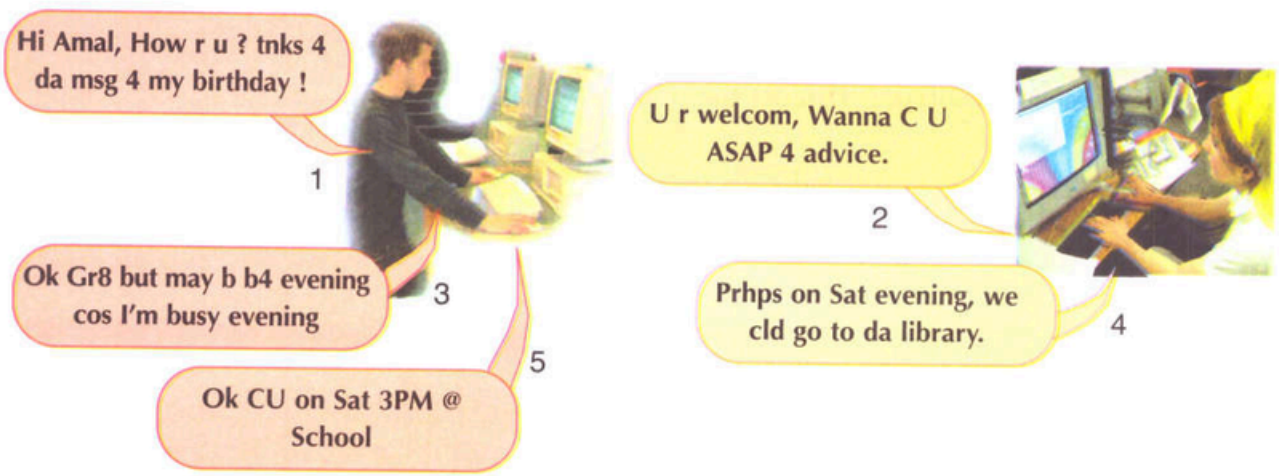


LEARNING TO LEARN

SMS LANGUAGE

SMS = Short Message Service.
People send SMS through cellular phones (GSM) or the Internet.
In SMS we use very short phrases and words, symbols, and acronyms to convey the message.

Try to figure out the messages conveyed in these bubbles (you can use the list at the end of this activity).



Here are other examples of SMS language and acronyms to help you understand messages. Use them only if necessary...

ALWZ = Always
ASAP = As Soon As Possible
ASL = Age, Sex, Location
ATM = At The Moment / Now
B = Be
B4 = Before
B4N = Bye For Now
C = See
CM = Call me
CU = See you
CU@ = See you at
DK = Don't know
EOD =End of discussion
EZ = Easy
F2F = Face to face or In person
FAQ = Frequently Asked Questions
GR8 =Great!
GTSY = Glad to see you

h2cus = Hope to see you soon
HAGN = Have a good night
HAND = Have a nice day
HRU = How are you
IC = I See or I understand
IDK = I don't know
IMO = In my opinion
J4F = Just for fun
JK = Just kidding or Only joking,
KC = Keep cool or Remain calm and relaxed
L8 = Late
LUV = Love
MC = Merry Christmas
MU = Miss you
NC = No comment
NP = No problem
O4U = Only for you

PLS = / Please
PLZ 4GV ME = Please forgive me
R = Are
RUOK = Are you OK?
SRY = Sorry
T2Go = Time to go
THX = Thank You
U = You
U2 = You Too
UR = You are
UR Gr8 = You are great
W4M = Wait for me
W4U = Waiting for you
WRU = Where are you?
WUF = Where Are You From?
XLNT = Excellent
Y = Why?
YR = Your

CULTURE CORNER

STEREOTYPES

Stereotypes are oversimplified fixed images and sometimes mistaken beliefs about a place, thing, or group of people. Mass media usually convey a lot of stereotypes about people and their culture. For example, most of us think that Italian people eat spaghetti everyday. This is a *stereotype* : not all Italian people eat spaghetti and those who eat it don't do it everyday.

1. Here are other stereotypes. Discuss them in class.

- Moroccan families eat couscous on Friday.
- English people drink tea at 5.00.
- People in the USA always eat hamburgers.
- People in China eat a lot of rice.
- People in Brazil love dancing.
- It is often foggy in London.
- Japanese tourists take photos all the time.

2. Can you think of other stereotypes ?

3. a. Read this riddle and find out the answer.

A man and his son are driving along and get into a bad car accident. The ambulance shows up and takes them both to the hospital. The son is rushed into surgery. The doctor who will perform the surgery enters the operating room, but as soon as the doctor sees the patient, the doctor says, "I can't operate on this boy, he is my son."

How is this possible *?*

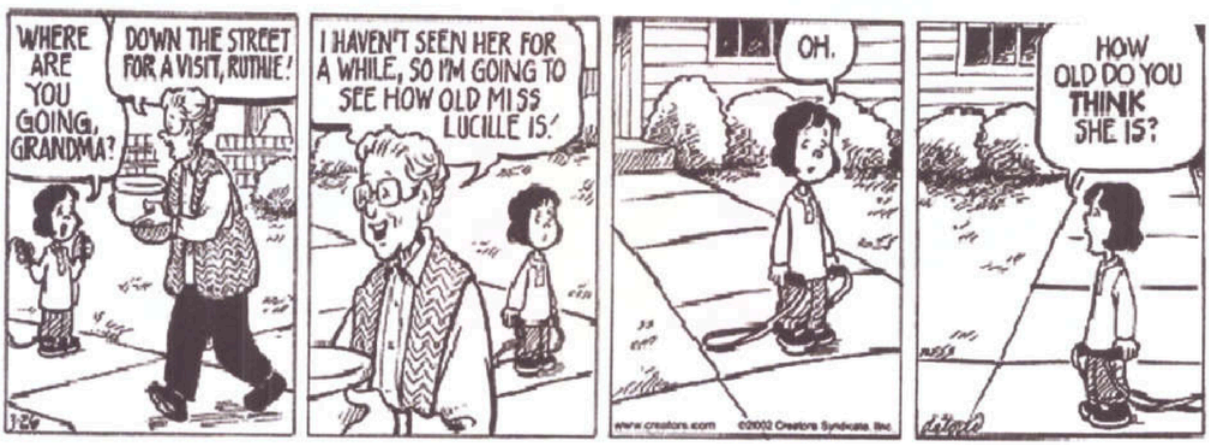
b. What stereotyped ideas do we have about doctors ?

ENGLISH AND FUN

COMIC STRIPS

A comic strip is a short sequence of drawings with captions, telling a story, usually humorous.

1. Read this comic strip and try to figure out why it is funny.



One Big Happy by Rick Detorie

2. Answer these questions :

a- Who are the characters in the strip ?

b- How old are they ?

c- What is the relationship between them ?

d- Who is "grandma" going to visit ?

e- What does grandma mean by " OLD MISS LUCILLE " ?

f- How does the little girl interpret "I'M GOING TO SEE HOW OLD MISS LUCILLE IS" ?

3. Draw two cartoons with bubbles and share with partners.

OUR SCHOOL MAGAZINE

1. These are samples of school magazines.



2. Work with your classmates to design a school magazine so as to share your ideas, interests and hobbies with other students at school.

3. Here are steps you can follow :

- ✔ Agree on an appropriate title.
- ✔ Decide on the rubrics to include: poetry, short stories, sports, hobbies……
- ✔ Elect students to take charge of each rubric.
- ✔ Invite students to contribute with their written products.
- ✔ Set a time limit for students to hand in their participations.
- ✔ Contact teachers for guidance and correction.
- ✔ Publish the final draft of your magazine.

Good luck!

REVIEW UNITS 5 AND 6

REVIEW YOUR GRAMMAR

A. Put the verbs between brackets into the correct tense.

I (read)[1] a newspaper when Shella (call)[2]. When the phone (ring)[3], I (pick)[4] the receiver and (start)[5] talking to her. While we (have)[6] a conversation, someone (knock)[7] at the office glass. As I (busy/talk)[8], he (go)[9] away.

B. Rewrite the sentences in the passive voice.

Example : My father built the house ⟶ The house was built by my father.

a. Mr Billy takes care of the garden. ⟶ .....

b. Somebody built this mosque last year. ⟶ .....

c. They speak English in that shop. ⟶ .....

d. The guests brought me a lot of gifts. ⟶ .....

e. The postman gave me the box. ⟶ .....

f. Our grandma will look after the children. ⟶ .....

g. Someone saw the criminal in the district yesterday. ⟶ .....

h. Someone cleans the pavement once a week. ⟶ .....

REVIEW YOUR FUNCTIONS

1. Express your interest or indifference about the following :

a. A new Portuguese TV channel will be launched next week.

b. It is going to rain tomorrow, according to the weather forecast.

c. Your classmates are collecting money to publish the school magazine.

d. The local cinema is showing a film about insects and strange creatures.

2. Here are six headlines from newspapers. Express your feelings about them.

Police arrest gang involved in robbery
Baby and mother killed in car accident
New SOS facility for children opens in El Jadida
Athletics : Benhassi, only Moroccan medalist in World Indoors Championships
Al hoceima quake : Orphaned children on tour in Europe
Bouregreg Development project proceeds as planned

REVIEW UNITS 5 AND 6

REVIEW YOUR VOCABULARY

1. What do you call a newspaper or a magazine that appears every ...

day ? week ? month ? three months ? year ?

2. Match the terms with the corresponding mass media form.

TV	Radio	Internet	Newspapers

website *column* *chat show* *news bulletin* *e-mail* *chat room* *editorial* *headlines*
front page *soap opera* *article* *wave* *reporter* *journalist* *commercial* *sitcoms*

3. Use the adjectives below to describe the TV programmes.

Adjectives	TV Programmes
unrealistic	documentaries
entertaining	science fiction films
boring	cooking shows
interesting	contest shows
funny	soap operas
awful	commercials

4. What qualities do these hobbies require ?

Hobbies	Qualities		
	Imagination	Intelligence	Strength
poetry *sculpture* *weightlifting* *surf* *hunting* *rugby* *acting* *dancing* *fishing*			

UNIT 7

CELEBRATIONS

"The more you praise and celebrate your life, the more there is in life to celebrate."
(Oprah Winfrey)



In this unit, you will :

- ✔ make & respond to complaints.
- ✔ talk about occasions, holidays and celebrations.
- ✔ predict on a text about celebrations, survey, skim, scan, and recall information.
- ✔ enrich your repertoire with vocabulary of celebrations and festivities.
- ✔ listen for general information, listen and scan a text, and take notes.
- ✔ discuss issues on environment.
- ✔ talk about occasions, holidays and celebrations all over the world.
- ✔ express ways of apologising.
- ✔ learn about relative clauses and relative pronouns.
- ✔ write a personal letter.
- ✔ describe foreign celebrations and compare them with Moroccan ones.
- ✔ learn some suffixes of forming nouns and adjectives.

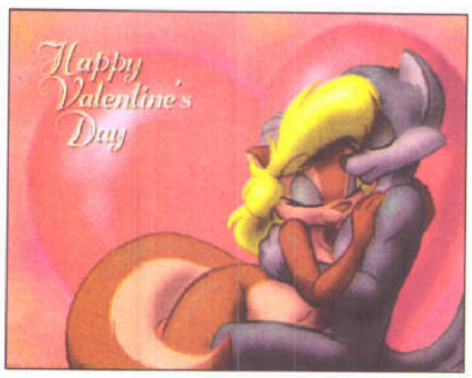
STARTING UP

CELEBRATIONS

Look at the pictures and answer the questions below.



1. New Year's Day



2. Valentine's Day



3. International Women's Day



4. Ramadan



5. Birthday



6. Wedding

1. When is each event celebrated ?

2. Which one is widely celebrated in Morocco ?

READING

BEFORE YOU READ

Below are statements by a group of teenagers about celebrating Mother's Day. In pairs, write down four questions you would expect these statements to answer.

MOTHER'S DAY



A

"Mother's day is enthusiastically celebrated all over the world. Mothers are the same and so are their children's feelings towards them. We have to celebrate it. Celebrating Mother's Day is to pay special tribute to mothers for all their love and support and to make them feel they are dear to all of us. We show love to them as we always do." ***(Bob, 17 years old)***

B

"The most common way of celebrating Mother's day is to serve our mother breakfast in bed. We allow her to sleep late while we juggle in the kitchen to prepare her favourite breakfast. Many children draw cards themselves a day before Mother's day. Some also make hand-made gifts to show their respect and affection for their mothers. Grown-up children prefer to buy gifts." ***(Rama, 19 years old)***

C

"A special day in the honour of mothers, mother's day is celebrated in several countries around the world on different dates. We celebrate it on the second Sunday of May, but in many other countries it is celebrated in entirely different days of the year. In some countries, Mother's day is celebrated on the 8th of March which coincides with Women's day. But what is more important than the date is the feeling behind the celebration. The idea is to thank our mothers for the best of care and upbringing." ***(Kitty, 18 years old)***

D

"There is simply no way we can ever really thank our mother for all she has done for us. She is the one who will be awake all night when we are sick and be ready to bear the pain that we may be experiencing. She is the one to wake up early in the morning and cook all sorts of things so that we will be strong and healthy. Mothers are the ones who would forever complain that we are not eating enough or not eating right. Mothers in fact, worry more about our examinations than we do. Mother's Day is the right time to apologise for all the trouble that we give them." ***(Sam, 16 years old)***

READ THE TEXT

1. Still in pairs, read the statements and check whether all your questions have been answered.

2. Read the statements again and answer the following questions :

a. When is Mother's Day celebrated in Kitty's country?

b. How does Rama celebrate Mother's Day?

c. Why do some children present handmade gifts to their mothers?

d. Is Sam's attitude negative or positive towards celebrating Mother's Day? Explain.

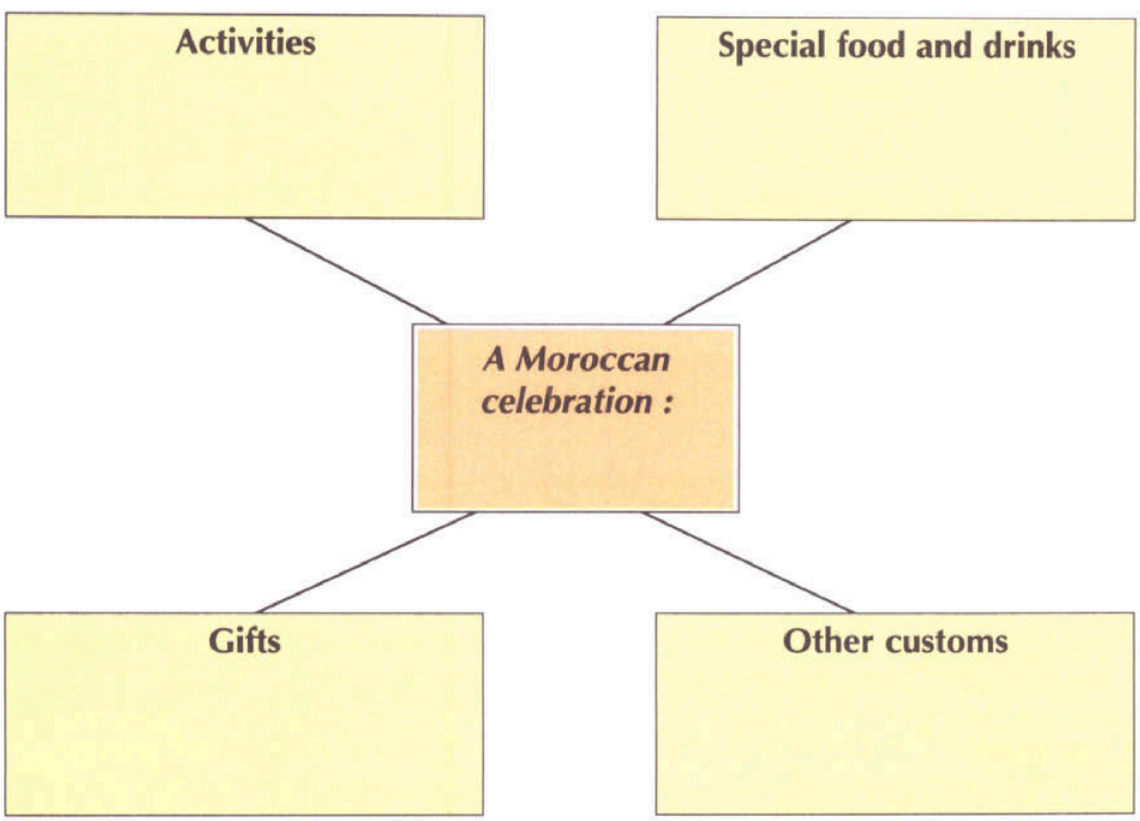
3. Complete these sentences according to the text :

a. In some countries, both Women's Day and Mother's Day.....

b. One day before Mother's Day, ...

FOLLOW UP

Complete the map below.



VOCABULARY

1. Go back to the reading text and find words or expressions which mean the same as :

a. observed (statement A) : .....
b. presents (statement B) : .....
c. respect (statement C) : .....
d. feel anxious and restless (statement D) : .....

2. Use the words you have just found to complete the sentences.

a. My parents always ..... about me when I travel alone.
b. A reception was given in ..... of the new champions.
c. On Valentine's Day, lovers exchange flowers, cards and other .....
d. Mother's Day is not ..... the same way all over the world.
Each country has its own way of celebrating it.

3. The following words in the list have been omitted from the text below. Put each item in its appropriate place.

(forward - festive - calendar - months - celebrate - give up)

New Year's Day is the first day of the ____1____ year. People in almost every country _____2___ this day as a holiday. The celebrations are both ____3____ and serious. Many people make New Year's resolutions to ___4____ bad habits or to start good ones. Some think about how they have lived during the past year and look ___5___ to the next twelve ___6_____.

4. What are the verbs from the following nouns ?

gift	.....	recitation	.....
donation	.....	contemplation	.....
adoption	.....	honour	.....
recognition	.....	greetings	.....
devotion	.....	prayer	.....
ignorance	.....	dependence	.....

5. Put the words in brackets in the appropriate form.

a. During the last ten days in Ramadan Muslims (contemplation) and seek God's pardon.
b. The (greet) in celebrations differ from one country to another depending on the religious tendencies of people.
c. Some religious people all over the world (ignorance) Christmas and do not celebrate it at all.
d. Life is a (give) from God, so we have to preserve it.
e. The Indians in Mexico city gather in front of the temple to (honouring) Mother Guadalupe.

LISTENING

BEFORE YOU LISTEN

1. What religious occasions do we celebrate in Morocco ?
2. What about other ones in Europe and America ?

LISTEN

1. In pairs, look at the four pictures below and predict the theme of the listening texts.



☐ *Ramadan*



☐ *Thanksgiving*



☐ *Guadalupe*



☐ *Valentine's Day*

2. Listen and match each part with the corresponding picture. Write the number of the text you hear under the picture.

3. Listen again and decide whether these statements are true or false.

a. On Valentine's Day we give our thanks to our God to pardon us for the blessing of the day.
b. Muslims keep fast in Ramadan because the Prophet Mohammed was born in this month.
c. Valentine's Day is a day for lovers and romantic people.
d. Guadalupe is the name of a holy place in Mexico.

4. Listen and fill in the chart.

Celebrations	How people celebrate them
Thanksgiving	
Valentine's Day	
Guadalupe	
Ramadan	

FUNCTIONAL PRACTICE

I'M SO SORRY !

1. Read the dialogue and answer the questions below.

Latifa : I am very sorry, Hind.
Hind : What for?
Latifa : I spoilt the book you lent me the other time while I was working on it.
Hind : Well, it doesn't matter. I am sure you didn't do it on purpose.

a. Why does Latifa apologise to Hind ?
b. What does she say to apologise to her ?

2. Here are some other forms of apologising.

a. I must apologise ....
b. It was my fault to ...
c. I am terribly / awfully / very / sorry ...
d. I can't tell you how sorry I am.
e. Sorry, I didn't mean to ...

3. Match the expressions on the left with the replies on the right.

1. I must apologise; I know that my music is disturbing you.	a. Never mind, the children are not to blame.
2. I am terribly sorry for not coming at the right time as I promised.	b. Ok, will you please turn down the volume ?
3. It was my fault to damage the video disk I borrowed from you.	c. It doesn't matter. I have a double copy of it.
4. I know that the children are disturbing you. Please forgive me.	d. Take your time. Let's fix another date.

4. What do you say in these situations ?

a. You could not come on time to an important meeting. Apologise to your friends.
b. You spill coffee on your friend's clothes. Say sorry to him.
c. You can't help your classmate with his math exercises because you are tired. Apologise to him.
d. Your friend has promised to accompany you to the movies, but he is sorry for not coming. How does he say it ?
e. A student has come late for class. What does he say to his teacher ?

GRAMMAR ANALYSIS

THE MAN WHO ...

1. Study the following sentence :

Children who dress up in masks and costumes go to cafés to amuse themselves.

Main clause	:	Children go to cafés to amuse themselves.
Relative pronoun	:	who
Relative Clause	:	dress up in masks and costumes

2. Read the following sentences and complete the chart.

a. The novel which is lying on that shelf is mine.
b. Najib Mahfoud, whose novels are translated into many languages, won the Nobel Prize.
c. Muslims prefer to go to mosque, where they perform their prayers.
d. Valentine's Day is a day when lovers exchange flowers and postcards.

	Main clause	*Relative pronoun/adverb*	*Relative clause*
Sentence a			
Sentence b			
Sentence c			
Sentence d			

3. Fill in the blanks with the right relative pronouns/adverbs (who - which - where - when - whose).

a. May 1st is a day _____ people in many countries honour workers.
b. The old man _____ lives next door has just died.
c. My neighbour, _____ son is my close friend, invited me to go with them on a picnic.
d. Samia is celebrating her birthday, _____ coincides with Valentine's Day.
e. Students go to the library _____ they look for information in reference books.

4. In pairs, rewrite the following sentences correctly, following the example. Compare with a partner.

Example :

Valentine's Day is a celebration. On this day, people give presents to the ones they love.
Valentine's Day is a celebration when people give presents to the ones they love.

a. April Fools' Day is an occasion. On this occasion, we play tricks on our friends.
b. Students will have higher marks. They will be awarded prizes.
c. You have been listening to Beethoven. He is one of the greatest composers.

WRITING

1. Read the letter and identify these elements.

a. Greeting.
b. Reference to last letter.
c. Body of the letter.
d. Closing and salutation.



Washington DC, USA
December 20th

Dear Kamal,
Hello.

Thank you very much for your letter. I was very happy to learn about some of Morocco's eating habits, and I am very glad to tell you about one of our strange celebrations: Halloween.

Well, each year, on the last night of October, millions of children across the USA dress up in strange costumes and take to the streets for pleasure and fun. The celebration continues on the following day, November 1st. This day marks the end of autumn and the beginning of the dark, cold winter. During the celebration, we wear costumes, typically consisting of animal heads and skins, and attempt to tell each other's fortunes. When the celebration is over, we set fire to protect ourselves from the coming winter. Well, as you see, this is a superstitious. Are there any celebrations like that in your country? Tell me about one of them.

Please give my best wishes to your family.

Your best pen-friend
Laura

2. Write a letter answering Laura's question at the end of her letter. Follow the model above and remember to respect the layout of the letter (date, beginning and ending, message, and polite wishes...).

Begin like this :

.....
Dear Laura, ...

Thank you for your letter.....
.....
.....

.....

LEARNING TO LEARN

FORMING WORDS !

There are many suffixes which help you form adjectives or nouns. Below is a set of suffixes classified according to the grammatical category of the word, either nouns or adjectives.

1. Nouns-forming suffixes.

-ment	-ity	-ation	-tion	-hood	-t
development requirement ...	unity nationality ...	communication assimilation ...	revolution recognition ...	neighborhood brotherhood ...	gift height ...

2. Find the nouns from the following words and put them in the right column above :

pure – mother – thief – degrade – opportune – improve – commune – celebrate – inform – generate – mortal – decorate – donate – govern – invite – proclaim – possible – weigh – see

3. Adjectives-forming suffixes.

-al	-ical	able	-ful	-less	y
national regional ...	practical chronological ...	acceptable debatable ...	careful harmful ...	careless harmless ...	easy windy ...

4. Find the adjectives from the following words and put them in the right column above :

Logic – eat – with hope – without home – rain – enjoy – without hair – ready to give help – exterior – psychology – anger – cloud

5. Use the appropriate suffixes to give the correct form of the words in brackets.

a. My neighbors were so (rely) _____ that they helped me out of my dilemma.

b. Why don't you have a siesta? You look (sleep) _____ and (rest) _____.

c. Fish is well-estimated for its (nutrition) _____value.

d. "This tajine is really not (eat) _____ : it's too (salt) _____. Please don't put too much salt next time", said the customer to the waiter.

e. Students with good behavior will be awarded (addition) _____ marks.

f. Adel is my best student because he always gives (practice) _____ ideas and suggestions.

CULTURE CORNER

EASTER

Easter *is a holiday which does not fall on the same date every year. It is celebrated on different dates by Western and Eastern churches to honor the memories of Jesus Christ.*

1. Are there any similar celebrations in our culture which do not occur at the same date of the Christian calendar ?
2. If there are any, tell what they celebrate.



ENGLISH AND FUN

HAPPY BIRTHDAY !

Read the quote below and answer the question.

A man said : «When I was a kid, the only thing I got on my birthday was a year older.

Do you know why ?»



UNIT 8

OUR CULTURAL HERITAGE

"There is history in all men's lives !" *(William Shakespeare, 1564 - 1616)*



In this unit, you will :

- ✔ know how to use expressions of possibility.
- ✔ talk about Moroccan cultural heritage.
- ✔ predict on a text about marriage traditions and customs in Morocco, skim and scan for detailed information.
- ✔ learn vocabulary related to our cultural heritage.
- ✔ listen to an anthropologist talking about Moroccan standards and values, listen for specific information, listen and take notes.
- ✔ talk about Moroccan artistic performances and traditions.
- ✔ learn and practise phrasal verbs and conditional zero and one.
- ✔ write a biography using chronological order.
- ✔ learn about British eating habits and compare them with Moroccan ones.

STARTING UP

Morocco

A TREASURE OF CUSTOMS AND CRAFTS



1. A floor carpet



2. fantasia (horse riding)



3. Pot of ceramics



4. A wedding ceremony

1. What does each picture represent ?

2. Think of some social and cultural aspects that Morocco is famous for worldwide.

3. List names of some Moroccan celebrities (in arts, sports, literature, music...).

READING

BEFORE YOU READ

1. **With your partner study the following words and say what they have in common.**
   ring - wedding - dowry - bride - kohl - henna - groom - engagement - golden - jewelry - caftan
2. **Are marriage parties today organized in the same way as in the past ? Explain.**

READ THE TEXT

1. **Read the text and choose the correct answer.**

The purpose of the writer is to ...

a. describe Tisli and Isli lakes.
b. describe the wedding ceremonies in Morocco.
c. describe the wedding ceremonies in Imilchil.

MARRIAGE CEREMONY IN IMILCHIL



The Imilchil marriage ceremony takes place in the Atlas Mountains every year. Two main Amazigh tribes participate in the festival, the Ait Hadidu and the Ait Ouazza. Hundreds of young men and women meet and marry at the three-day event. Because the villages are snowbound for most of the year, the festival offers an occasion for trading, amusement and matrimony.

Henna, a reddish-brown organic dye, is applied to the bride's hands and feet before the wedding to ward off the evil eye. A tray is kept next to the bride with a sugar loaf, two raw eggs, and some perfume. On the next day, the dried henna is washed off leaving beautiful patterns which last for up to six weeks.



Hospitality is very important to Moroccans. A host traditionally welcomes guests by offering them milk and dates. During the wedding ceremony, the bride and groom share a bowl of milk and feed each other dates, thus symbolically becoming both guest and host for each other.

On the third day of the festivities, all the newly married couples must go to the lakes Isli and Tisli for a traditional visit. It is believed that long ago a young man married a young girl whose parents did not approve. The couple ran away and cried all night and their tears created the two lakes.

2. Re-read the text and match the ideas with the corresponding paragraphs.

ideas	paragraph
a. The traditions related to marriage in Imilchil.	.....
b. The importance of Imilchil festival for the nearby tribes.	.....
c. The myth of Isli and Tisli.	.....
d. The symbolic meaning of offering milk and dates.	.....

3. Find words or expressions meaning the same as.

a. happens (paragraph 1)
b. prevent (paragraph 2)
c. one who receives guests (paragraph 3)
d. agree (paragraph 4)

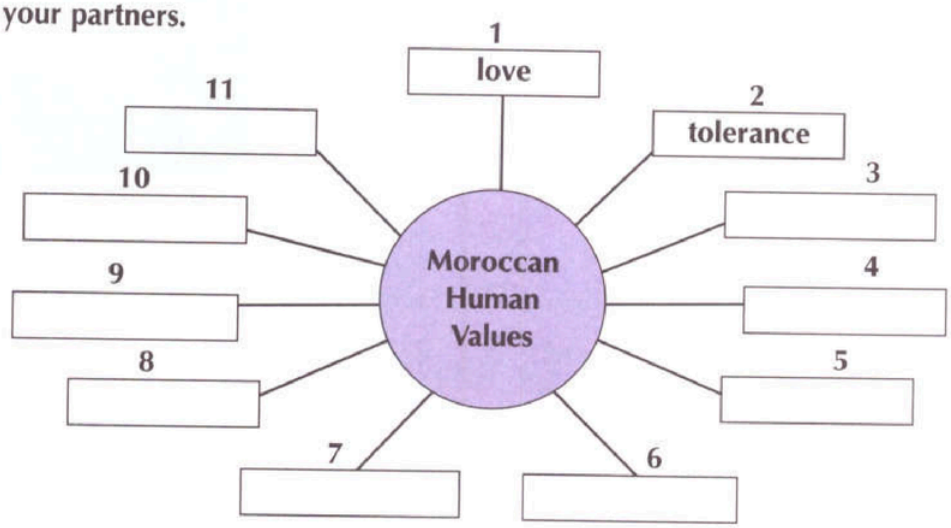
FOLLOW UP

Answer the following question :

Which famous love story can you compare Isli and Tisli's to ? Tell us about it.

VOCABULARY

1. Complete the following word map with words related to Moroccan human values. Share your ideas with your partners.



2. Match the words on the left with their definitions on the right.

1. fantasia	a. a shop selling a variety of goods and artistic pieces.
2. folklore	b. holy person.
3. culture	c. generous reception and entertainment of guests.
4. bazaar	d. traditional beliefs, music, dances, etc.
5. hospitality	e. arts, traditions and the way of life of a particular society.
6. saint	f. artistic competition of horse riding.

3. Fill in the blanks with the appropriate words from the list above.

Morocco has been influenced by African, Arab, Berber, Jewish, and European _____1_____ . It is well known for its excellent shopping centers and ____2_____ . Moroccans are known for their _____3_____ and whenever a visitor comes in, he is served a cup of mint tea as a symbol of kindness. _____4_____, an exciting festival of horse riding, is held everywhere especially during a 'mussem' - a festivity celebrating the memories of a ____5_____ or 'wali'. It is an example of traditional _____6_____ in Morocco that dates back in time and includes horses, costumes, and music.

LISTENING

MOROCCAN FAMILY TRADITIONS

BEFORE YOU LISTEN

1. Answer the following questions :

a. What do Moroccans do before and after meals ?

b. How do Moroccans greet each other?

c. What are other Moroccan family traditions you know?

2. In pairs, discuss the following statements.

a. "The Moroccan family consists of both the nuclear and the extended family."





b. " Moroccans eat and drink only with the right hand."

c. "Arabic and Amazigh are the mother tongues in Morocco."



أ ب ت ث ج ح خ

د ذ ر ز س ش ص

ض ط ظ ع غ ف ق

LISTEN

Jennifer, a foreign journalist, met a Moroccan anthropologist at a conference about cross-cultural traditions and asked him some questions about Morocco's family values.
Listen to the interview and do the following tasks.



1. Listen to the interview and answer the following questions.

a. How many questions does the interviewer ask ?

b. What topics does the interviewee talk about ?

2. Listen again and decide whether these statements are true or false. Justify your choice.

a. In the Moroccan family, young members get more respect than elder ones.

b. When Moroccans meet, they greet each other briefly.

c. Moroccans are hospitable towards their guests.

d. When you are invited to a Moroccan house, you needn't wear your best clothes.

3. Note-Taking : Listen and list the family values the interviewee spoke about.

FOLLOW UP

Look at the pictures below and think of the traditions connected with them.





Think of other Moroccan traditions and tell your class about them.

FUNCTIONAL PRACTICE

IS IT POSSIBLE.....?

1. Read the dialogue and answer the question below.

Jane : Have you seen Sophia? I can't find her.
Sally : She **could** be in the library.
Jane : No, she is not. I have just been there.
Sally : **Perhaps** she is with Mary. They were here this morning.

Is Sally sure that Sophia is in the library ?
Is Sally sure that Sophia is with Mary? Justify.

More forms of possibility.

- could: It **could** rain today.
- May/might: My father isn't at home, he **may/might** be at work.
- It's possible: It's **possible** Morocco will qualify for the next world cup finals.

2. Respond to the following situations, using expressions of possibility :



a. They will find a cure for AIDS by 2010.
b. Morocco will win the next African Cup.
c. America will have a woman president before 2015.
d. By the year 2020, there will be a colony on the moon.
e. Palestinians are going to establish their own country soon.

3. Match the sentences with what they express.

1. Could you open the window, please ?	a. suggestion
2. Shall we have a walk outside ?	b. apologising
3. May I open the window ?	c. possibility
4. You should save energy.	d. permission
5. I can't tell you how sorry I am.	e. advice
6. I may go to the party. I am not sure.	f. request

GRAMMAR ANALYSIS

CAN YOU FIGURE IT OUT ?

Study the following sentences :

1. The coach has **put off** the warm up.
2. The coach has **put** the warm up **off**.
3. The coach has **put** it **off**

A. Study the sentences in the table below and match the phrasal verbs in bold type with their synonyms on the right of the table.

1. Poverty **brings about** social problems.	bear, tolerate
2. The teacher advised the student to **go on** with his hard work.	finds a solution
3. When Leonardo Da Vinci finished the Mona Lisa, it **appealed to** all tastes.	cause to happen
4. John's car is very old; it always **breaks down.**	use all of
5. Moroccan people **put up with** different religious and ethnic sensibilities.	choose
6. Chimneys of factories poison the air when they **give off** toxic smoke.	invented - created
7. My friend is so intelligent that he **figures out** every riddle I give him.	continue, keep on
8. If we don't save water, we will **use** it **up**.	send - emit
9. When shopping for watermelon, I like to **pick out** the biggest.	became attracted to
10. My friend **made up** a good excuse so as to justify his absence .	stops functioning

B. Fill in the blanks with the right phrasal verbs from the list.

(figure out , make up , give off , bring about , put up with)

a. Vehicles _____ __ too much toxic smoke in the air.

b. Can you _____ __ how I got your address?

c. Smoking _____ __ cancer and lung diseases.

d. Our teacher is so kind that he usually _____ __ students' mistakes.

e. The witty girl _____ __ a good pretext so as not to put herself in a bad situation.

C. With the help of a dictionary, find the meaning of the following phrasal verbs :

a. hand out : .....
b. hand in : .....
c. put out : .....
d. rely on : .....
e. do up : .....
f. back up : .....
g. break into : .....
h. eat up : .....
i. put on : .....
j. take off : .....

IF WE OPEN A SCHOOL...

1. Study the following sentence :

If you heat water to 100 degrees, (clause 1) *it boils.* (clause 2)

2. Read these sentences and answer the questions below them.

- When we open a school, we close a prison.
- If you eat fatty food, you get obese.
- Water freezes if it reaches 0 degree Celsius.

a. How many clauses are there in each sentence ?

b. Do the verbs have the same form ?

c. In which tense are they conjugated ?

3. Complete the chart as suggested.

Conditional Zero :

if clause	***if +*** ----------**+** ----------
main clause	***subject +*** ---------- **+** ----------

4. Complete with the right words.

A. If there ---------- an eclipse in the day, we ---------- the sun.

a. is - will see

b. is - can't see

B. When you ---------- in Rome, do as the Romans do.

a. will be

b. are

C. Water ---------- if you turn the tap.

a. pour

b. pours

D. People don't look at the sun if there ---------- a solar eclipse.

a. will be

b. is

IF YOU STUDY HARD ...

1. Study these sentences.

- If students study hard, they will have good marks.
- If it's sunny next weekend, our school will go on a picnic.
- Fatima will get slim if she stops eating fatty food.
- If it rains this month, farmers will be glad.

Now, answer these questions.

a. How many clauses are there in each sentence ?

b. Do the verbs have the same form ?

2. Complete the chart as suggested.

Conditional One :

if clause	***if +*** ----------**+** ----------
main clause	***subject +*** ---------- **+** ----------

3. Choose the correct verb form.

a. If you _____ an apple every day, you'll be very healthy.
eat - will eat

b. If we don't protect elephants, they _____ become extinct.
will not - will

c. He will pay higher insurance if he _____ a sports car.
buys - doesn't buy

d. She_____ better if she turns on the lamp.
sees - will see

e. You _____ heart disease if you eat too much meat.
will have - have

f. You won't pass the course if you _____.
don't study well - study well

g. If a deer _____ into your garden, it _____ all your plants.
get - eats / gets - will eat

WRITING

1. Below is a scrambled biography of a Moroccan scholar. Re-arrange it in the right order.



Celebrating a Moroccan Scholar

a. He received both primary and secondary education in Fez before he went to the USA on a scholarship.

b. Mohammed Abu-Talib (1930–2000) was a great scholar.

c. A few years later, he studied linguistics and literature at Heidelberg University (Germany).

d. Back in Morocco, he taught English at Lycee Moulay Idriss, Fez.

e. When he died, he was mourned across the country.

f. There, from 1959 to 1964, he attended courses at prestigious universities such as Alabama, Howard, and Georgetown University.

g. He is considered the spiritual father of The Moroccan Association of Teachers of English (MATE).

h. He also taught English and Spanish at the Faculty of Arts and Humanities of Fez between 1964 and 1968.

i. From 1970 to 1976, he was Chairman of The English Department at the Rabat Faculty of Arts and Humanities.

j. We will always remember him for his love and passion for teaching.

2. Which indicators in the text have helped you to re-arrange the biography ?

Example : time expressions such as 'from 1970 to 1976'.

3. Write a biography of one of the people on the next page.

6. Remember to include facts such as

- date and place of birth.
- dates and places of education (primary – secondary – university).
- dates of graduation.
- occupations and careers.
- work and projects and any other interests.
- what he or she is famous for.
- date of death (if applicable).
- ... .
- ... .



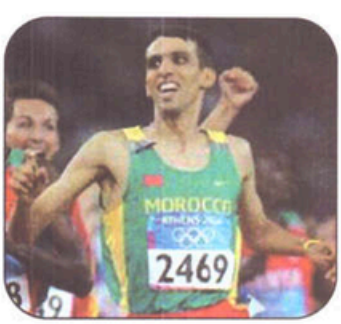
Chaibia Talal



Allal El-Fassi



Nezha Bedouane



Hicham El Guerrouj



Mohamed Choukri



Mohamed Ibn Abdelkarim Khattabi

LEARNING TO LEARN

TIPS FOR WRITING A PARAGRAPH

1. Write your topic sentence : think of a sentence that summarises the idea of your paragraph.
2. Write supporting sentences : write down the sentences that explain and support your topic sentence.
3. Put your supporting ideas in a logical order.
4. Link your sentences : use appropriate linking words.
5. Write a concluding sentence.

Example :

Read the following paragraph and fill in the chart below :

Moroccan folklore is extremely diverse. It varies not only from one area to another but each tribe, nomadic or sedentary, has its own repertory. Besides the exotic, picturesque, colorful or romantic aspects of the setting, folk dancers form a set of traditions, a world of symbols which are undecipherable today. The folk traditions mark many Moroccan imperial cities such as Fes, Meknes, Marrakesh, Tangiers, Taroudant, Ouerzazate and many other historical sites. In brief, Moroccan folklore is greatly appreciated worldwide.

Topic sentence	.....
Supporting ideas	....
Concluding sentence	.....

Homework :

a. Write a pargraph about the Green March.

b. Make sure to follow the tips for writing and organising a paragraph.

CULTURE CORNER

British *«Do's»* and *«Don'ts»* when eating :

1. **Read the following *«do's»* and *«don'ts»* about British eating manners and discuss them with your partner.**

Do's :

a. If you are a guest, it is polite to wait until your host or hostess starts eating or suggests you should do so. It shows consideration.

b. Always chew and swallow all the food in your month before taking more or taking a drink.

c. Chicken and pizza may be eaten with fingers.

d. Always say 'thank you' when served something. It shows appreciation.

e. When eating a bread roll, break it off into pieces before buttering. Eating it whole looks impolite.

f. When eating soup, tip the bowel away from you and scoop the soup up with your spoon.

g. When finishing, place your knife and fork together.

Don'ts.

a. It's impolite to start eating before everyone has been served.
b. Never chew with your mouth open.
c. Don't reach over someone's place for something. Ask for the item to be passed.
d. It's impolite to have your elbows on the table while you are eating.
e. Never talk with food in your mouth.
f. Never pick food out of your mouth.

Things that are OK to do: It's OK to ...

- eat and drink while walking down the street.
- pour your own drink when eating with other people.
- put milk and sugar in your tea and coffee by yourself.

2. Task.

a. Make a list of Moroccan do's and don'ts when eating at the table.
b. See if there are differences or similarities between Moroccan and British eating manners.

ENGLISH AND FUN

A RIDDLE

Moroccans are very interested in folklore riddles. Read this Amazigh riddle and answer the questions below.

"The raven provides for the dove, and the dove provides for the chicks."



raven



dove



chicks

1. What do the words raven, dove and chicks refer to in this riddle ?
2. Do you know any other riddles, in English or your mother tongue ?

PROJECT WORK UNITS 7 AND 8

QUESTIONNAIRE



TELL US ABOUT A SPECIAL CELEBRATION IN YOUR COUNTRY

This is a Celebration Project for the students taking part in an e-mail exchange. We are happy to receive answers from students and people everywhere.
Fill in the questionnaire :



1. How old are you ? ____

2. Where are you from ? .....

3. Where do you live ? .....

4. Do you celebrate a holiday in December ? ____

5. Is it a religious holiday ? ____

6. What are the main celebrations in your country for this holiday ?

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

7. Do you like this celebration ? ____

8. What are the traditions, music, food, etc... you practise during this celebration ?

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

9. Describe what you do for this holiday :

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

10. Do you attend any special religious ceremonies ? ____

11. Do you buy presents on this holiday ? ____

12. Do you receive presents for this holiday ? ____

13. Is there any special music for this holiday in your culture ?

.....
.....

14. What is your traditional holiday meal like ? What do you eat?

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

15. Do you have any special food and cakes ?

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

Go to www.isabelperez.com
and send this questionnaire to:
webmaster@isabelperez.com
Please, write your name, class and school.



Adapted from
www.isabelperez.com

REVIEW UNITS 7 AND 8

REVIEW YOUR GRAMMAR

A. Fill in the blank with the correct phrasal verb. Pay attention to the verb tense.

go on *bring up* *give up* *put up with* *take off*

1. The plane which_____ from Madrid will land at Casablanca Airport on time.
2. You must _____ smoking. It is harmful to your health.
3. I can't _____ with people shouting at me.
4. _____ walking until you see a small sign on your left. There is the school where I study.
5. A long time ago people _____ children with very little money.

B. Match the main sentence with the relative clause.

1. Neil Armstrong was the first man	a. which burned down last night.
2. Saint Valentine is an occasion	b. who set foot on the moon.
3. A pharmacy is a place	c. where you buy medicines.
4. The student	d. when lovers exchange postcards.
5. That's the hotel	e. whose father won the lottery visited our class.

C. Put the verbs between brackets in the correct form.

1. If you (heat).....water to 100 degrees, it (boil).
2. If you don't turn the gas off, something horrible (happen).....
3. Please, if you (meet)..... Mr. Hafid, (tell)..... him to call me as soon as possible.
4. You (have)..... an accident if you (drive)..... faster.
5. You can't open the bottle if you (use / not)..... a bottle opener.
6. I (tell)..... you a secret on condition that you (keep)..... it to yourself.

REVIEW YOUR FUNCTIONS

A. Match the phrases on the left with the responses on the right.

1. Where is David?	a. He is the most polite of all.
2. They could live in New York.	b. Never mind.
3. I am awfully sorry.	c. He must be at school. Class begins at 8.
4. That student can't make that noise.	d. I am not sure.

B. Complete with the correct option.

1. I'm very ..... that I'm late, but there is a train strike on at the moment.
   a. sore b. sorry c. sorrowful d. sorrow
2. Please ..... me for interrupting you. I didn't realise you were busy with someone else.
   a. forbid b. forgive c. forget d. remember
3. Please send my ..... to the meeting as I shan't be able to attend.
   a. apologise b. apologising c. apologised d. apologies
4. I must ..... your pardon; I mistook you for somebody else.
   a. begs b. beg c. begged d. beggar
5. I know I shouldn't have made those harsh remarks. I deeply ..... what I said.
   a. review b. regret c. respect d. return

REVIEW YOUR VOCABULARY

Fill in the gaps with the correct words from the list.

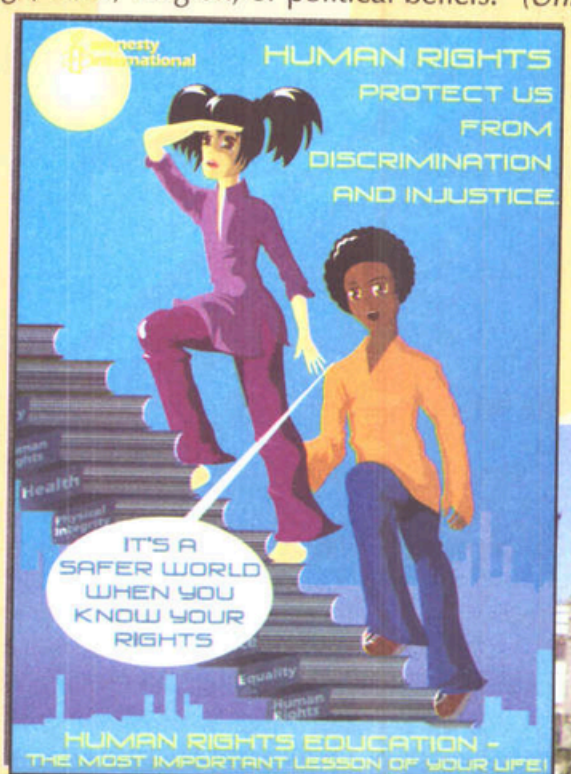
hospitable - tolerence - festivals - cultural

Millions of tourists visit Morocco for many reasons. Firstly, it is known for its .....1..... diversity and artistic richness. .....2..... and ceremonies are held throughout the year across the country. Secondly, the Moroccan people are .....3..... . They like to entertain visitors from different origins, nationalities, and religions. They thus show a high spirit of .....4..... towards other cultures.

UNIT 9

HUMAN RIGHTS

"Human rights belong to all people regardless of their sex, race, colour, language, national origin, age, class, religion, or political beliefs." *(Universal Declaration of Human Rights (UDHR))*



Equity and reconciliation commission



In this unit you will :

- ✔ read about the Universal Declaration of Human Rights.
- ✔ listen to a worldwide famous song about peace and solidarity.
- ✔ learn vocabulary related to human rights.
- ✔ talk about human rights, and the Moroccan equity and reconciliation commission.
- ✔ learn ways of expressing wishes and hopes.
- ✔ talk about imaginary situations in the present through conditional type 2.
- ✔ write a formal letter to a human rights association's president.
- ✔ read about Amnesty International and Moroccan human right associations.
- ✔ learn efficient ways to acquire new vocabulary .

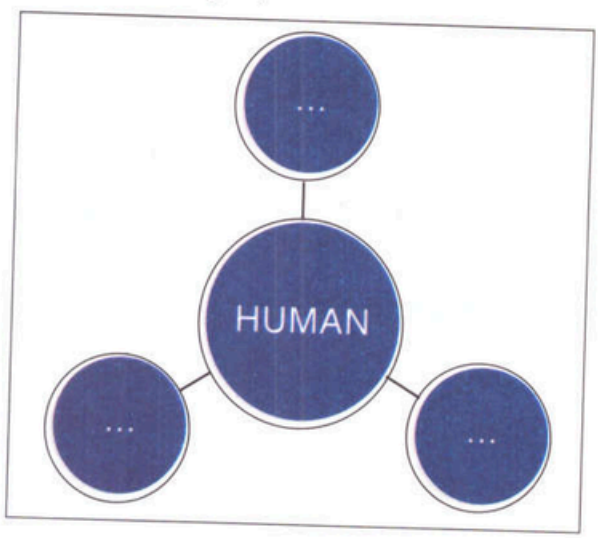
STARTING UP

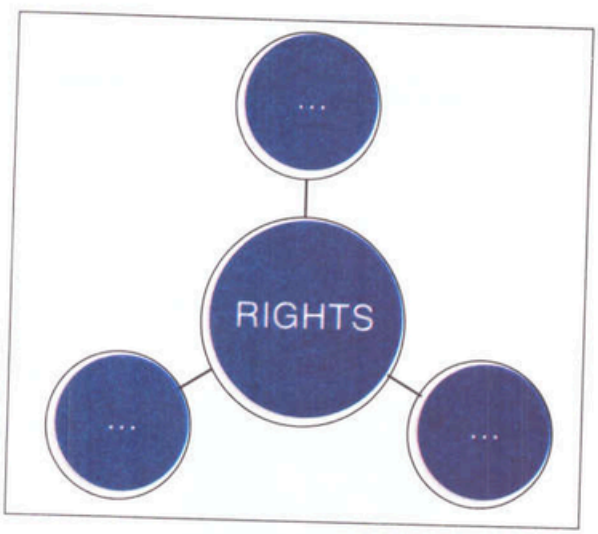
1. a. Look at the poster in the previous page and describe it. What is the message it conveys ?

   b. There are three slogans in the poster. which is the most important for you ?

2. Look up the meanings and synonyms of the word "right" in the dictionary.

3. Complete the chart with the most important rights you think human beings need to live in dignity.





4. Discuss in class the message this poster conveys.



love, action & support

READING

BEFORE YOU READ

Conduct a research in groups (use the Internet, consult books or ask your teachers) to find out the answers to the following questions :

1- What is the Universal Declaration of Human Rights (UDHR) ?

2- When was UDHR written ?

3- Where was UDHR written ?

4- Who wrote UDHR ?

5- In Morocco, a council and a commission promote human rights. What are they ?

READ THE TEXT

1. Here is a simplified version of the UDHR. Read it and match the pictures with articles from the UDHR.

The Universal Declaration of Human Rights



Article 1 Right to Equality

Article 2 Freedom from Discrimination

Article 3 Right to Life, Liberty, and Personal Security

Article 4 Freedom from Slavery

Article 5 Freedom from Torture and Degrading Treatment

Article 6 Right to Recognition as a Person before the Law

Article 7 Right to Equality before the Law

Article 8 Right to Remedy by Competent Tribunal

Article 9 Freedom from Arbitrary Arrest and Exile

Article 10 Right to Fair Public Hearing

"All human beings are born free and equal in dignity and rights"

Article 11 Right to be Considered Innocent until Proven Guilty

Article 12 Freedom from Interference with Privacy, Family, Home and Correspondence

Article 13 Right to Free Movement in and out of the Country

Article 14 Right to Asylum in other Countries from Persecution

Article 15 Right to a Nationality and the Freedom to Change it

Article 16 Right to Marriage and Family

Article 17 Right to Own Property

Article 18 Freedom of Religion or Belief

Article 19 Freedom of Opinion and Information

Article 20 Right of Peaceful Assembly and Association

Article 21 Right to Participate in Government and in Free Elections

Article 22 Right to Social Security

Article 23 Right to Desirable Work and to Join Trade Unions

Article 24 Right to Rest and Leisure

Article 25 Right to Adequate Living Standard

Article 26 Right to Education

Article 27 Right to Participate in the Cultural Life of the Community

Article 28 Right to a Social Order that Articulates this Document

Article 29 Community Duties Essential to Free and Full Development

Article 30 Freedom from State or Personal Interference in the above Rights

"Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms."


Article : 23


Article : .....


Article : .....


Article : .....


Article : .....


Article : .....


Article : .....


Article : .....


Article : .....


Article : .....


Article : .....


Article : .....

2. Read again the UDHR and find out how many articles are related to

a- social and economic rights.

b- political and civic rights.

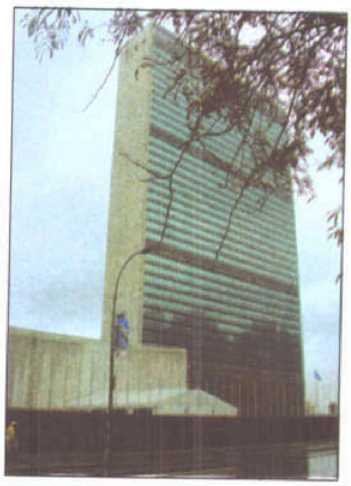
3. Decide if these sentences are true or false and justify from the text.

a- Prisoners have the right to be judged by a competent court.

b- Prisoners are free to move in and out of the country.

c- All people are equal before the law.

d- All people are free to change their nationality.



"United Nation Building"

FOLLOW UP

Tell your peers about some recent news or events related to human rights. Discuss them in class with reference to the UDHR.

VOCABULARY

1. Match up the terms (1-10) with the definitions (a-j).

1. death penalty or capital punishment	a) a document which defines and describes the rights of all people.
2. mistreatment or maltreatment	b) an international human rights organisation which works to stop torture, execution, and imprisonment of people arrested for their opinions.
3. dignity	c) imprisonment without visits permitted from lawyers and family members.
4. Amnesty International	d) inflicting physical or mental pain on purpose.
5. Universal Declaration of Human Rights (UDHR)	e) what all persons should be allowed just because they are human.
6. incommunicado detention	f) the ultimate punishment for breaking the law.
7. Prisoner of Conscience	g) ordinary people protesting peacefully against government actions or policies.
8. non-violent political action	h) a non-violent person arrested and jailed for expressing his or her opinions.
9. the Convention on the Rights of the Child	i) a list of special rights children in every nation should enjoy.
10. human rights	j) the quality of being worthy of esteem or respect.

2.Read the following text about the rights of children and fill in the gaps with appropriate words from the list.

discrimination - treated - language - beliefs - convention - child - different - protected - being - respect

"When the United Nations (UN) wrote the ...1..., it had to decide who exactly a ...2...is. Here is their definition: A child is every human ...3... under 18 years old.

Governments must ...4... and follow the rights we (as kids) are given in this Convention without any kind of ...5... You and/or your parents' race, colour, sex, ...6..., and religion do not matter. Neither do your opinions on things, if you have a disability, or where you came from. To sum it up: All kids must be ...7... exactly the same, no matter how ...8... they are!

Governments must also do their best to make sure that we are ...9... from any kind of discrimination or punishment because of our parents', legal guardians' or family members' status (for example, if they are poor, etc.), their activities, opinions, or ...10..."

LISTENING

LISTEN TO THE SONG :"WE ARE THE WORLD".

BEFORE YOU LISTEN

Guess the topic of the song from the title.

"We Are the World" is a 1985 song written by Michael Jackson and Lionel Richie, produced by Quincy Jones and recorded by a super group of popular musicians. The song was intended to raise funds to help famine relief efforts in Africa.

LISTEN

1. Listen to the song and try to find out how many singers and voices you hear.

1

There comes a time when we hear a certain call
When the world must come ..... as one
There are people dying
and it's time to lend a ..... to life
The greatest gift of all

2

We can't go on pretending day by day
That someone, somewhere will soon make a .....
We are all part of God's great big family
And the truth, you know,
..... is all we need

3

[Chorus:]

We are the world, we are the .....
We are the ones who make a brighter day
So let's start giving
There's a choice we're making
We're saving our own.....
it's true we'll make a better day
Just you and me

4

Send them your heart so they'll know that someone .....
And their lives will be stronger and free
As God has shown us by turning stones to bread
So we all must lend a helping .....

[Chorus:] 5

We are the world,
we are the .....
We are the ones who make a brighter day
So let's start giving
There's a choice we're making
We're saving our own.....
its true we'll make a better day
Just you and me

6

When you're down and out, there seems no .....at all
But if you just believe there's no way we can fall
Let us realize that a .....can only come
When we stand together as one

7 *[Chorus:]*

We are the world,
we are the .....
We are the ones who make a brighter day
So let's start giving
There's a choice we're making
We're saving our own.....
its true we'll make a better day
Just you and me

2. Listen again to the song and try to fill in the blanks with the right words.

FUNCTIONAL PRACTICE

A WISH FOR A BETTER WORLD

1. Study these examples and complete the chart accordingly.

In our present world	In my dream world
Many children don't go to school.	I wish good luck to all children. I wish that all children could go to school.
Human rights are violated everywhere	I wish freedom to all people. I wish human rights were respected everywhere.
Soldiers sometimes kill civilians during war.	I wish a safe world to all. I wish that soldiers never killed civilians.
Prisoners' rights are not respected.	.....
Women cannot do all jobs.	.....
Our environment is degrading.	.....
Many people don't benefit from health care.	.....

we use **wish that +** constructions with **would, could, was, were** or **past tenses** to express **wishes** for **unlikely** or **impossible** situations and to express **regrets.**
Note : although we are using **past tense forms,** we are talking about present and future situations.
Note that for wishes about things that are positive and seem likely in the future, we normally use **hope + that-clause** with **present simple** or **future will** forms. Example: I **hope** that you get better for the journey; you seem recovering quickly.

2. Use 'wish' or 'hope' to write sentences about the following situations :

a) Immigrants suffer from racism in many parts of the world.
.....

b) You will sit for the exam next week. You are well prepared.
.....

c) I am really lazy ; I don't work hard.
.....

d) I don't speak German ; I am hopeless at languages.
.....

e) It is raining a lot and we don't have an umbrella.
.....

f) My friend lives in a small village, and he doesn't like it.
.....

g) We plan to go out tomorrow. The weather seems to be fine.
.....

3. Write 5 sentences about your dream school.

Example : I wish my school had nice gardens and big sports fields.

GRAMMAR ANALYSIS

THE EQUITY AND RECONCILIATION COMMISSION (IER)

The Equity and Reconciliation Commission was inaugurated by King Mohamed VI on 7 January 2004 to "close the file on past human rights violations". Read what journalists and politicians say about the commission.

The report of the Equity and Reconciliation Commission (ERC) is a "unique" experience in the Arab world. The report breaks silence on human rights violations in Morocco over several decades.

The Secretary General of the Union of Arab Journalists



Morocco's initiative to set up a commission of truth is a model to follow in the Arab world. The initiative can be followed by all Muslim and Arab countries willing to confront and overcome their past.

The Secretary General of the Congress



This report attests for an important initiative consolidating the democratic process in Morocco, to which we give our full support.

A French Diplomat



1. Now read how journalists have reported these pieces of news.

The Secretary General of the Union of Arab Journalists **said that** the report of the Equity and Reconciliation Commission (ERC) **was** a "unique" experience in the Arab world. **He added that** the report **broke** silence on human rights violations in Morocco over several decades.

The Secretary General of the Congress **said that** Morocco's initiative to set up a commission of truth **was** a model to follow in the Arab world. **He told the press that** the initiative **could** be followed by all Muslim and Arab countries willing to confront and overcome their past.

A French diplomat **said that** the report **attested** for an important initiative consolidating the democratic process in Morocco, to which **they gave their** full support.

2. Finish the sentences below, using reported speech. Change the tense and the time expressions, if necessary.

Example : Yassine : "I'm going to read a book this week."
Answer : Yassine said that he was going to read a book that week.

a. Nadia: "My teacher will go to the movies."
Nadia said that...

b. Teacher: "Open the window, please."
Teacher ....

c. Peter: "I always do my best in the exams."
Peter told me that...

d. Alice: "Our neighbours are making a lot of noise."
Alice complained that...

e. Amal: "Are you reading the book?"
Yesterday Amal asked me...

f. Mother: "Don't play football in the garden."
My mother told me...

g. Teacher: "Remember to do your homework."
The teacher told me...

h. Father: "Be quiet!"
Our father asked...

IF I WERE, I WOULD.

1. Read the following quotation and answer the questions.

A wise man says: "If I **were** the sun and saw people's wrongdoing, **I would eclipse** myself forever"

- How many clauses are there? Do the verbs in bold type have the same form?
- Is the situation possible ?

2. Choose the correct answer.

Conditional Type 2 sentences express ideas that the speaker or writer thinks are :

a. probable or unlikely to happen in the future.
b. probable or imaginary in the past.
c. Unlikely, untrue or contrary to fact in the present.

3. Combine the following ideas by forming sentences with if.

Example : *I wish the street were safe. Then I could drive safer.*
If the street were safe, I could driver safer.

a. I wish there were more recreational facilities in my town. Then, I wouldn't feel bored.
b. Supposing my parents bought me a car. Then, I would explore Morocco.
c. Imagine there is no crime in our city. Everyone would feel peaceful.

WRITING

1. Read these extracts from newspapers. They are about human rights violations in different parts of the world.

1 Children are forced to work long hours in carpet factories for little money; they cannot go to school.

2 The government punishes a couple for having a second child.

3 A criminal is held in prison for months without being charged or judged.

4 Women in some countries are not allowed to attend school or hold jobs.

2. Choose a newspaper extracts and go back to the UDHR and find out which human right is violated.

3. Write a formal letter to the president of a human rights association.

Tell him/her about the news.

Tell him/her about the article from the UDHR that it violates.

Suggest to him/her what action they should do.

Respect the following format of a formal letter :

Your address
The date

President's address

Dear Mr or Mrs,

I read in the news that .....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Yours sincerely,
Your signature
Your name

LEARNING TO LEARN

SUCCESSFUL VOCABULARY LEARNING

You can really improve your English if you know how to improve your vocabulary learning.

Here are tips to help you learn new vocabulary.

- ✔ Learn new vocabulary around a topic.
- ✔ If you are a visual learner use lots of pictures and colour.
- ✔ Think about words which are often found together or collocations. Examples : train station, weather forecast, population growth,...
- ✔ Watch out how words are formed in English. Example :

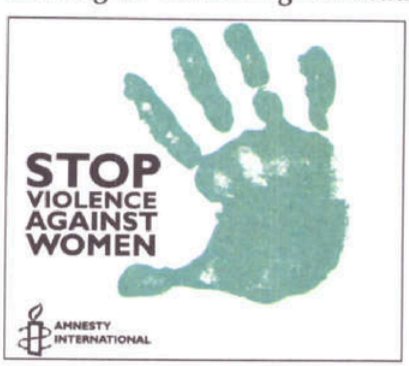
Noun (Person)	Noun (Object)	Verb	Adjective
InVENtor	InVENtion	To inVENT	InVENtive

- ✔ Use word maps : A word map is an effective way of storing vocabulary associated by topic.

CULTURE CORNER

ABOUT AMNESTY INTERNATIONAL

Amnesty international is the most famous worldwide organization working for human rights. Read this extract from its web site: http://www.amnesty.org/



Amnesty International (AI) is a worldwide movement of people who campaign for internationally recognised human rights.

AI's vision is of a world in which every person enjoys all of the human rights enshrined in the Universal Declaration of Human Rights and other international human rights standards.

In pursuit of this vision, AI's mission is to undertake research and action focused on preventing and ending grave abuses of the rights to physical and mental integrity, freedom of conscience and expression, and freedom from discrimination, within the context of its work to promote all human rights.

AI is independent of any government, political ideology, economic interest or religion. It does not support or oppose any government or political system, nor does it support or oppose the views of the victims whose rights it seeks to protect. It is concerned solely with the impartial protection of human rights.

Do you know any Moroccan associations or organisations that campaign for human rights ? Tell your class about them. Do you have a human rights club in your school ?

ENGLISH AND FUN

FUNNY SIGNS

1. Look at these funny signs. Describe them.



A



B



C



D



E



F

2. Discuss these funny signs with your friends and find out why they are funny.

3. Tell your class about other funny signs you have seen in streets, TV, the Internet,...

UNIT 10

TRAVEL AND HOLIDAY

" **Travelling** is almost like talking with men of other centuries"(René Descartes, 1596-1650)



In this unit, you will :

- ✔ read about some people arranging to travel.
- ✔ listen to some people talking about problems they have encountered during trips.
- ✔ talk about travel and holidays.
- ✔ understand and use expressions of surprise and ways of giving a promise.
- ✔ write a letter about your home town.
- ✔ learn about the British travel habits.
- ✔ understand and use punctuation marks.

STARTING UP

Describe the pictures below.





Answer these questions about yourself.

1. What is your favourite place for vacation ?
2. Which means of transport do you use when travelling ?
3. Can you name a few benefits of travelling ? Why do you travel ?
4. How do you feel after a vacation ?

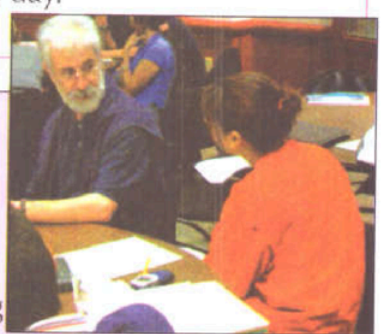
READING

TRAVELLING...THE BEST EDUCATION !

BEFORE YOU READ

Read the introductory paragraph of the text and guess if Mr Chbihi will allow his daughter to travel with her friends.

Samia and her friends have decided to spend the summer holidays together. Samia is an only child and her parents usually get worried about her. Therefore, she has decided to break the news to her father gently after she has persuaded her mother earlier in the day.
At the moment, they are watching TV.



Samia : Dad ..... I wonder if I could have a word with you ?

Mr Chbihi : Hmm ?

Mrs Chbihi : Samia said she'd like to have a word with you !

Mr Chbihi : Just a moment , I'll turn this thing off. Yes, dear ?

Samia : Well Dad ....You know you've always told me that travelling develops the personnality and I agree – well, my friends and I have decided to spend the holidays at the mountain.

Mr Chbihi : Darling You're too young to go off on your own. Where are you going and how will you travel ? Anyway, you've never travelled alone.

Samia : Take it easy, Dad ! I'm eighteen and perfectly responsible and I know how to look after myself. Najat has relatives and close friends there. I can't miss such an opportunity. Anyway, I really want to meet new people and know how they live.

Mr Chbihi : Ok !, why don't you go to a summer camp ? We can certainly afford to send you there for a couple of weeks. Besides, if you go to a summer camp, you won't have accommodation problems, and ....

Samia : But it isn't the same thing, Dad ! I've lived at home all my life, and I've always spent my holidays with you and Mum – it's been great, but I really want to have a change and rely on myself. Please, Dad, let me go !

Mrs Chbihi : It is an opportunity for her to ...

Mr Chbihi : But ... where will you stay ?

Samia : Najat's relatives can put us up. Even if we have to sleep on the floor, it'll be fun! And we can rent rooms cheaply ....

Mr Chbihi : What if you don't find rooms ?

Samia : Well , we've decided to take a tent so we can camp if necessary. We can also hitch-hike to save some money.
Mr Chbihi : Hitch-hike ?! My dear child, I certainly don't like to think of you hitch-hiking.
Samia : Dad , you know you can trust me.
Mr Chbihi : I can trust you, but I'm not so sure I can trust the others.
Samia : Oh Dad, think it over. Travelling is a valuable experience, the best education. That's what you've always said. Times have changed since you were my age.
Mr Chbihi : Hmm ....
Samia : Yes, Dad ?
Mr Chbihi : Well , maybe, I can ....
Mrs Chbihi : If I were you, I'd let her go. Let's give her this chance.

READ THE TEXT

1. Read the whole conversation and check if your guess was right.
2. Answer these questions according to the text.

a. Where does Samia and her friends intend to travel ?
b. Where are they going to stay ? How are they going to travel ?
c. Has Samia ever travelled alone ?
d. Are her parents for or against ?

3. Fill in this chart with arguments why Mr Chbihi hesitates to let his daughter travel alone.

Mr chbihi hesitates because...	Samia insists because ...

4. Pick phrases from the conversation that match these definitions.

a. to inform a person about some news : .....
b. to be independent : .....
c. to be able to pay for something : .....
d. to ask a person for a free ride : .....
e. in your place : .....

FOLLOW UP

a. Have you ever travelled alone ?
b. Have you ever hitch-hiked ?
c. If you could spend a few days away from your family, where would you go ?
d. Think of three reasons why someone would travel alone.
e. Do you agree that travelling is 'the best education' ?

VOCABULARY

1. Here are some things that people like to do while on holiday. Match the pictures with the activities.

1 

2 

3 

4 

a. sunbathe

b. go swimming

c. do some sightseeing or go sightseeing

d. cycle or go cycling

e. go to the zoo

f. go surfing

g. climb or go climbing

h. camp or go camping

5 

6 

7 

8 

2. These phrasal verbs are used when talking about 'arrival' or 'departure'. Study their meaning. Fill in the blanks with the suitable verb.

• to rush off = to leave in a hurry.
• to see someone off = to accompany people as they depart.
• to take off = leave the ground (for a plane).
• to set off = to leave on a journey.
• to check in = to register at an airport counter or in a hotel ....
• to pull out/in = to arrive / to leave the station (for a train)

a. Last month, I____ my parents ____ at the airport. The plane _____ _____ on time.

b. Overexcited, the kids ____ _____ without saying goodbye.

c. The train ____ ____ of the station a few minutes later than its usual departure time.

d. We _____ _____ at the hotel, put our baggage in the room and went sightseeing.

e. They _____ _____ early on the trip to avoid traffic jams.

3. Match these words with their defintions.

1. trip	a. journey by sea.
2. excursion	b. journey by air.
3. flight	c. short journey made by a group of people for pleasure.
4. voyage	d. journey.
5. picnic	e. journey on which food is carried to be eaten outdoors.

4. Use some of the words from exercice 3 to fill in the gaps.

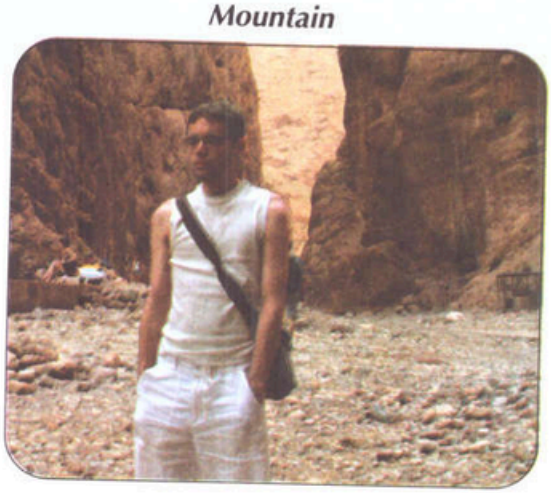
a. The _____ was really superb except for the high waves.

b. The other day, we went on a _____ to the forest. It was fantastic even if we forgot to take some sandwiches with us.

c. Last year my father took a non-stop _____, from Casablanca airport to New York.

d. Every spring holiday, we go on a _____ to the countryside.

Mountain ***or*** ***Beach***





What do you prefer ?

LISTENING

SOMETHING WENT WRONG WITH THE TRIP !

BEFORE YOU LISTEN

Study the title and guess what the four people are going to talk about.


Tommy


Olivia


Amal


Joseph

LISTEN

1. Listen to the four people and check your guesses.

2. Listen carefully and complete this table.

Speaker	Problem they had on the trip	How they solved it
Tommy		
Olivia		
Amal		
Joseph		

3. Listen and match the names with their feelings.

1. Tommy	a. exhausted
2. Olivia	b. panicked
3. Amal	c. disgusted
4. Joseph	d. disappointed

FOLLOW UP

a. What is the biggest problem you've ever had during your trips ?
b. When was it ?
c. What happened exactly ?
d. Tell your friends all the details.

FUNCTIONAL PRACTICE

YOU WON'T BREAK YOUR PROMISE !

Read the following conversation and fill in the chart.

Mike : You know what ? We're going to Spain this summer !
Anny : Really ?
Mike : You look too surprised ; don't you believe me ?
Anny : No ! It's not that ; I'm going to Spain,too.
Mike : What a surprise !
Anny : It really is !
Mike : We'll meet there, won't we ?
Anny : Yeah, I promise.
Mike : You won't break your promise, will you ?
Anny : Of course I won't.

ASKING FOR PROMISES	GIVING PROMISES	EXPRESSING SURPRISE

With your partner, add more expressions to the chart.

PRACTICE

Complete these exchanges following the tips between brackets.

a.

Elma : Look Dad, I've been top of my class !
Father :.....! (*express surprise*)
I'll buy you a new mobile phone ! Does that please
Elma : Super !..... ? (*ask for a pro ..se*)
Father : ..... (*make a promise*)

b.

Elma : Tom Cruise will attend the Marrakech cinema festival!
Leila : .....! (*express surprise*)
Elma : I'll try to go and see him.
Leila : ..... ? (*ask for a promise*)
Elma : ..... (*make a promise*)

GRAMMAR ANALYSIS

WHATEVER WILL BE WILL BE !

1. Read the conversation and answer this question.

Which of the boys is likely to change his holiday plans ? Justify your answer.

Jack : What are your plans for the next summer holidays ?
Adil : I'm **going** to travel to France; I've already obtained a visa and booked a flight.
Jack : What about you, Yassine ?
Yassine : It all depends. Maybe **I will** spend the holidays in Agadir if my parents let me go.
Adil : And if they don't ?
Yassine : I simply won't go !

2. Complete this grammatical summary with : «going to + verb» or «will + verb».

We use ...	when ....
.....	We have already planned and organised a future act.
.....	We talk about a simple future event or volunteer to do something.

3. Choose the most appropriate future form.

a. My friend Melissa and I (will watch/ are going to watch) an action film. Would you like to join us ?

b. Lisa is at the grocer's ; she (will buy/is going to buy) some milk, some bread, and some coffee.

c. John : Wow, it's freezing out there.
Jane : I ('ll make/'m going to make) some coffee to warm us up. Do you want a piece of cake as well?
John : Coffee sounds great! But I ('ll have/ 'm going to have) dinner with some friends later, so I'd better skip the cake.

d. I (will visit /I'm going to visit) my brother in Marseilles next year. Maybe I should take a French class.

e. I have a dictionary in the other room. I (will get /am going to get) it, and we can check the right spelling of this word.

4. Put the verbs in the correct form.

a. Have you cleaned the car ? Not yet ; I (clean) ..... it tomorrow.
b. Oh, I've left the door open. I (go) ..... and shut it.
c. I've bought Latifa a new dress, do you think she (like) ..... it ?
d. What (you wear)..... for the party tonight ?
e. Rachid should cut out cigarettes; otherwise, he (have) .....lung cancer.

WRITING

WILL YOU COME ?

1. Read the letter and spot the mistakes.

April 2oth, ...

Dear Nadia,

Previously, I told you about my favourite pastime. Today, I will tell you about my home-town as you wished in your next letter.

Well, Menton is situated at the eastern coast of France, with an approximate population of 30,000. It is an ideal destination for tourists from all over world, and that is due to several reasons.

To start with, the landscape is beautiful. Wonderful high trees cover a large area of the town apart from some evergreen gardens who embellish the town center. Besides, the weather is superb the whole year; it is neither hot not cold. Moreover, there are a lot of places worth see such as the Roman Church, the museum and the Royal Avenue. All these factors make of Menton a perfect place to spend quiet and enjoyable holidays.

What about your hometown or city ? Are there nice places to see ? What about the weather ? the people ? And so on.

By for now,
Julien

2. Answer these question about Julien's letter.

a. Where is Julien from ?

b. What is his hometown called ?

c. What makes his hometown a beautiful place ?

3. Write a letter to Julien, answering his questions at the end of the letter and inviting him to visit your city/hometown.

LEARNING TO LEARN

A STUDY SYSTEM : "M.U.R.D.E.R."

Study these learning strategies and discuss them with a partner.

- ✔ **Mood** : Set a positive mood for yourself to study in.
  Choose a convenient time, a suitable environment, a relaxing place and position.
- ✔ **Understand** : Mark any information you don't understand in the chapter or unit.
  Focus on one difficulty or one series of exercises.
- ✔ **Recall** : After studying the chapter or unit, put what you have learned into your own words.
- ✔ **Digest** : Go back to what you did not understand and reconsider the information.
  Contact external expert sources (e.g., other books, a teacher, a classmate, the web, an encyclopedia, etc) if you still cannot understand it.
- ✔ **Enlarge** : Go further in your study by expanding it. Ask yourself any relevant questions concerning the studied material so as to grasp everything related to it.
- ✔ **Review** : Go over the material you've covered. Review what strategies helped you understand and retain information. Apply them to your current studies.

Adapted from Hayes, John R., The Complete Problem Solver, Lawrence Erlbaum Publishers, Hillsdale, NJ: 1989.

Which of these learning strategies are you familiar with ?
Keep these strategies in mind and apply them in your education process.

CULTURE CORNER

TRAVEL HABITS IN THE UK

How are the British travel habits different from the Morrocan ones ? Read and find out.

The British have travel habits a bit different from ours. Single youngsters, for instance, would rather travel on their own or with their friends than be accompanied by their families. Besides, during holidays, British people get lodged in hotels, guest houses or go to camp sites. They rarely resort to relatives for accommodation. One more thing, British youngsters like embarking on adventure, and so they prefer hitch-hiking to travelling by the common means of trasportation.



Double Decker Bus
The prime symbol of London

ENGLISH AND FUN

What's funny about this picture ?



PROJECT WORK UNITS 9 AND 10

ARE YOU A GOOD CITIZEN ?
HOW CAN YOU BE A GOOD CITIZEN ?

Find out the meaning of citizenship in a dictionary or on the web.

Make a Citizenship folder where you can keep your work.

Learn about how to be a good citizen. Read about what good citizens do in the following table and tick (✔) or cross (x) your part.

Good citizens do the following	What about you ?
Help to keep their community clean and safe.	
Are proud of their country's culture and traditions.	
Take care of their country's air, land and water.	
Use polite manners, cooperate, and use kind words.	
Respect other people's opinions and beliefs.	
Take part in public affairs.	
Follow the rules and respect the law.	

- Conduct a mini-research to find out ways of being a good citizen. Bear in mind the content of the table above.
- Your findings and results can be in the form of texts, pictures, photos, posters, web sites, CDs,..
- Put your findings in the folder and give it to your teacher for evaluation.

REVIEW UNITS 9 AND 10

REVIEW YOUR GRAMMAR

A. Put the verbs into the correct future form *(will + verb / going to + verb).*

a. Yassine : I (visit).....Marrakech next Monday. I have got a job interview there.
Hassan : Really !? My family lives in Marrakech! I (give).....you my parents' phone number. When you get there, just call them and they (help).....you go on a tour there.

b. Bill : Do you think the Republicans or the Democrats (win).....the election ?
Brian : I think the Republicans (win).....the next election.
Jane : No way! The Democrats (win).....

c. Amal : We (go).....to the beach this weekend. We have already rented a house. Would you like to join us ?
Zineb : Great ! But I don't have a swimming suit.
Amal : No problem. I (lend).....you one.

REVIEW YOUR FUNCTION

A. What wishes can you make for these people ?

a. a sick friend.
b. a couple who are getting married.
c. a person who is going to sit for an exam.
d. some friends who are going on a trip.

B. What promises can you give these people to help them solve their problems ?

a. Ahmed would like to buy a CD, but he doesn't have enough money.
b. Najat is too busy to water the flowers in her garden.
c. Your neighbour isn't free to post a letter.
d. Your classmate will be absent tomorrow; he needs your note-book.

REVIEW YOUR VOCABULARY

A. Rearrange the letters to find one word related to the theme of 'travel'.

a. not as in a diet : .....
b. glue gag : .....
c. jury one: .....
d. pop stars: .....
e. gasp sneers: .....

B. Match the words with their definitions.

1. Society	a. Any distinction, exclusion or preference based on race, colour, sex, language or religion.
2. Democracy	b. Acceptance and commitment to a treaty by a country.
3. Declaration	c. Person who has left their country because of war, famine or persecution.
4. Ratification	d. A political policy in South Africa where black South Africans are forbidden to live in areas where white people live.
5. Starvation	e. A document whose signatories express their agreement with a set of objectives and principles.
6. Apartheid	f. A group of people that shares distinctive cultural traits.
7. Refugee	g. A political system in which the citizens elect their representatives.
8. Discrimination	h. The process of dying due to lack of food.

GRAMMAR SUMMARY

UNIT 1 Education

SIMPLE PAST

The simple past refers to actions that took place at a certain point in the past. It usually comes with past time expressions like yesterday, some time ago, last year, when I was a boy, etc ...
Example : "I **travelled** to the countryside last week." - "Last week, my uncle **brought** a new chicken to the farm."

Interrogative
takes auxiliary **did** as in : "**Did** you bring what I told you to bring ? " and the verb goes back to infinitive (BRING) as well as short answers like. Yes I did/ No, I didn't

Negative
takes **didn't** as in : "I **didn't** bring anything, I'm sorry." and the verb goes back to infinitive too (BRING)

UNIT 2 Society

USED + INFINITIVE

A. We use '**used to**' to describe past habits - something that happened regularly in the past, but doesn't happen anymore.
Example : They **used to** get up early.
B. The negative of **used to** is **didn't use to** or **never used to**.
Examples : 1. We **didn't use to** take sandwiches.
2. We never **used to** go on long holidays.
C. The interrogative of **used to** is **Did** you **use to**.... ?
Example : Did you **use to** go skating when you were a chil

UNIT 3 Health and Welfare

REFLEXIVE PRONOUNS.

Example : Latifa and Sophia blamed **themselves** for not having a good mark in the test.
They said : "It was our fault. We were to blame."

by ..... = alone

I	did the homework	by	myself.
You	went sightseeing		yourself.
He	spent my free time		himself.
She	watching TV		herself.
It	went on an excursion		itself.
We			ourselves.
You			yourselves.
They			themselves.

PRESENT PERFECT

We use the present perfect

when a periode of time hasn't finished : My friend has been working for the exam since last week.
when the time is not mentioned : My father has gone abroad.
when the time is recent : Our teacher has just given us a test.

Have	you they	played ...? been writing ...? been driving ....?
Has	he she it	visited ....? gone ...? decided ...?

I We They	haven't have	played ... written driven
He She It	hasn't has	visited gone ... decided ...

UNIT 4 Environment and Ecology

TOO / ENOUGH + INFINITIVE

'**Too**' is an adverb and is followed by adjectives or adverbs.
It expresses a quality in excess.
Examples : Air pollution is **too** difficult to fight.
There is **too** much air pollution in our city.
'**Enough**' comes before nouns or after adjectives and expresses sufficiency.
Examples : The local association has **enough** volunteers to clean the neighbourhood.
The volunteers are qualified **enough** to perform their work.

UNIT 5 Entertainment

PAST CONTINUOUS

1. Simple past combines with past continuous :
This is a very frequent combination and shows an action suddenly happening while another is developing. (usually used with 'when')
" I **was having** a bath when the telephone rang"
2. Past continuous combines with another past continuous : here we show that both actions developed together in the past. (usually used with 'when' or 'as')
" They **were having** a sleep while/as the festival **was** still **going on.**"

UNIT 6 Mass Media

PASSIVE VOICE

The passive voice is used
- when the emphasis is on the action rather than who does it.
Example : The television **was discovered** in 1928.
- when the subject is unknown.
Example : The internet **was introduced** into business in the 1990s.

Verb tense in active	Passive auxiliary : be	Past participle
Simple present: He cooks breakfast.	Breakfast is	cooked
Simple Past: He cooked breakfast.	Breakfast was	cooked
Simple future: He will cook breakfast.	Breakfast will be	cooked
Present Continuous: She is cooking.	Breakfast is being	cooked
Past continuous: They were cleaning the streets.	The streets were being	cleaned
Present perfect: They have forbidden cigarettes.	Cigarettes have been	forbidden
Past Perfect: The fuel had damaged all the coast.	All the coast had been	damaged
'Have to': You have to close doors.	Doors have to be	closed
Need: You don't need to report news.	The news does not need to be	reported
Must, will, should, can (modals) : Passengers. must fasten their seatbelts.	Seatbelts must be/can be/would be/should be	fastened

GRAMMAR SUMMARY

UNIT 7 Celebrations

RELATIVE CLAUSES

	Person	Thing
subject	**who/that :** Do you konow the singers *who/that* always come to our neigh-bourhoodin Ramadan ?	**which / that** : The Imilchil festival *which / that* attracts tourists takes place yearly.
object	**who/whom/that :** The guests *who / whom / that* we invited have apologised for not coming.	**which / that** : The present *which / that* I bought yesterday cost me 100 dirhams.
possessive	**whose** : I 've bought a present for a friend *whose* birthday is tomorrow.	**whose** : Jazz *whose* music is famous worldwide is of African origin.
adverbial		**where** : The city *where* I was born is the coldest in Morocco. **when** : Tell me the day *when* you want to celebrate your party. **why** : That's the reason *why* they put off the wedding day.

UNIT 8 Our Cultural Heritage

THE ZERO CONDITIONAL

If-Clause	**Main Clause**
If + simple present	**simple present**
If you heat ice,	it melts.
If it rains,	you get wet.

CONDITIONAL 1 AND 2

Conditional 1 : *If + Present, ...will/won't ...* **Conditional 2 :** *If + Simple Past, ... would/wouldn't ..... could/couldn't*

Situations	Conditional sentences	Type
It doesn't rain for long, farmers are unhappy. They hope it will rain.	*If it rains, farmers will be happy.*	Conditional I
You want go to USA now, but you can't because you don't have a visa.	*If I had a visa, I would go to* the *USA.*	Conditional 2
Suppose you don't work hard, as a result you are not going to have a good mark.	*If you don't work hard, you won't have a good mark.*	Conditional I
I want to help the poor but I am not rich.	*I could help the poor if I were rich.*	Conditional 2

PHRASAL VERBS

Examples of phrasal verbs.

I **looked up** a difficult word in the dictionary. The plane to Paris **took off** late.
My friend **came into** some money when his father died.

Some phrasal verbs have particles that are separable. The particle is moved to the other side of the direct object.
I **looked up** a difficult word in the dictionary. => I **looked** a difficult word **up** in the dictionary.

GRAMMAR SUMMARY

With separable phrasal verbs, the particle must be moved to the other side of the direct object when the direct object is a pronoun. I **looked** it **up**.
Other phrasal verbs do not take objects or are intransitive. The particles in intransitive phrasal verbs are inseparable.
The plane to Paris **took off** late.

UNIT 9 Human Rights

REPORTING STATEMENTS

Adil said : " Journalists **enjoy** freedom of speech in Morocco."
Adil said (that) journalist **enjoyed** freedom of speech in Morocco.

Direct Speech		Indirect Speech	
Simple Present	"I work in a firm."	**Simple Past**	He said he **worked** in a firm.
Simple Past	" My friend bought me a nice present ."	**Past Perfect**	He said his friend **had bought** him a nice present.
Present Perfect	" My friend has bought me a nice present ."		
will	" I'll stay with my friend for a couple of days."	**would**	He said he **would** stay with ....

Time Expressions from direct to indirect speech.

Tomorrow	→	*the next/following day*
next week	→	*the following week*
last week	→	*the week before*
these times	→	*those times*
now	→	*then*
2 days ago	→	*2 days before*
today/this day	→	*that day*
here	→	*there*

UNIT 10 Travel and Holiday

A. The will-future :

1) Future actions happen without the speaker's intention (birthday, weather, etc.)
The sun **will shine** tomorrow. Peter **will be** 15 next Tuesday.

2) Predictions, assumptions (I think, I hope, I'm sure, I'm afraid) I think Sue will arrive in Paris at 6 pm.

3) Spontaneous actions (not planned) Hang on! I'll have a word with you.

B. The Going to Future is used for : - decision of doing something in the future. (a plan)
- predictions in the future or something will logically happen.

Examples :

statements					
I	'm	going to	read	a book on Sunday.	
Peter	isn't	going to	play	football next week.	
Yes/No questions					
	Are	you	going to	read	a book on Sunday ?
	Is	Peter	going to	play	football next week ?
questions with question words					
What	are	you	going to	do	tomorrow ?
When	is	she	going to	play	handball ?

IRREGULAR VERBS

Base Form	Simple Past Tense	Past Participle
be	was, were	been
bear	bore	borne
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
knit	knitted	knitted
know	knew	know
lay	laid	laid
lead	led	led
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lighted/lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
overdo	overdid	overdone
overtake	overtook	overtaken
pay	paid	paid
put	put	put
read	read	read
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
speed	sped	sped
spell	spelt	spelt
spend	spent	spent
split	split	split
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weave	weaved/wove	weaved/woven
weep	wept	wept
win	won	won
write	wrote	written

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- *http://www.witness.org*
- *http://www2.worldbook.com*

Les imprimeries Najah Al Jadida - (CTP)

ACKNOWLEDGMENT

The publisher and authors would like to thank the following people for the help they provided:

- Abdelrazak Essobti (Morocco)
- Emma Dunley (U.K.)
- Joseph William (U.S.A.)
- Reda Bensalah (Morocco)
- Siham Alaoui (Morocco)
- Tajeddine Jaafar (Morocco)

D.I.O. EL HADITA
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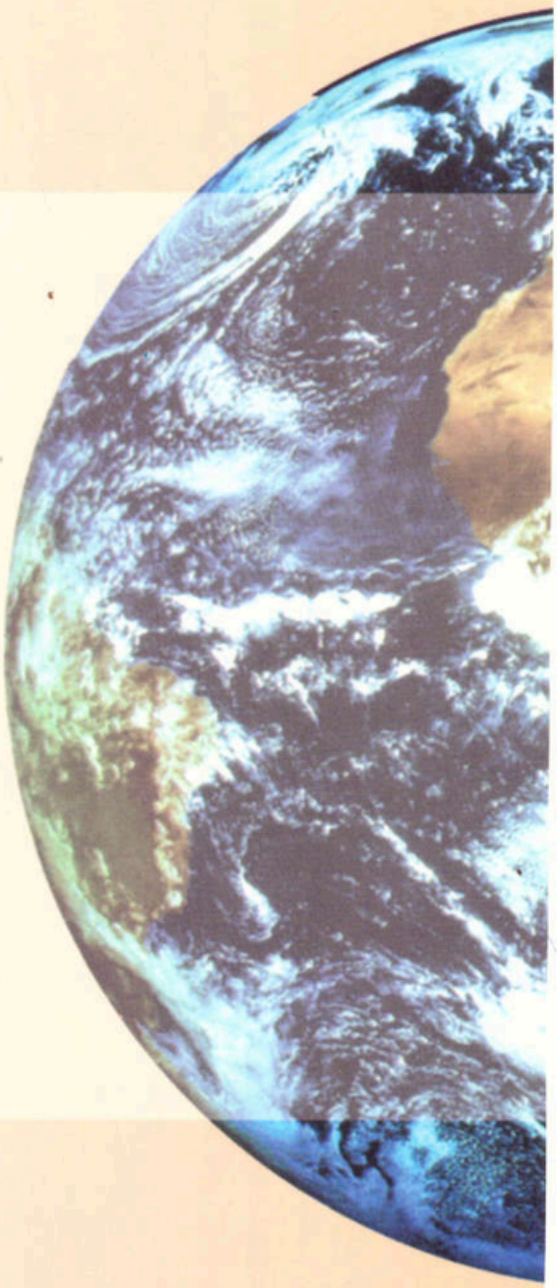

Numéro de validation du Ministère de l'Education Nationale de la Formation Professionnelle de l'Enseignement Supérieur et de la Recherche Scientifique - Royaume du Maroc :
07CB11206 du 21/07/2006
Édition : **2021**
Dépôt légal n° : **2006/1717**
ISBN : **9981/21/069/2**

Prix de Vente Public :
30,00 DH

11121116