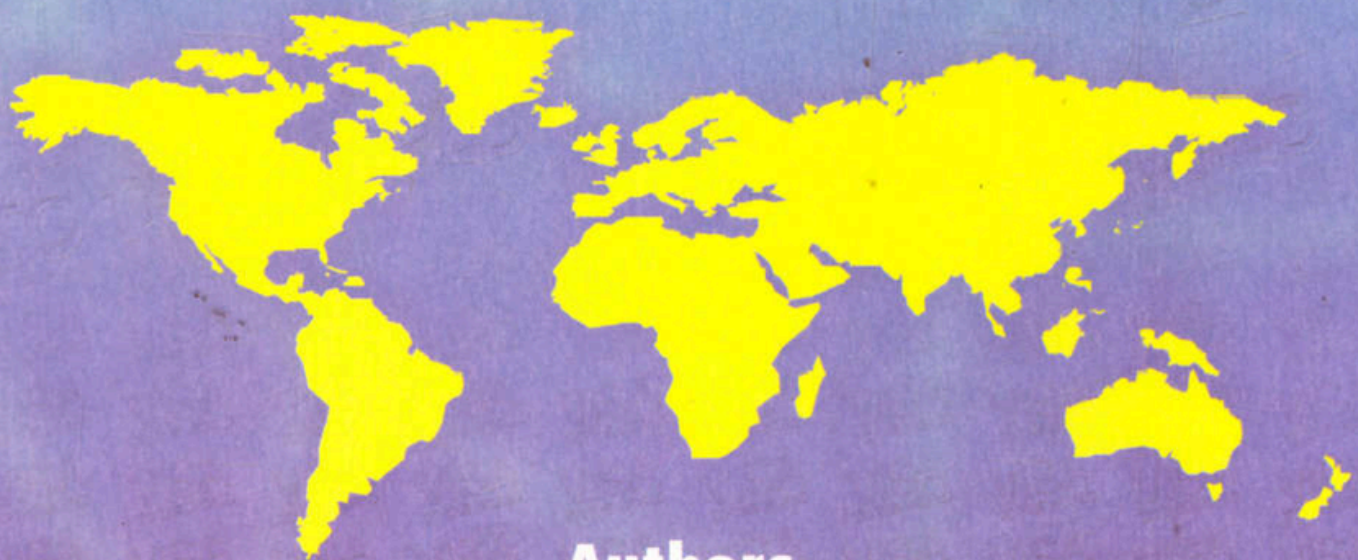
VISA
TO THE WORLD



Authors

Ali Bouddouch
Inspecteur principal

Saïd Messaoudi
Inspecteur principal
(Coordinateur)

M'barek Ahellal
Professeur de l'enseignement supérieur, assistant

John Blake
Professeur d'anglais
(Consultant)

Student's Book

LEVEL 2 COMMON CORE CLASSES

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

VISA
TO THE WORLD

Student's Book

LEVEL 2 **COMMON CORE CLASSES**

دار نشر المعرفة
Edition - Diffusion
10, Bd. Al Fadila, Quartier Industriel, C.Y.M. - Rabat
Tél. : (212) 05 37 79 57 02 - 05 37 79 69 14/38
Fax : (212) 05 37 79 03 43

Edition 2021
ISBN : 9954-20-092-4
Dépôt légal : 2005/1633
© DAR NACHR AL MAARIFA

CONTENTS

Map of the book 4
Unit components 6
Starter 8

UNIT 1 PERSONAL RELATIONS 14
Meeting People 14
My Family 18
Famous Relations 21

UNIT 2 EDUCATION 25
Meeting Classmates 25
School Life 29
School around the World 32

My Project 36
Review (units 1-2) 37

UNIT 3 FOOD 38
Food 4 Thought 38
A Second Helping 42
Food around the World 45

UNIT 4 SHOPPING 48
Shopping Places 48
Shopping Around 51
Shopping around the World 54

My Project 57
Review (units 3-4) 58

UNIT 5 RECREATION 59
Recreation Activities 59
Recreation Habits 62
Recreation around the World 65

UNIT 6 HEALTH AND WELFARE 69
Health Problems 69
At the Doctor's 73
Health around the World 76

My Project 80
Review (units (5-6) 81

UNIT 7 THE ARTS 82
Biographies 82
More Artists 85
Focus on Music 88

UNIT 8 SCIENCE AND TECHNOLOGY 91
Great Scientists 91
Inventions 94
New Technologies 97

My Project 101
Review (units 7-8) 102

UNIT 9 ENVIRONMENT AND ECOLOGY 103
Pollution 103
Deforestation 107
Save the Planet 111

UNIT 10 ECONOMY 115
Money and Banking 115
Morocco in Numbers 119
Tourism 123

My Project 127
Review (units 9-10) 128

Grammar Summary 129
Irregular Verbs 132
Index 133

STANDARDS AND COMPETENCIES TARGETED								
UNITS	INTERPERSONAL COMMUNICATION	INTERPRETIVE COMMUNICATION		PRESENTATIONAL COMMUNICATION		CULTURE: PRACTICE/ STRATEGIC	LANGUAGE DEVELOPMENT	
		LISTENING	READING	WRITING	SPEAKING		GRAMMAR	VOCABULARY
UNIT 1 PERSONAL RELATIONS	Introduce self and others. Greet people. Talk about self, family, and other people. Give and elicit information about self, family, and other people.	Identify the participants and their roles. Identify the setting of a text.	Read for specific information.	Produce a short text following a model.	Introduce self to class.	Identify different ways of greeting. Recognize cultural aspects of proverbs. Identify negative connotations of some words.	Verb to be: affirmative, negative, and interrogative. Subject pronouns and possessive adjectives. Wh-questions with the verb to be.	Countries, nationalities, and languages. Family members Physical appearance and character.
UNIT 2 EDUCATION	Exchange personal information. Give and elicit information. Talk about daily activities, school time tables, and habits.	Listen for specific information. Listen and take notes.	Make predictions about a reading text. Recognize reference. Scan for specific information. Make inferences about a reading text. Skim for gist.	Produce a short text following a model. Use notes to write a short text.	Introduce and talk about family tree.	List the values and the benefits of school uniforms. Compare how students spend school vacations. Compare some features of the Moroccan education system with other systems.	Possessive case (whose) Genitive ('s). Simple present (all forms) + WH-questions. Prepositions of time. Frequency adverbs.	Classroom objects. Occupations. School subjects. People's character (adjectives).
PROJECT - REVIEW								
UNIT 3 FOOD	Order a meal in a restaurant. Invite people to meals. Accept and decline invitations to meals. Talk about quantities and amounts.	Identify the setting of a text. Identify the participants and their roles. Listen and take notes. Identify the topic of a text. Make predictions about a listening text. Listen to specific information. Listen to describe a process.	Read a menu. Identify common foods. Make predictions about a reading text. Understand a process. Make inferences about a reading text. Scan a text for specific information.	Describe a process using connectors. Arrange scrambled sentences into a paragraph. Write a paragraph using cues.	Talk about eating habits in Morocco.	Identify different types of food and food habits across cultures.	Intensifiers and Quantifiers: Some, any, a lot of, much, many, a few, a little.	Different kinds of food items: Vegetables, fruits, grains, dairy, meat, containers.
UNIT 4 SHOPPING	Give and elicit information. Ask about prices. Express preferences. Make comparisons. Request and offer help.	Identify the setting of a text. Identify the participants and their roles. Take notes.	Identify the main idea of a text. Deduce the meaning of unfamiliar words from context. Recognize reference. Read and understand ads.	Use capitalisation and punctuation correctly. Arrange scrambled sentences into a conversation.	Present a recipe.	Compare Moroccan shopping habits with shopping habits elsewhere. Identify bargaining habits across cultures.	Comparatives: Short and long adjectives. Demonstratives: (this, that, these, those). Present continuous tense (All forms).	Different shopping places. Different types of clothes for men , women, and children. Colours and materials.
PROJECT - REVIEW								
UNIT 5 RECREATION	Express likes and dislikes. Inviting, accepting and declining invitations. Asking for and expressing opinions. Agreeing and disagreeing.	Listen and take notes. Personalize and interpret a picture.	Use of cohesive and coherence devices to make sense of a text. Read and understand newspaper listings and brochures.	Use capitalization and punctuation correctly. Use interview notes to write a text.	Present survey results about watching TV.	Compare opening hours and leisure time in different countries. Identify and compare the most popular recreation activities across cultures. Compare part time jobs during vacations across cultures.	Comparatives and superlatives: (regular and irregular forms). Future with: present continuous, be going to and will.	Different types of recreation activities (outdoors and indoors).

STANDARDS AND COMPETENCIES TARGETED								
UNITS	INTERPERSONAL COMMUNICATION	INTERPRETIVE COMMUNICATION		PRESENTATIONAL COMMUNICATION		CULTURE: PRACTICE/ STRATEGIC	LANGUAGE DEVELOPMENT	
		LISTENING	READING	WRITING	SPEAKING		GRAMMAR	VOCABULARY
UNIT 6 HEALTH & WELFARE	Make suggestions. Ask for and give permission. Express ability. Express necessity. Request and offer help. Make appointments.	Listen and take notes. Listen for specific information.	Read and understand medical labels. Deduce meaning of unfamiliar words from context. Skim for gist. Read, understand, and interpret statistics.	Arrange scrambled words into sentences. Arrange scrambled sentences into a paragraph. Write a short letter.	Present research results about vitamins.	Identify ways to maintain good health. Identify places where medicines are sold in some countries. Compare home remedies across culture.	Modals: can (ability), can / may (permission), must (obligation), mustn't (prohibition), have to, don't have to (necessity). If + imperative. Conjunctions: and, but, so, because.	Parts of the body. Health problems and common illnesses. Types of medications. Different practitioners.
PROJECT - REVIEW								
UNIT 7 THE ARTS	Respond verbally to visual input. Describe past events. Articulate sounds in isolated word forms. Identify and talk about art forms and artists.	Listen and take notes. Respond to referential questions based on an aural text. Listen for specific information. Listen for gist.	Answer factual questions. Scan a text for specific information. Skim for gist.	Copy a short text accurately. Write a biography. Arrange scrambled sentences into a paragraph.	Present a biography of a famous person.	Identify different types of Moroccan music as a cultural heritage. Recognize the cultural value and the international dimension of Moroccan folk music. Appreciate the value of music in developing students'talents and skills.	Simple past: regular and irregular verbs (all forms). Wh questions with simple past.	Different art forms related vocabulary: music, cinema, painting.
PROJECT - REVIEW								
UNIT 8 SCIENCE & TECHNOLOGY	Give and elicit. information about past events. Talk about inventions and inventors.	Listen for specific information. Listen and take notes. Identify the topic of a text. Identify referents based on an aural text.	Scan for specific information. Skim for gist. Make inferences about a reading text. Recognize reference. Understand acronyms.	Write a bio sketch. Arrange scrambled sentences into a paragraph. Write short e-mail messages to friends.	Present research results about a scientist or an inventor.	Identify famous Arab scientists and their contribution to the development of modern sciences.	Question tags. Reflexive pronouns. Past continuous vs Simple past.	Vocabulary related to science and technology. Computer related vocabulary. Word derivation.
PROJECT - REVIEW								
UNIT 9 ENVIRONMENT & ECOLOGY	Respond verbally to visual inputs. Talk about environment issues. Ask questions about different matters. Express possibility and opinions. Agreeing /Disagreeing.	Listen for details. Identify the setting of a text. Listen and take notes.	Recognize cause and effect. Identify main idea of a text. Deduce the meaning of unfamiliar words from the context. Make predictions about a reading text.	Review, edit and rewrite own work. Write a formal letter.	Present dos and don'ts related to ecology.	Identify different ecological issues and their effects on the environment.	Present perfect with: yet, already, ever, never. Present perfect vs Simple past. May = could (possibility).	Vocabulary related to environment issues (all forms of pollution, deforestation, desertification …etc).
UNIT 10 ECONOMY	Make a rehearsed oral presentation. Talk about surveys. Talk about major economic issues. Ask for and give directions.	Identify main idea of a text. Answer factual questions based on an aural text. Listen for details. Listen for gist.	Deduce meaning of unfamiliar words from the context. Recognize reference. Answer factual questions. Make predictions about a reading text. Analyse and interpret graphs, statistics, and figures.	Complete sentences by supplying the missing words. Write short messages to a friend.	Present art work related to environment.	Compare children's allowances. Identify the influence of geography on people's consumption habits.	Review of tenses: Simple present, present continuous, future, past simple, present perfect. Review of comparatives and superlatives.	Economy related vocabulary: money, banking, agriculture, industry.
PROJECT - REVIEW								

عنوان الوحدة

جدول الكفايات المستهدفة

مدخل للتراكيب اللغوية

قواعد وتمارين لغوية

عنوان الجزء

أنشطة مهارات الاستماع

أنشطة المهارات التواصلية

PERSONAL RELATIONS

Standards targeted		Competency objectives
Interpersonal communication		Talk about self, family, and other people. Give and elicit information about self, family, and other people. Introduce self and others. Greet people.
Interpretive Communication	Listening	Identify the participants and their roles. Identify the setting of a text.
	Reading	Read for specific information.
Presentational Communication	Writing	Produce a short text following a model.
	Speaking	Introduce self to class.
Culture : Practice/Strategic		Identify different ways of greeting. Recognize cultural aspect of proverbs. Identify negative connotations of some words.

Language development	
Grammar	Vocabulary
Verb to be: affirmative, negative, and interrogative. Subject pronouns and possessive adjectives. Wh questions with the verb to be.	Countries, nationalities, and languages. Family members. Physical appearance and character.

Meeting people

1 Listen and Read (Pronunciation Practice)

Pamela : Hi, my name is Pamela. Pamela Dickens.
But please call me Pam.
Maria : Nice to meet you , Pam.
You can call me Maria.
Pamela : Nice to meet you, Maria.
And what's your last name again?
Maria : Tijani. T-I-J-A-N-I.
Pamela : OK. Come in. I want to introduce you to the family.
Pamela : Maria, I'd like you to meet my husband, Christopher.
Chris , this is Maria Tijani, the new tenant.
The student from Morocco.
Maria : Pleased to meet you, Mr Dickens.
Christopher : How do you do?
You can call me Chris.





Comprehension

Write T (True) or F (False).

- ☐ 1. Maria is in Morocco.
- ☐ 2. Chris is married.
- ☐ 3. Pamela is Chris's wife.
- ☐ 4. Maria is a teacher.

2 Grammar Practice

Verb to be present

Positive statements	Negative statements
I am (I'm) Bob. You are (You're) Rachid. He is (He's) Charles She is (She's) Maria It is (It's) a blackboard	I am not (I'm not) Rachid. You are not (You aren't) Bob. He is not (He isn't) Pedro. She is not (She isn't) Vicky. It is not (It isn't) a whiteboard.

Questions	Short answers	
	Positive	Negative
Am I Moroccan ?	Yes, you are.	No, you aren't.
Are you Jalil ?	Yes, I am.	No, I 'm not.
Is he John ?	Yes, he is.	Yes, she is.
Is she Fatima ?	Yes, she is.	No, she isn't.
Is it a pencil ?	Yes, it is.	No, it isn't.

Possessive adjectives

I	my
you	your
he	his
she	her
it	its

a Find the name of the star.
Example : Who is number 1?
He's Mohammed Ali.



Practice

b Ask about the first name of the famous people
Example : A : What's his first name ?
B : It's .....

Louis Alexander Graham Thomas Galileo Nicola Albert Isaac


1 ..... Bell


2 ..... Braille


3 ..... Newton


4 ..... Edison


5 ..... Einstein


6 ..... Tales


7 ..... Galilei

3 Listening

Before you listen

1. Who is in the picture?
2. Who is the little girl?



Listen to conversation. Write T (True) or F (False)

- ☐ Liz is Pam's sister.
- ☐ Maria is in London for the first time.
- ☐ Maria's room is downstairs.
- ☐ Maria is in London for one day.

4 Communication

Greeting people and introducing self and other people	
Nice to meet you.	How do you do? – Hello.
Good to meet you.	I want to introduce you to.....
Please call me	I'd like you to meet.....

a **Introducing self**

Example:

A : Hi! I'm David walter.
Please call me Dave.
B : Nice to meet you Dave.
And what's your last name again?
A : Walter W-A-L-T-E-R.

Now introduce yourself to a classmate.

b **Introducing people**

Example :

A : John, this is Fred, my new friend.
B : Pleased to meet you, Fred.
C : Nice to meet you, John.

Now have similar conversations with classmates.

5 Reading

أنشطة مهارات القراءة

Before you read

1. Do you have a pen pal?
2. Where is he / she from?

Pen pals

Hello ! My name's Amanda. I'm a student from Liverpool, England. I'm 16. I like John Travolta - he's my favourite actor, and my number one film of all time is Face/Off. What about you?
Write to : Kate Johnson,
Box 218.



Hi ! I'm Jalil from Tunis, Tunisia. I'm 15. My number one film star is Mel Gibson. My favourite film of all time is Braveheart. I think Mel Gibson's really good in it. What's your favourite film?
Write to : Jalil Chabbi,
Box 749.



Hi, there ! I'm Tim from Johannesburg. I'm 15. My favourite actress is Hall Berry. My favourite film of all time is Catwoman. Halle is really fantastic in it. Write and tell me about yourself.
write to : Tim Hamilton,
Box 356.



Hi ! My name is Ingrid and I am 16. I'm from Germany. My favourite star is Leonardo DiCaprio. It is an Italian name, but Leonardo DiCaprio is not from Italy. He's an American actor and he's really cool.
Please write soon.
Write to : Ingrid Schneider,
Box 101.



Read the pen friend advertisements and complete the chart.

	Amanda	Tim	Jalil	Ingrid
Age				16
Where from?	Liverpool			
Favourite film star			Mel Gibson	
Favourite film				
Box Number		Box 356		

6 Word Net

أنشطة معجمية

a **Write the nationality adjective and the official language for each country. Check your answers with your partner.**

Country	Nationality	Language
Spain	.....	.....
France	.....	French
Portugal	Portuguese	.....
Brazil	.....	.....
Nigeria	.....	.....
South Africa	.....	.....
England	.....	.....
Mexico	.....	.....
Australia	.....	.....
U.S.A.	.....	.....
Italy	Italian	.....
Japan	.....	.....
Greece	.....	.....
Argentina	.....	.....
Russia	.....	Russian
Lebanon	.....	.....
Germany	.....	.....
Netherlands	.....	.....

b **Look at the endings. Put the nationality adjectives from exercise 6 into the correct group.**

-ian/-an	-ese	-ish	-ch	other endings
Italian				

7 Writing

أنشطة مهارات الكتابة

a **Fill in the chart with information about you.**

Age	
Where from?	
Favourite film star	
Favourite film	
Box Number	

b **Use the information in the chart and the ads in activity 5 as a model to write an Internet advertisement for a pen friend.**
Start with : *Hello! or Hi!*..... Finish with : ***Please, e-mail me today./ Please, be my e-mail pen pal.***

8 Culture Slot

أنشطة الحس الثقافي

a **Greeting customs :**
How do people greet in these countries? Write the numbers of the pictures under the appropriate flags.



.....



.....



.....



.....

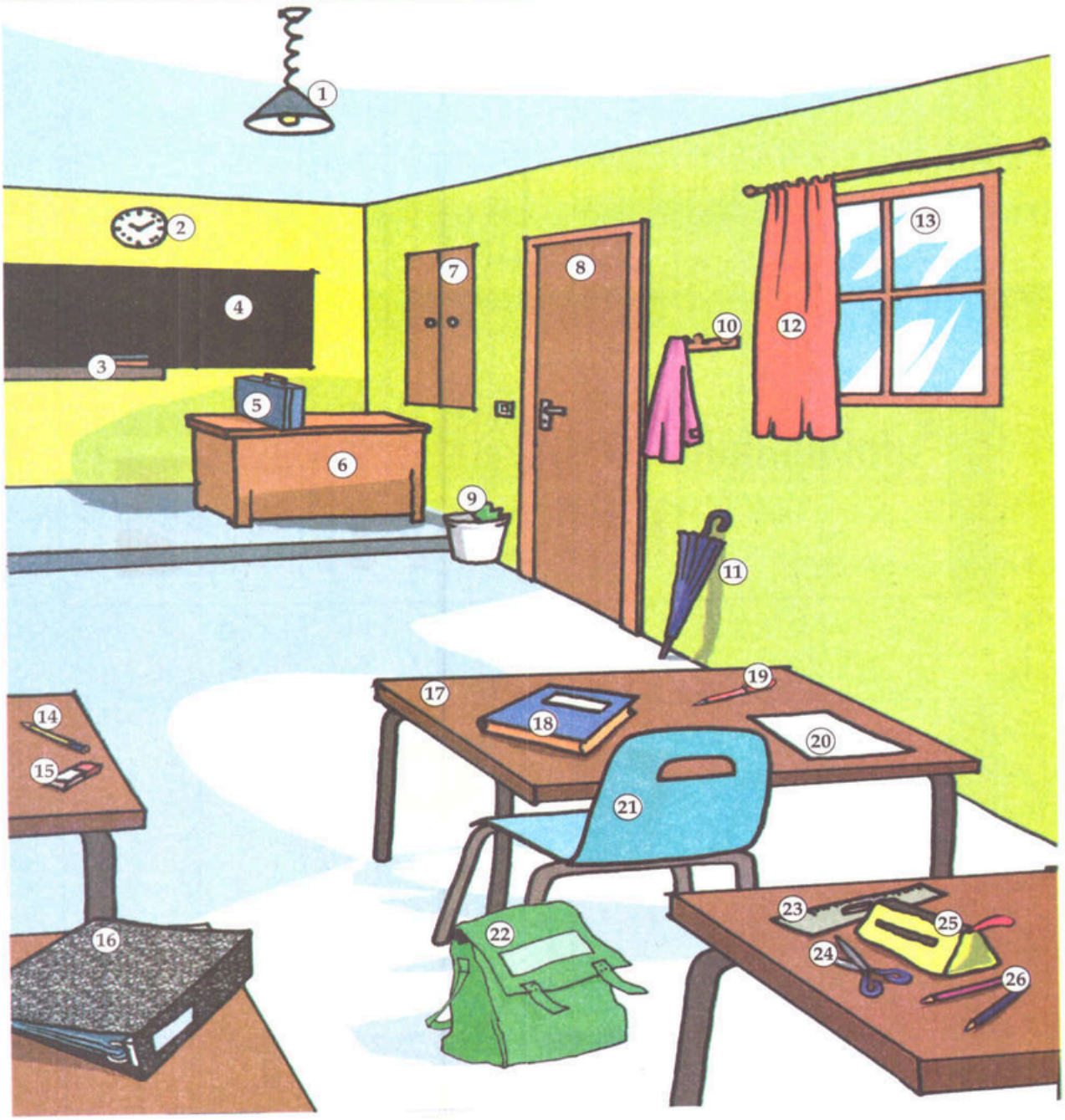








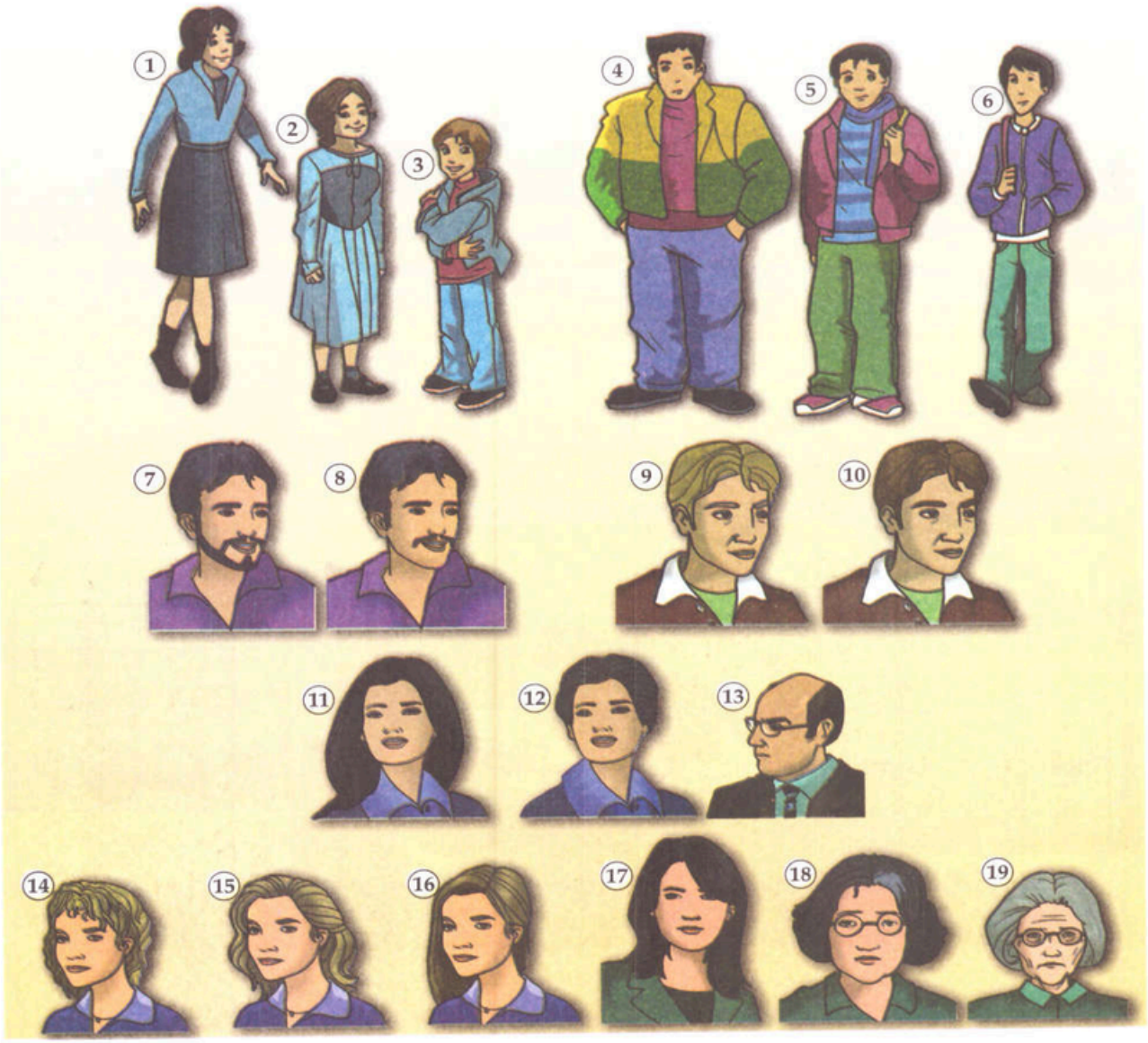
How do people greet each other in Morocco?



1. light
2. clock
3. eraser
4. blackboard
5. briefcase
6. desk
7. cupboard
8. door
9. wastebasket
10. hanger
11. umbrella
12. curtain
13. window
14. pencil
15. rubber
16. folder
17. table
18. book
19. pen
20. piece of paper
21. chair
22. school bag
23. ruler
24. scissors
25. pencil-case
26. pens



1. living-room
2. dining-room
3. bedroom
4. kitchen
5. bathroom
6. study
7. sofa
8. chest
9. bed
10. stairs
11. garage
12. chimney
13. toilet



Height

1. tall
2. average height
3. short

Weight

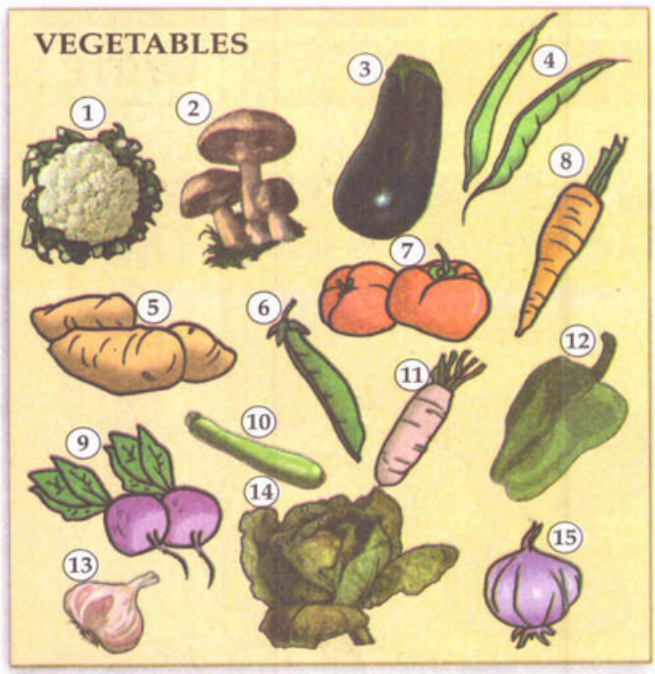
4. heavy / fat
5. average weight
6. thin / skinny

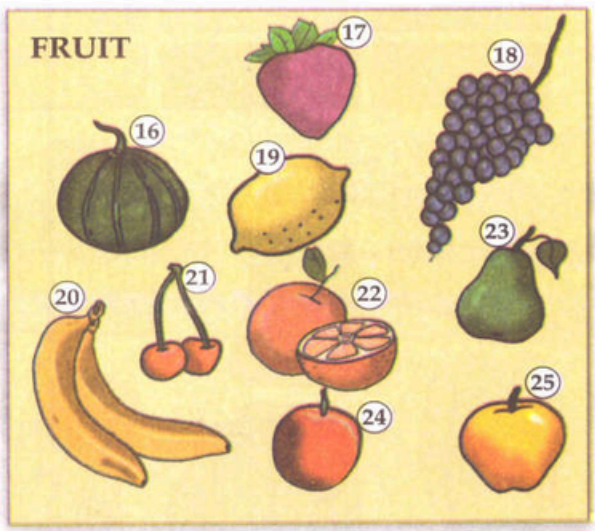
Hair

7. beard
8. mustache
9. blond hair
10. brown hair
11. long hair
12. short hair
13. bald
14. curly hair
15. wavy hair
16. straight hair

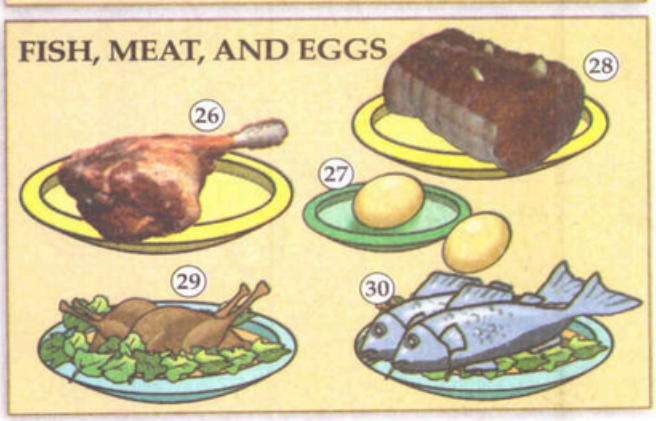
Age

17. young
18. middle-aged
19. old











1. cauliflower
2. mushrooms
3. aubergine
4. string beans
5. potatoes
6. peas
7. tomatoes
8. carrot
9. radishes
10. courgette
11. turnip
12. green pepper
13. garlic
14. lettuce
15. onion
16. melon
17. strawberry
18. grapes
19. lemon
20. bananas
21. cherries
22. oranges
23. pear
24. peach
25. apple
26. lamb
27. eggs
28. beef
29. chicken
30. fish
31. coffee
32. milk
33. soda
34. rice
35. bread
36. a bag of flour
37. oil

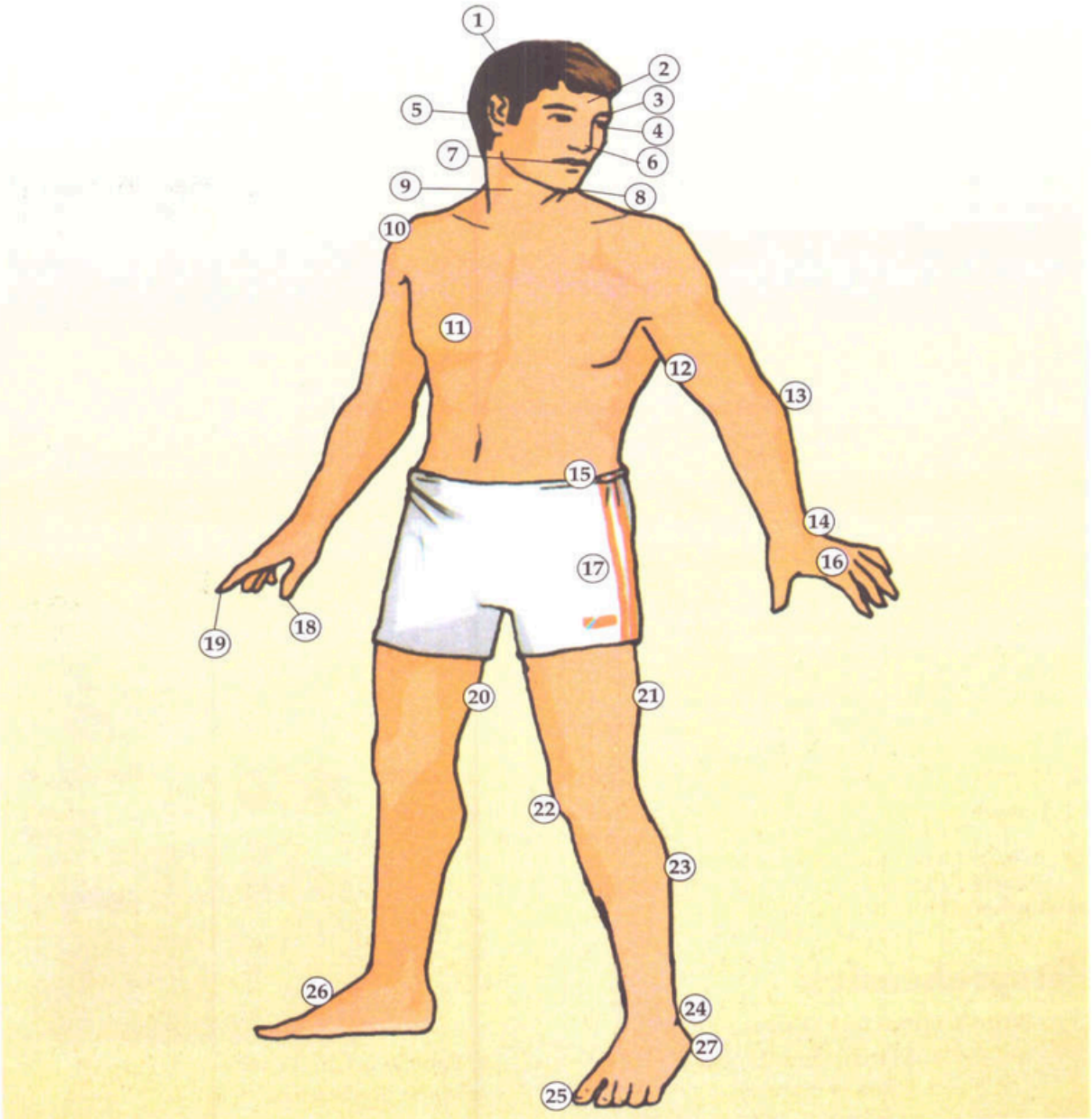
STARTER CLOTHES

BLUE | YELLOW | PURPLE | PINK | BROWN | BLACK

RED | GREEN | ORANGE | GRAY | BEIGE | WHITE



1. blouse
2. skirt
3. shirt
4. sweater
5. pants
6. suit
7. dress
8. jacket
9. coat
10. warm-up suit
11. t-shirt
12. shorts
13. stockings
14. socks
15. tie
16. glove
17. pajamas
18. boots
19. hat
20. shoes
21. baseball cap
22. sandals
23. sneakers / athletic shoes
24. belt
25. watch
26. glasses
27. necklace
28. bracelets
29. ring
30. earring
31. purse / bag
32. wallet



1. head
2. forehead
3. eyebrow
4. eye
5. ear
6. nose
7. mouth
8. chin
9. neck
10. shoulder
11. chest
12. arm
13. elbow
14. wrist
15. waist
16. hand
17. hip
18. thumb
19. finger
20. thigh
21. leg
22. knee
23. calf
24. ankle
25. toe
26. foot
27. heel

PERSONAL RELATIONS

Standards targeted		Competency objectives
Interpersonal communication		Talk about self, family, and other people. Give and elicit information about self, family, and other people. Intoduce self and others. Greet people.
Interpretive Communication	Listening	Identify the participants and their roles. Identify the setting of a text.
	Reading	Read for specific information.
Presentational Communication	Writing	Produce a short text following a model.
	Speaking	Introduce self to class.
Culture : Practice/Strategic		Identify different ways of greeting. Recognize cultural aspect of proverbs. Identify negative connotations of some words.

Language development	
Grammar	Vocabulary
Verb to be: affirmative, negative, and interrogative. Subject pronouns and possessive adjectives. Wh questions with the verb to be.	Countries, nationalities, and languages. Family members. Physical appearance and character.

Meeting people

1 Listen and Read (Pronunciation Practice)

Pamela : Hi, my name is Pamela. Pamela Dickens.
But please call me Pam.
Maria : Nice to meet you, Pam.
You can call me Maria.
Pamela : Nice to meet you, Maria.
And what's your last name again?
Maria : Tijani. T-I-J-A-N-I.
Pamela : OK. Come in. I want to introduce you to the family.
Pamela : Maria, I'd like you to meet my husband, Christopher.
Chris, this is Maria Tijani, the new tenant.
The student from Morocco.
Maria : Pleased to meet you, Mr Dickens.
Christopher : How do you do?
You can call me Chris.



Comprehension

Write T (True) or F (False).

☐ 1. Maria is in Morocco.
☐ 2. Chris is married.
☐ 3. Pamela is Chris's wife.
☐ 4. Maria is a teacher.

2 Grammar Practice

Verb to be present	
Positive statements	Negative statements
I am (I'm) Bob. You are (You're) Rachid. He is (He's) Charles She is (She's) Maria It is (It's) a blackboard	I am not (I'm not) Rachid. You are not (You aren't) Bob. He is not (He isn't) Pedro. She is not (She isn't) Vicky. It is not (It isn't) a whiteboard.

Questions	Short answers	
	Positive	Negative
Am I Moroccan ?	Yes, you are.	No, you aren't.
Are you Jalil ?	Yes, I am.	No, I 'm not.
Is he John ?	Yes, he is.	No, he isn't.
Is she Fatima ?	Yes, she is.	No, she isn't.
Is it a pencil ?	Yes, it is.	No, it isn't.

Possessive adjectives

I	my
you	your
he	his
she	her
it	its

a **Find the name of the star.**

Example : Who is number 1?
He's Mohammed Ali.


1


2


3


4


5


6

Practice

b **Ask about the first name of the famous people.**

Example : **A :** What's his first name ?
B : It's .....

Louis Alexander Graham Thomas Galileo Nicola Albert Isaac


1 ..... Bell


2 ..... Braille


3 ..... Newton


4 ..... Edison


5 ..... Einstein


6 ..... Tales


7 ..... Galilei

3 Listening

Before you listen

1. Who is in the picture?
2. Who is the little girl?



Listen to the conversation. Write T (True) or F (False).

- ☐ Liz is Pam's sister.
- ☐ Maria is in London for the first time.
- ☐ Maria's room is downstairs.
- ☐ Maria is in London for one day.

4 Communication

Greeting people and introducing self and other people	
Nice to meet you.	How do you do? = Hello.
Good to meet you.	I want to introduce you to.....
Please call me	I'd like you to meet.....

a **Introducing self**

Example:

A : Hi! I'm David walter.
Please call me Dave.
B : Nice to meet you Dave.
And what's your last name again?
A : Walter W-A-L-T-E-R.

Now introduce yourself to a classmate.

b **Introducing people**

Example :

A : John, this is Fred, my new friend.
B : Pleased to meet you, Fred.
C : Nice to meet you, John.

Now have similar conversations with classmates.

5 Reading

Before you read

1. Do you have a pen pal?
2. Where is he / she from?

Pen pals

Hello ! My name's Amanda. I'm a student from Liverpool, England. I'm 16. I like John Travolta - he's my favourite actor, and my number one film of all time is Face/Off. What about you?
Write to : Kate Johnson,
Box 218.



Hi ! I'm Jalil from Tunis, Tunisia. I'm 15. My number one film star is Mel Gibson. My favourite film of all time is Braveheart. I think Mel Gibson's really good in it. What's your favourite film?
Write to : Jalil Chabbi,
Box 749.



Hi, there ! I'm Tim from Johannesburg. I'm 15. My favourite actress is Hall Berry. My favourite film of all time is Catwoman. Halle is really fantastic in it. Write and tell me about yourself.
write to : Tim Hamilton,
Box 356.



Hi ! My name is Ingrid and I am 16. I'm from Germany. My favourite star is Leonardo DiCaprio. It is an Italian name, but Leonardo DiCaprio is not from Italy. He's an American actor and he's really cool.
Please write soon.
Write to : Ingrid Schneider,
Box 101.



Read the pen friend advertisements and complete the chart.

	Amanda	Tim	Jalil	Ingrid
Age				16
Where from?	Liverpool			
Favourite film star			Mel Gibson	
Favourite film				
Box Number		Box 356		

6 Word Net

a **Write the nationality adjective and the official language for each country. Check your answers with your partner.**

Country	Nationality	Language
Spain	.....	.....
France	.....	French
Portugal	Portuguese	.....
Brazil	.....	.....
Nigeria	.....	.....
South Africa	.....	.....
England	.....	.....
Mexico	.....	.....
Australia	.....	.....
U.S.A.	.....	.....
Italy	Italian	.....
Japan	.....	.....
Greece	.....	.....
Argentina	.....	.....
Russia	.....	Russian
Lebanon	.....	.....
Germany	.....	.....
Netherlands	.....	.....

b **Look at the endings. Put the nationality adjectives from exercise 6 into the correct group.**

ian/-an	ese	ish	ch	other endings
Italian	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....

7 Writing

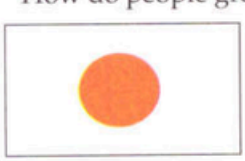
a **Fill in the chart with information about you.**

Age	
Where from?	
Favourite film star	
Favourite film	
Box Number	

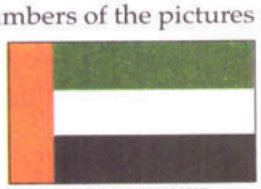
b **Use the information in the chart and the ads in activity 5 as a model to write an Internet advertisement for a pen friend.**
Start with : *Hello! or Hi!*..... Finish with : *Please, e-mail me today.* / *Please, be my e-mail penpal.*

8 Culture Slot

a **Greeting customs :**
How do people greet in these countries? Write the numbers of the pictures under the appropriate flags.


.....

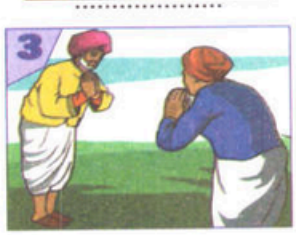

.....


.....


.....







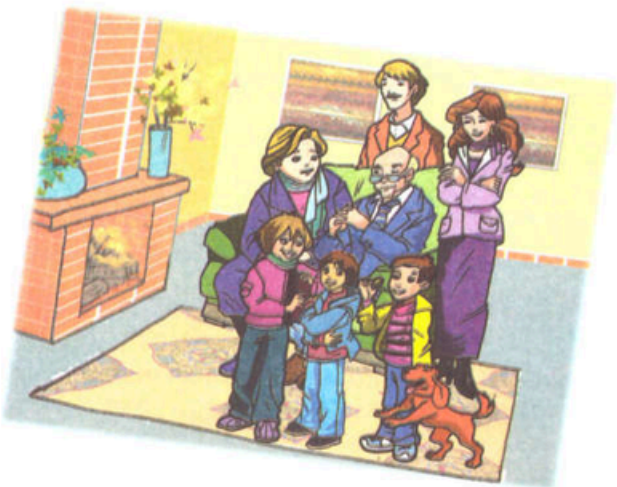


How do people greet each other in Morocco?

My Family

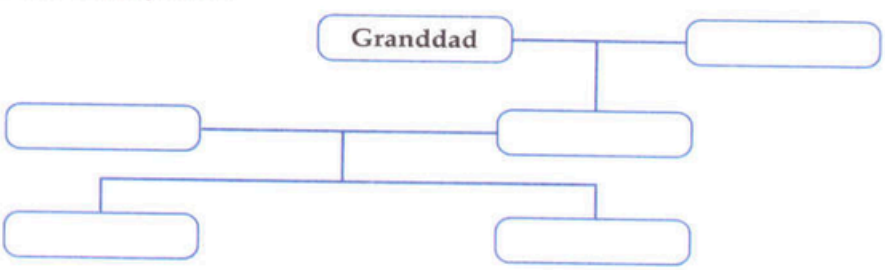
1 Listen and Read (Pronunciation Practice)

Liz : Look, here I am with my grandparents.
Maria : How old is your grandfather?
Liz : I don't know! But my grandma is sixty-two. Her name is Teresa.
Maria : Who's that young woman?
Liz : She's my Aunt Nancy - my mum's sister. She's very friendly.
Maria : Who are the two people here?
Liz : They're my cousins, Lawrence and Amanda. They're Aunt Nancy and Uncle Edward's daughter and son.
Maria : And whose dog is this?
Liz : Oh! That's Topsy, my cousins' dog.



Comprehension

a **Complete the family tree.**



b **Find the names.**

1 - He 's Amanda's father. What's his name? *Edward*
2 - She's sixty-two. Nancy is her daughter. What's her name?.....
3 - I'm Teresa's daughter and Lawrence's mother. What's my name?.....
4 - She's Nancy's daughter and Liz's cousin. What's her name?.....
6 - He's Edward's son and Amanda's brother. What's his name? .....
7 - Its' Lawrence and Amanda's dog. What's its name?.....

2 Grammar Practice

Subject pronouns	Possesive Adjectives
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

Circle the correct words.

1 - I'm Lawrence and Amanda is (your / my) sister.
2 - This is Amanda with (his / her) dog.
3 - We're Lawrence and Amanda. Tom and Liz are (our / their) cousins.
4 - How old is (your / its) grandmother ?
5 - This is Anna with (his / her) brother, Robin.
6 - Look at this cat. What's (its / their) name?
7 - Here are Uncle Lee and Aunt Kay with (our / their) children, Robin and Anna.

3 Listening

Read these statements. Listen and write T (True) or F (False).



- ☐ 1. Amal is a doctor.
- ☐ 2. Amal is 36.
- ☐ 3. Siham and Ilham are sisters.
- ☐ 4. Ilham and Siham are the same age.

4 Communication

Asking for personal information.
What's your brother's name?
How old are you?
How old is your friend?
What does he/she look like?

Example :

A: What's your brother's name?
B: His name is Fouad.
A: How old is he?
B: He's 16.
A: What does he look like?
B: He's quite tall.

Now Ask your classmate about his/her family and friends.

5 Reading

Read the paragraph about Maria's family and fill out the chart below with the appropriate information.

My name is Maria Tijani. I am twenty, and I am from Morocco. My father, Brahim, is a mechanic. He is sixty years old. He is serious and hardworking. Aicha, my mother, is a housewife. She is fifty-four years old. She is very friendly and hardworking too. I have one brother and two sisters. My brother, Yacine, is very funny; he has a good sense of humour. He is a teacher of French in a primary school. He is twenty-eight years old. He is not married. My sister Safaa, twenty five, is a secretary in a big company. She is single, too. My elder sister, Nadia, is thirty-two years old. She is a doctor in a public hospital. She is married, and her husband is an engineer. They have one daughter, Jihane. She is two years old. She is so cute.

	Name	Occupation	Age	Personality	Marital status
Father	Brahim				
Mother		Housewife			
Sister (1)			32		
Brother				Funny	
Sister (2)					Single

6 Word Net

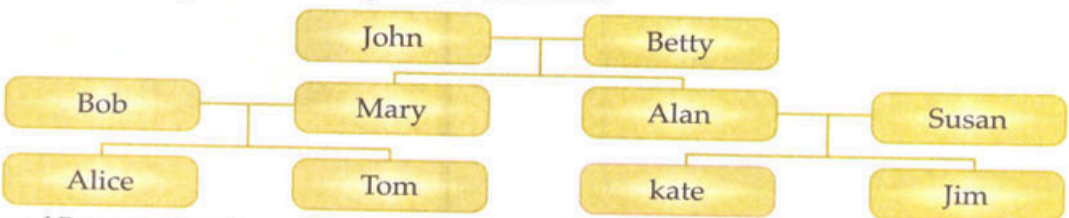
a Put the words in this list into the correct group.

husband, mother, son, sister, uncle, cousin, father, grandmother, grandson, daughter, nephew, wife, grandfather, aunt, niece, brother, children

FEMALE	MALE
mother	husband

b Which words are in the two groups? Check your answers with your partner.

c Look at the family tree and complete the sentences.



1. John and Betty are Tom's .....
2. Alan is John and Betty's .....
3. Bob is Mary's .....
4. Susan is Alan's .....
5. Mary is Alice's .....
6. Jim is Kate's .....
7. Kate is Alan and Susan's .....
8. Alice and Tom are Kate and Jim's .....
9. Alan is Jim's .....
10. Susan is Tom's .....
11. Mary is Alan's .....
12. Kate is Mary's .....
13. Tom is Alan's .....
14. Alan and Susan are Kate and Jim's .....
15. Bob is Kate's .....

7 Writing

a Fill out the chart with information about your family.

Family members	Name	Occupation	Age	Marital status
Father				
Mother				
Sister (s)	.....	.....	.....	.....
Brother (s)	.....	.....	.....	.....

b Now use the information in the chart to write a paragraph about your family. Use the paragraph in activity 5 as a model.

8 Culture Slot

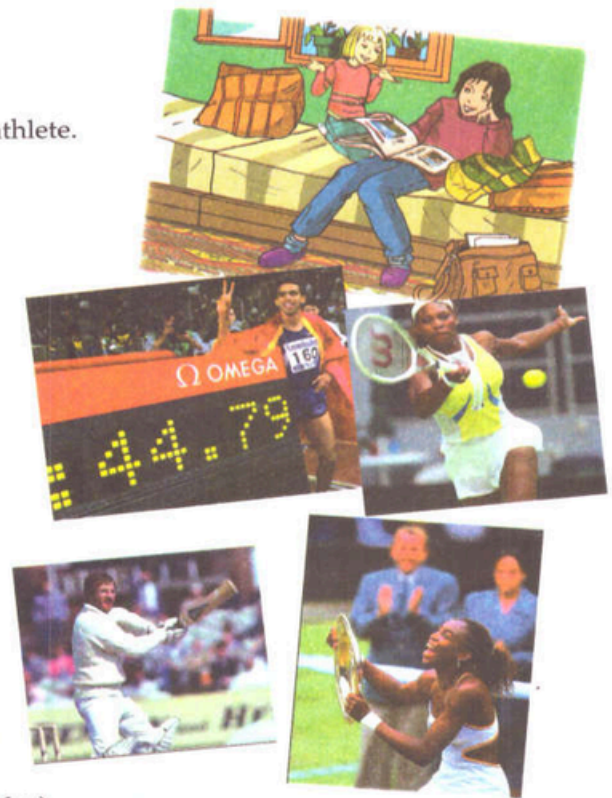
Do these idioms have Arabic/Amazigh/French equivalents? What are they?

- Like father, like son.
- Blood is thicker than water.
- In a family, the mother is the government, the father is the people, and the kid is the opposition. (Swedish proverb)

Famous relations

1 Listen and Read (Pronunciation Practice)

Maria : Look at this sports magazine.
Nice pictures!
Liz : Yes, they are great. Who is this?
Maria : That's Hicham El guerrouj. He is a Moroccan athlete.
Liz : He looks young. How old is he?
Maria : I think he's... er... well... I don't know.
He is married and has a daughter.
Liz : And who are these?
Maria : They are Venus and Serena Williams.
They are great tennis players.
Liz : Where are they from?
Maria : They're from the USA.
Liz : How old are they? Are they twins?
Maria : No, they aren't. Venus is 26 And Serena is 25.
Liz : Look! Here is Ian Botham, our national hero.
Maria : Is this baseball?
Liz : No, it isn't. It's cricket.
Maria : What's that?
Liz : It's a popular English game.



Comprehension

Read the statements below and write T (true) or F (false).

☐ 1. Maria is interested in Tennis.
☐ 2. Liz is interested in Tennis.
☐ 3. The Williams are English.
☐ 4. Ian Botham is English.

2 Grammar Practice

Wh-questions and statements with the verb to be	
Who is this?	That's Hicham.
Who are these?	They're my friends.
Where is he from?	He's from Morocco.
What's your favourite sport?	My favourite sport is tennis.
What nationality are they?	They're American.
What's your address?	My address is 22 Al Massira Street.

Contractions

I am	=	I'm
You are	=	You're
He is	=	He's
She is	=	She's
It is	=	It's
We are	=	We're
They are	=	They're
What is	=	What's

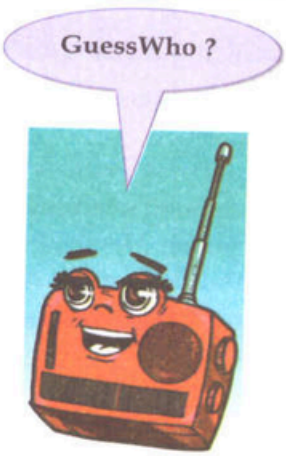
Complete this conversation ; then compare with your partner.

Kate : ..... that in the picture?
Linda : He's my brother.
Kate : Wow! He's handsome. .....?
Linda : Robert. But we call him Bob.
Kate : .....?
Linda : He's sixteen.
Kate : ..... his favourite sport?
Linda : Basketball. His favourite player is Michael Jordan.

3 Listening

a **Listen and answer the following questions:**

Who are the speakers?
Where are they?



b **Listen again and write T (true) or F (false).**

- ☐ 1. The name of the radio programme is "Guess who?".
- ☐ 2. It is in the afternoon.
- ☐ 3. Today's guest is Hicham El guerrouj.
- ☐ 4. The guest's address is 16 Almassira Street.
- ☐ 5. The guest has two brothers and one sister.
- ☐ 6. They are all athletes.
- ☐ 7. The programme telephone number is 037 37 54 31.

4 Communication

Describing people		
What does he look like?	Who does he look like?	What's he like?
What does she look like?	Who does she look like?	What's she like?

a **Practise with your partner.**

A : Who is he?
B : A. Schwarzenegger.
A : What does he look like?
B : He's very tall.

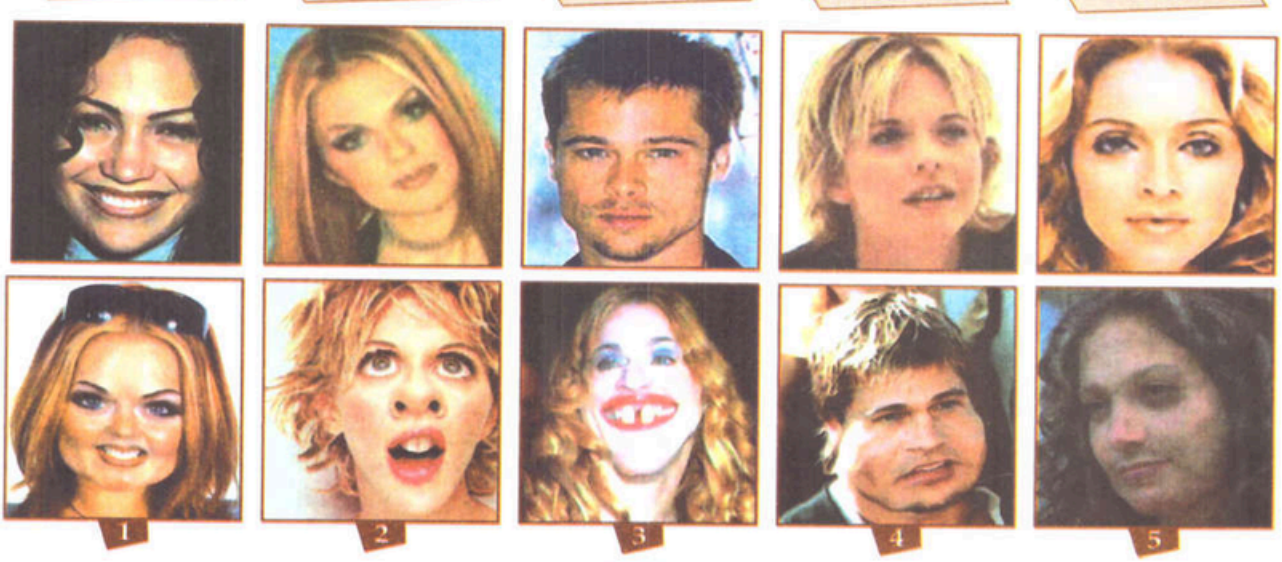


A : Who does he look like?
B : He looks like Arnold Schwarzenegger.



b **Now ask and answer questions about the people in the photos.**

Jennifer Lopez | Ginger Spice | Brad Pitt | Meg Ryan | Madona



c **Exchange information about your relatives.**

Example :

A : What's your brother like?
B : He's very funny.
A : What's your sister like?
B : .....

Use these adjectives:

funny	hardworking	curious
serious	lazy	responsible
friendly	intelligent	irresponsible
ambitious	honest	nice

5 Reading

a **Do you know these celebrities? Read the biographies and write the names under the pictures ?**

1 
.....

2 
.....

3 
.....

4 
.....

5 
.....

6 
.....

7 
.....

A

Occupation : Singer and Actress.
Date of Birth : 17 April 1974.
Birth Place : Hertfordshire, England, UK.
Mailing Address : Victoria Beckham.
c/o Spice Girls.
P.O Box 25777 London,
SW20 8WE, England.

B

Occupation : Singer and Actress.
Date of Birth : 16 May 1966.
Birth Place : Gary, Indiana, USA.
E-mail Address : fanclub@miss-janet.com

C

Occupation : Footballer.
Date of birth : 2 May 1975.
Birth Place : Leytonstone, England.
Mailing Address : David Beckham
Downing Street, 1st Avenue,
Oakland
England.

D

Occupation : Actress.
Date of Birth : 28 April 1974.
Birth Place : Madrid, Spain.
Mailing Address : Penelope Cruz
c/o CAA 9830
Wilshire Blvd.
Beverly Hills, CA 90212
USA.

E

Occupation : Singer.
Date of birth : 29 August 1958.
Birth Place : Gary, Indiana, USA.
Mailing Address : Michael Jackson
Neverland Valley Ranch
PO Box 9 Los Olivos,
CA 93441 - USA.

F

CELINE DION AND MUSIC PROMOTER RENE ANGELIL
Age difference : 26 years

Occupation : Singer.
Date of birth : 30 March 1968.
Nationality : Canadian.
Address : Céline Dion
International Fan Club
P.O. Box 551
Don Mills, Ontario
Canada, M3C 2T6.

Occupation : Actor, director and producer.
Date of birth : 3 July 1962.
Birth Place : Syracuse, New York, USA.
Fan Mail : Tom Cruise.
C/o creative Artist Agency
9830 Wilshire Blvd.
Beverly Hills, CA 90212
USA.

b **Read the biographies again and answer these questions.**

1. How old is Rene Angelil?
2. What nationality is Beckham's wife?
3. Where is Janet Jackson from?
4. What's Penelope Cruz's occupation?
5. How old is Michael Jackson?
6. Two celebrities are the same age. Who are they?

6 Word Net

Complete the chart below with adjectives from the list.

Appearance	Personality
.....fat.....	.....intelligent.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

funny, tall, serious, young, short, friendly, handsome, ambitious, good-looking, hardworking, fat, pretty, strong, lazy, thin, intelligent, honest, curious, average height, overweight, responsible, irresponsible, nice

7 Writing

a **Choose a celebrity from activity 5. Use the information about him/her to write a paragraph. Don't' write the name of the celebrity.**

- Who is she/he?
- How old is she/he?
- Where is she/he from?
- Is she/he married? Who is her husband/his wife?
- What's her/his address?

b **Read your paragraph for the class to guess who your favourite celebrity is.**

8 Culture Slot

Americans find these words offensive : "fat", "old", "ugly".

What are their Arabic or Amazigh equivalents. Are they offensive ?

Standards targeted		Competency objectives
Interpersonal communication		Exchange personal information. Give and elicit information. Talk about daily activities, school time tables, and habits.
Interpretive Communication	Listening	Listen for specific information. Listen and take notes.
	Reading	Make predictions about a reading text. Recognize reference. Scan for specific information. Make inferences about a reading text. Skim for gist.
Presentational Communication	Writing	Produce a short text following a model. Use notes to write a short text.
	Speaking	Introduce and talk about family tree.
Culture : Practice/Strategic		List the values and the benefits of school uniforms. Compare how students spend school vacations. Compare some features of the Moroccan education system with other systems

Language development	
Grammar	Vocabulary
Possesive case (whose). Genitive ('s). Simple present (all forms) + WH- questions. Prepositions of time. Frequency adverbs. Articles a / an.	Classroom objects. Occupations. School subjects. People's character (adjectives).

Meeting classmates

1 Listen and Read (Pronunciation Practice)

Maria : Lola, is this your book?
Lola : No. It's Johan's.
Maria : Who's Johan?
Lola : Johan Van EK. He's a Dutch student.
Maria : Excuse me?
Lola : He is from Holland.

Lola : Johan! This is Maria from Morocco. She's in our English class.
Johan : Nice to meet you, Maria.
Maria : Nice to meet you, Johan. Is this your book?
Johan : Oh! Yes, it is. Thank you.



Comprehension

- **Match the pictures with the conversations.**
- **Read the statements below and write T (true) or F (false).**

☐ 1. Maria, Lola and Johan are in the same class.
☐ 2. Johan is German.

2 Grammar Practice

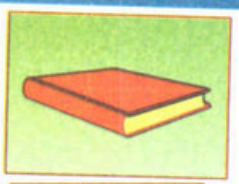
The possessive case ('s) Questions with whose.	
Whose book is this? / that? It's Johan's.	Whose scissors are these / those? They're Albert's.

Singular	Plural
This That	These Those

a **Ask and answer questions:**

What's this? / What's that?
It's a book.

What are these? / What are those?
They're books.


Johan


Maria


Lola


Pierre


Alberto



Silvio


Alejandra


Keita

b **Look at the pictures and have conversations like these:**

Whose book is this/that?
It's Johan's.

Whose books are these? / those?
They're Keita's.

c **Look at the pictures and complete these conversations:**

A: ..... this?
B: It's Pierre's.

A: ..... those?
B: They're Silvio's.

3 Listening

Before you listen

Do you like language games ?

a **Listen to the conversation and correct the 2 statements.**

- Silvio answers 10 questions.
- Silvio has one brother and one sister.



b **Read the statements. Then listen again and write T (true) or F (false).**

- ☐ 1. Silvio is the first student to answer the questions.
- ☐ 2. Silvio's family name is Benetti.
- ☐ 3. Silvio is Italian.
- ☐ 4. His father and his mother are from Milan.
- ☐ 5. His school is in Milan.
- ☐ 6. His father is a photographer and his mother is a doctor.
- ☐ 7. His sister is thirty-three years old.
- ☐ 8. She is a captain in the army.

4 Communication

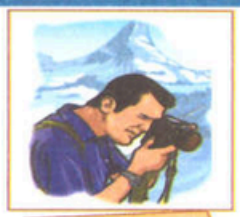
Giving and eliciting information about occupations.	
What does your father do?	What does your mother do?
He's a photographer.	She's a bus driver.

a **Look at the pictures and have conversations with your partner.**

Example:

A: What's Mr Benetti's job?
B: Excuse me? / Pardon?
A: Mr. Benetti. What does he do?
B: He's a photographer.

A: What's Mrs Benetti's job?
B: Excuse me? / Pardon.
A: Mrs. Benetti. What does she do?
B: She's a teacher.


John


Mr Smith


Mrs. Brown


Omar


Ali


Hamid


Ahmed


Alice


Brahim


Maria


Driss


Peter


Ahmed


Rachid


Siham

b **Now ask your partner about his / her family.**

A: What's your ……'s job?
B: Excuse me / Pardon?
A: your …….. . What does …. do?
B: …… is a / an ……..

5 Reading

a **Before you read:**

Guess where Maria's classmates are from. Write the name of the country.

Name	Country	City
Maria Johan Lola Pierre	Morocco	

Name	Country	City
Alberto Silvio Alejandra Keita		

b **Now, read the text to check your answers and add the names of the cities.**

c **Read the text to answer the questions.**

1. Is Maria a tourist?
2. Who is from Spain?
3. Where is Naples?
4. What does Alberto's uncle do?
5. Where is Pierre's school?
6. Whose father is a diplomat?

Maria's Classmates

Maria's classmates are from different countries. Like Maria, they are university students, and they are in London English Institute to learn English. Both Lola and silvio are from Italy. Silvio is from Varese, but his school is in Milan, in the north of the country. It is a big school for journalists. Lola is from the south. She is a university student in Naples. Alberto is from Spain. His uncle is a cook in a big restaurant in London. Alejandra is Spanish, too. She is Alberto's cousin. They are in the same university in Seville. Pierre is from Bordeaux, but he is a student in a school for pilots in Paris. He is very smart and his favourite subject is mathematics. Johan is in a business school in Amsterdam. Keita is from Cameroon. He is a student of foreign languages in one of the universities in Paris. His father is a diplomat in France.

d **These words are underlined in the text. What do they refer to?**

The country : .....

It : .....

They : .....

He : .....

His : .....

e **Ask more questions about the text.**

1. What .....?
2. Where .....?
3. Who .....?
4. Whose .....?

6 Word Net

a **Read the words and circle the odd one out. Justify your choice.**

Example:	nurse	secretary	Singer	waitress	hairdresser
1. mechanic	plumber	nurse	carpenter	painter	
2. teacher	doctor	engineer	taxi driver	dentist	
3. waiter	cook	actor	hairdresser	security guard	
4. pilot	taxi driver	bus driver	truck driver	fire fighter	
5. photographer	actor	policeman	cameraman	model	
6. policeman	fire fighter	street cleaner	butcher	security guard	

b **Make your own list and ask your partner to spot the odd one out.**

7 Writing

Read the information about the students in the chart and write a paragraph about one of them.

Student'name	Age	Country	School	City	Father	Mother	Hobby
Silvio	17	Italy	Primera	Varese	photographer	bus driver	football
Mary	15	England	St Mary	Liverpool	pilot	secretary	music
Omar	16	Egypt	Nasser	Cairo	teacher	nurse	tennis

8 Culture Slot

Students wear school uniforms in many countries. Is it the same in Morocco?
What are the advantages and disadvantages of wearing a school uniform?



School life

1 Listen and Read (Pronunciation Practice)

Everyday, Maria gets up at 7:00 a.m. She has breakfast at 7:30 and listens to the radio. At 8:30, she goes to the English Institute. She goes by bus. She studies English from 9:00 a.m. to 11.30 a.m. At 12:00, She goes to the library and works on the computer until 1:30 p.m. Then she has lunch with her classmates in the Institute cafeteria. In the afternoon, she goes swimming or plays squash in the Institute sport centre. In the evening, she has dinner with the Dickens at 7:00. After dinner, she watches TV, then she goes to bed at 11:00 p.m. She doesn't go to the Institute in the week end. On Saturday, she goes shopping, and on Sunday she does her homework and relaxes.

Comprehension

a **Read the text and underline all the verbs.**

b **Write the verbs under the appropriate pictures. Look at the example.**

Example : 10 = get up



.....



.....



.....



.....



.....



.....



.....



.....



.....



get up



.....

2 Grammar Practice

Simple present Third person singular	
Positive form	Silvio lives in Varese.
Negative form	Silvio doesn't live in Milan.
Interrogative forms	Does Silvio live in Varese? Yes, he does.
	Does Silvio live in Rabat? No, he doesn't.
Wh-questions	Where does Silvio live?

Time expressions

At eight / night / midnight.
In the morning / afternoon / evening.
On weekdays / week ends / Mondays....
Until 10 o'clock.
From 2:00 **to** 3:00.
After lunch.
Before dinner.

a **Use the information and the pictures in section 1 to practise**

1. **the positive form:**
   Maria gets up at 7:00 a.m
2. **The negative form:**
   Maria doesn't go to the Institute on Sunday.
3. **Yes/no questions:**
   - Does she get up at 7:00 a.m?
   - Yes, she does
   - Does she go to the Institute on Sunday?
   - No, she doesn't
4. **Wh Questions:**
   - What does she do on Sunday ?
   - She relaxes at home

b **Complete these sentences with the correct preposition or adverb.**

1. I get up..... eight o'clock ..... the morning.
2. My sister is at school..... 8:00 ..... 11:00 ..... Mondays.
3. ..... night, I study ..... midnight. .....that I go to bed.
4. ..... I have breakfast ..... 7:00, I run in the park ..... 6:00 ..... 6:45.

3 Listening

Before you listen

1. Silvio's sister is a student at the university of Naples. What does she do in the week end?

Now Listen to Silvio talking about his sister's daily activities. Number the pictures from 1 to 11.



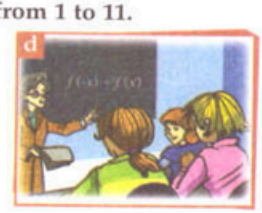
.....



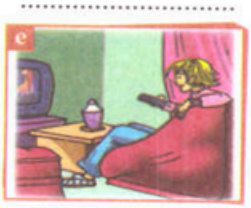
.....



.....



.....



.....



.....



.....



.....



.....



.....



.....

4 Communication

Talking about daily activities and school timetables

What time do you go to school?
I go to school at 7:30.

What do you study on Friday from 8:00 to 10:00?
I study Arabic from 8:00 to 9:00 and English from 9:00 to 10:00.

Ask your partner questions to fill in Mary's time table with the missing information. Have conversations like this:

A: When does she have composition?
B: On Monday and Wednesday.

B: What time does she have composition?
A: From 8:30 to 10:00.

Student A

Subject	Days	Time	Room
Composition	.....	8:30 - 10:00	145
Sociology	T Th	.....	222
.....	M Th	10:30 - 12:00	.....
Accounting	.....	10:30 - 12: 00	146
.....	M T W	.....	146
Study skills	.....	8:30 - 10:00	.....

Student B

Subject	Days	Time	Room
Composition	M W	.....	145
Sociology	.....	8:30 - 10:00	222
History	M Th	.....	222
.....	T W F	10:30 - 12: 00	.....
Economics	M T W	01:30 - 3:00	.....
Study skills	F	.....	220

5 Reading

Comprehension

a **Write T (True) or F (False).**

- ☐ 1. All the students are in high school.
- ☐ 2. Jim works just on weekends.
- ☐ 3. Nawal likes her job.
- ☐ 4. Nancy works hard at school.

Jim Brown : I'm in high school, and I have a part-time job in a pizzeria. I work on Saturdays and Sundays from 11:00 to 6:00. I deliver pizza on my bike. The job isn't difficult but I don't earn much money; $4.50 an hour. I want to go to a good university, so I save almost every cent.

Nawal Moujtahid : I'm a student at the University of Science. Studies are expensive, so I teach in a private school on Mondays, Wednesdays and Fridays.
I work six hours a week for 50 Dhs an hour. The job gives me a good experience because I want to be a teacher.

Nancy Smith. I'm a student in high school, and I have a job as a waiteress in a restaurant. The job pays well - about £ 6 an hour plus tips. I work every day after school from 6:00 p.m. to 9:00 p.m. I don't work on week ends. I don't have good grades at school this year because I don't have time to do my homework.

b **Complete the chart about the students.**

	Jim	Nancy	Nawal
1. Work place			
2. Number of working hours per week			
3. Money they earn per week			

6 Word Net

Sort out the following items and put them in the appropriate column.

Arabic	compass	maths	ruler
history	economics	night guard	secretary
arc ruler	gate keeper	pencil	sharpner
biology	geography	pencil case	student
book	headmaster	physical Education	teacher
classmate	islamic studies	rubber	chalk
cleaner	marker		

Objects	Subjects	People

7 Writing

Look at Maria's activities in section 1, and write a paragraph about your daily activities. Start like this:
Everyday, I get up at .....

8 Culture Slot

In France 60% of high school kids take a **"Cahier de Vacances"** (vacation book) with them on vacation. The book contains texts to read and exercises to do during summer. Is it the same in Morocco?

School around the world

1 Listen and Read (Pronunciation Practice)

Alan from England has a lot of homework every day. He says :

In my school, classes always finish at 2:00 p.m. It is good because we have time to do our homework in the afternoon. We often study for tests, so we rarely have time to meet our friends and enjoy ourselves.



Latifa takes evening classes. She says :

I usually have classes in the morning and in the afternoon. The morning classes always end at 12:00 p.m. and everybody goes home for lunch. The afternoon classes start at 2:00 p.m. and they rarely finish before 6:00 p.m. I never have time to watch TV because I take evening maths classes.



Lee from China has to clean her school. She says :

There are no classes in the week end of course, but we sometimes go to school on Saturday to clean the classroom. We sweep the floor, clean the windows, and fix the chairs and tables. It is hard work but I have fun working with my classmates.



Comprehension

a Read these statements and write T (True) or F (False).

☐ 1. In China, there are sometimes classes on Saturday.

☐ 2. Alan always goes out with his friends in the afternoon.

☐ 3. In Morocco, classes never finish before six.

☐ 4. Latifa often watches TV in the evening.

2 Grammar Practice

PRESENT SIMPLE

AFFIRMATIVE		NEGATIVE			INTERROGATIVE		
I	work	I	don't	work	Do	I	work?
He/She/It	works	He/She/It	doesn't	work	Does	he/she/it	work?
We/You/They	work	We/You/They	don't	work	Do	we/you/they	work?

Frequency adverbs			Wh question : How often do you.....?
100%	I	always	do my homework
		usually	
		often	
		sometimes	
		rarely	
0%		never	

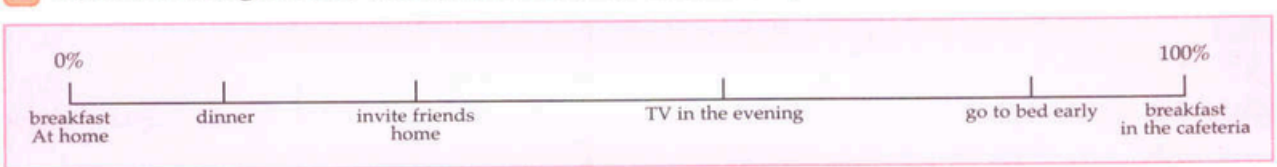
a **Complete this conversation. Use the verbs in brackets.**

Mary : What ..... Alice? (do)
Alice : I'm a student. I ..... economics. (study)
Mary : And where ..... to school? (go)
Alice : I .....to London English Institute. (go)
Mary : ..... your sister ..... economics, too? (study)
Alice : No, she ..... She .....business. (do/ study)
Mary : How .....she .....her classes? (like)
Alice : She .....them interesting. (find)

b **Put the adverb of frequency in the correct place.**

1. My brother helps me with my homework. (always)
2. We have discussions with our teachers. (rarely)
3. I am tired in the evening. (often)
4. My school organizes trips to places in Morocco. (sometimes)
5. Good teachers like to work with their students. (usually)
6. My English teacher is late for school. (never)

c **Look at the diagram and write sentences about Nabil's daily activities.**



1. Nabil ..... (watch) TV in the evening.
2. He ..... (have) breakfast at home.
3. He ..... (go) to bed early.
4. He .....(invite) friends home.
5. He ..... (have) breakfast in the cafeteria.
6. He ..... (eat) dinner.

3 Listening

Before you listen

1. What are your favourite school subjects?
2. Which subjects do you like to study in the morning? Why?

Listen to Mary and fill in her time table with school subjects.

Friday Timetable
1.
2.
Break
3.
4.
Lunch
5.
6.
7.

4 Communication

Talking about daily activities and habits		
Do you..... ?	Yes,	I sometimes..... I usually..... I often..... I rarely.....
	No,	I never .....

a **Use this questionnaire to know more about your classmate. Tick his/her answers in the appropriate column.**

Good habits/Bad habits Do you...	always	usually	often	sometimes	rarely	never
1. get up late on school days?						
2. listen to the teacher?						
3. talk a lot in class?						
4. help your classmates with their homework?						
5. make a lot of friends at school?						
6. ask a lot of questions?						
7. eat sweets and chocolate in the classroom?						
8. participate in the classroom?						
9. bring your book and copybook to class?						
10. study every evening?						
11. drop rubbish in class?						
12. speak English with your friends outside class?						
13. write new vocabulary on a notebook?						
14. smile at your teachers?						
15. feel embarrased when the teacher corrects your mistake?						

b **Now tell the class about your partner's good and bad habits.**

5 Reading

a **Which students are the sentences about? Write (P) for Pit, (S) for Sally and (M) for Michael in the boxes.**

- ☐ 1. I have lessons in the morning and in the afternoon.
- ☐ 2. We do a lot of different things at my school.
- ☐ 3. I am a student, but I never see my teachers.

I'm in year 10 in London Central High School. My school has got a lot of facilities. There are libraries, science Labs, a theatre, a gym and a large playground. Our school organizes day trips, visits to museums and exchange programmes with schools around the world. This week, there are some students from Spain in our school.



Pit

I live on a farm in a small village in Australia, and my school is about 100 kilometers away from home. I study at home and I communicate with my teachers online. We use the Internet. So, I am a student of the 'School Online'. I e-mail my homework to my teachers every week. They correct it and send it back to me. Of course, like students in other schools, I have examinations at the end of the school year and I study hard to succeed.



Sally



Michael

I go to a music school in Paris. In the morning we have the same subjects as the other secondary schools in France, but in the afternoon we have extra music classes. AII the students play musical instruments. I play the piano well and I'm in an orchestra. My school organizes concerts, and every year we give a big concert for students in a different city around the country.

b **Read the captions again and answer these questions.**

1. What facilities are there in Pit's school?
2. What does Pit's school organize?
3. What is Sally's school called?
4. How often does sally send her homework to her teachers?
5. Where is Michael's school?
6. What does Michael's school do every year?

6 Word Net

a **Match these adjectives with the items in the questionnaire in activity 4.**

a. active .....
b. attentive .....
c. careless .....
d. cheerful .....
e. curious .....
f. helpful .....
g. impolite .....
h. lazy .....
i. motivated .....
j. organized .....
k. regular .....
l. sensitive .....
m. sociable .....
n. studious .....
o. talkative ....(3).....

7 Writing

a **What do you know about your school?**

1. What is your school called?
2. Where is it ?
3. How many students are there? (boys/girls)
4. How many teachers work there?
5. How many teachers of English are there?
6. How many classrooms are there?
7. What facilities are there?
8. What is special about your school?

b **Use the information in (a) to write a paragraph about your school.**

8 Culture Slot

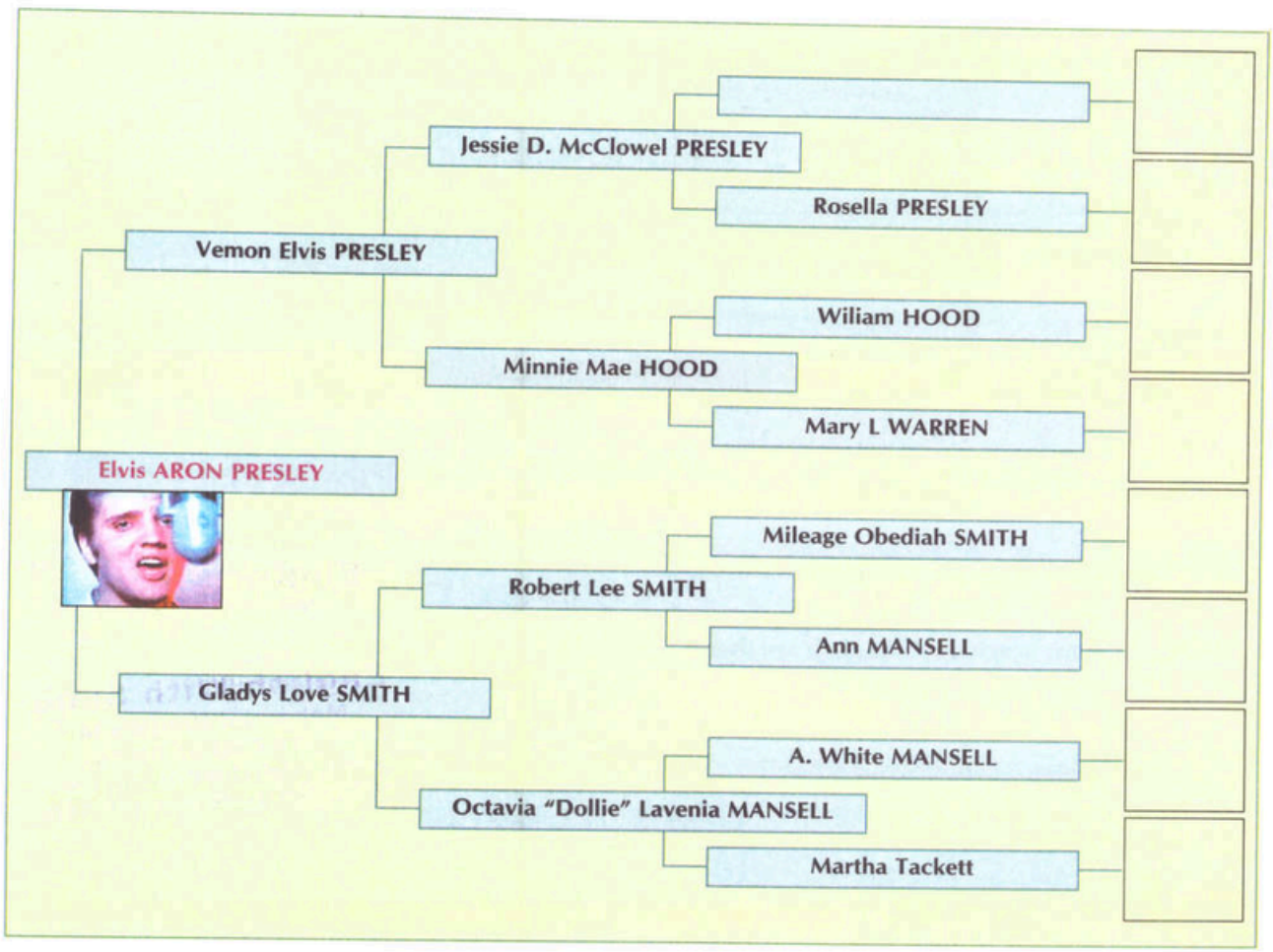
Look at the education systems of England and Poland and complete the column about Morocco. Compare your answers with your partner.

	England	Poland	Morocco
What age do children usually begin nursery education?	3	3	
When does compulsory education start?	5	7	
When does compulsory education end?	16	18	
What exam do students in Britain take before entering university?	A levels GCSE *	Maturity exam (matura)	
What age do people normally go to university?	18	19	

* General Certificate of Secondary Education.

MY FAMILY TREE

1. Look at the family tree of Elvis Presley.



2. Draw your family tree and stick your photograph.
3. Stick photographs of your relatives next to their names.
4. Show your family tree to your classmates and talk with them about it.
5. Be ready to talk about your relatives and answer your classmates questions:
   - Who is this?
   - How old is he/she?
   - What does he/she do?
   - Where does he/she live?
   - Is he/she married?
   - What's he/she like?

Grammar Practice

There are 16 mistakes in this dialogue. Find the mistakes and correct them.

A: This is a nice photograph! Who are these?
B: This is Adil my brother, and this is his wife Souad in Paris.
A: Are they live in France?
B: No, they live here in Morocco, but they go usually to France on summer.
A: What does your brother do?
B: His an engineer. He works from 8:00 a.m. at 5:00 p.m. in his office.
A: Is her wife an engineer, too?
B: No, she is an doctor. She work in a hospital public in Rabat.
She is very active; she works often in Sundays.
A: Are these they children?
B: Yes, this is Salma their daughter and their Hamza, their son.
A: Who's dog is this? Is it there dog?
B: Yes it is, it's name is Rex.

Vocabulary

a **Answer these questions (example: my father's brother is my uncle)**

1. Who is your brother's sister?
2. Who is your sister's son?
3. Who is your brother's daughter?
4. She is your father's sister; who is she?
5. They are your uncle's children; who are they?
6. Who is your parents' daughter?

b **Write the nationalities for these countries:**

1. Greece
2. Japan
3. Italy
4. Portugal
5. Sweden
6. Holland

c **Match the words in column A with their opposites in column B. Think of other adjectives.**

A	B
1. funny	a. tall
2. responsible	b. lazy
3. short	c. irresponsible
4. hardworking	d. thin
5. young	e. serious
6. fat	f. old

d **What are their jobs?**

1. She works in a hospital.
2. He delivers letters.
3. They repair cars.
4. She drives the bus.
5. He cooks in a restaurant.
6. He takes photographs.

Communication

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

1. Hi ! I'm Angella.
2. Nice to meet you.
3. How old is your brother?
4. What's your cousin like?
5. What does your teacher look like?
6. How often do you eat out?

a. Twenty-three.
b. She's very nice.
c. Nice to meet you, too.
d. He's short and thin.
e. Every Saturday.
f. Hi! My name's Sam.

Standards targeted		Competency objectives
Interpersonal communication		Order a meal in a restaurant. Invite people to meals. Accept and decline invitations to meals. Talk about quantities and amounts.
Interpretive Communication	Listening	Identify the setting of a text. Identify the participants and their roles. Listen and take notes. Identify the topic of a text. Make predictions about a listening text. Listen to specific information. Listen to describe a process.
	Reading	Read a menu. Identify common foods. Make predictions about a reading text. Understand a process. Make inferences about a reading text. Scan a text for specific information.
Presentational Communication	Writing	Describe a process using connectors. Arrange scrambled sentences into a paragraph. Write a paragraph using cues.
	Speaking	Talk about eating habits in Morocco.
Culture : Practice/Strategic		Identify different types of food and food habits across cultures

Language development	
Grammar	Vocabulary
Intensifiers and Quantifiers: Some, any, a lot of, much, many, a few, a little. Imperatives.	Different kinds of food items: Vegetables, fruit, grains, dairy, meat…. Containers.

Food 4 thought

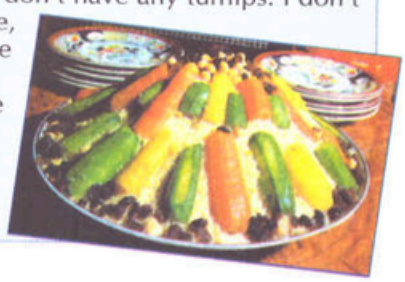
1 Listen and Read (Pronunciation Practice)

Liz and her family want to try Moroccan couscous. So, I need to write my shopping list. I have some tomatoes, some onions and some carrots. I have some pumpkin, too, but I don't have any turnips. I don't have any courgettes, either. As for meat, there is some chicken in the fridge, but Chris doesn't like chicken. So I need to go to the butcher's to buy some beef.

I also need some spices. I have some cumin and some saffron, but there isn't any pepper in the spice rack.

I think this is all I need for couscous. Oh, wait! I don't have any chickpeas. I love chickpeas in couscous.

Now my shopping list is ready.



Comprehension

Maria wants to prepare couscous for the Dickens. Read the text and check the items she needs to buy for couscous.

- ☐ beef
- ☐ carrots
- ☐ chicken
- ☐ courgettes
- ☐ cumin
- ☐ chickpeas
- ☐ onions
- ☐ pepper
- ☐ pumpkin
- ☐ saffron
- ☐ tomatoes
- ☐ turnips

2 Grammar Practice

some / any	
Countable nouns	Uncountable nouns
There are some oranges in the kitchen. Are there any oranges in the kitchen? There aren't any oranges in the kitchen.	There is some milk in the fridge. Is there any milk in the fridge? There isn't any milk in the fridge.

a Read the examples above and write T (true) or F (false) next to the rules below.

- ☐ Use ***some*** and ***any*** with countable and uncountable nouns.
- ☐ Use ***some*** in negative sentences.
- ☐ Use ***any*** in affirmative and interrogative sentences.

b **Fill in the blanks with *some* or *any*.**

A: I want to go to the market to buy …….. vegetables.
B: What do we need?
A: We have …… potatoes, but we don't have …… tomatoes.
B: How about carrots? Do we have …… carrots?
A: No, we don't have ……. carrots, but we have ……. green peppers.

3 Listening

Before you listen

1. What can you see in the picture?
2. Where are the people?
3. Who are they?

MENU

Soups:	
Tomato soup	$0.90
Mushroom soup	$1.50
Onion soup	$0.95
Salads:	
Potato salad	$1.25
Green salad	$1.30
Carrot salad	$1.50
Main dishes:	
Spaghetti and meatballs	$2.50
Steak	$3.00
Roast chicken	$2.80
Lamb	$2.50
Hamburger	$3.25
Desserts:	
Ice-cream	$1.30
Chocolate cake	$1.50
Apple pie	$1.50
Yogurt	$0.80
Drinks:	
Coffee	$0.60
Soda large	$1.20
Soda medium	$0.80
Orange juice	$1.20



a **It's lunch time. Tom and Lucy are in Mike's Restaurant. Listen to their conversation with the waiter; then write the bill.**

b **Compare your answer with your partner's.**

c **Look at the menu and ask questions:**

How much is yogurt?

It's ……

Mike's Restaurant

Date :……..

……

……1……steak ……

……

……

……

……

……

……

Total ……

Thank You !

4 Communication

Ordering a meal in a restaurant

a **Practise the conversations below with your partner.**

A: What would you like to eat?
B: I'd like an omelette.
A: What would you like to drink?
B: I'll have coffee
A: Would you like anything else?
B: No, thank you, that will be fine.

A: What would you like to order ?
B: I'll try the lamb.
A: What would you like? potatoes or green peas?
B: Potatoes, please.
A: And would you like anything to drink?
B: I'll have some water please.

b **Role play**

Look at your own cue card and follow the instructions to have a conversation with your partner.

Student A

1. You are in a restaurant for lunch and you want to order:
spaghetti and meatballs, a large soda, fruit and coffee.
2. You are the waiter/waitress. Take B's orders.
3. Decide what you want to eat and have other conversations. Use the menu in activity 3.

Student B

1. You are the waiter/waitress. Take A's orders.
2. You are in a restaurant for lunch and you want to order:
chicken and potatoes, water and yogurt.
3. Decide what you want to eat and have other conversations. Use the menu in activity 3.

5 Reading

Before you read

1. Individually, write a list of the ingredients you need to cook 'shorba', the Moroccan vegetable soup.
2. Compare and discuss your list with your partners.

a **Read the vegetable soup preparation and check your answers.**

Preparation

Peel and cut the potatoes, the carrots and the turnips into little pieces. Then put them inside a boiler. Add the meat cut in little pieces with parsley, crushed onion, oil, salt, pepper and saffron. Then add two litres of water and put the boiler on fire.

Wash the tomatoes and plunge them for 1 minute into boiled water before peeling them. Crush the pulp with a fork in a pan. Then put the tomatoes in the boiler and mix. Cover the boiler and let it cook on a medium fire for sixty minutes.

Ten minutes before serving, throw vermicelli in rain. Cover and let it cook. Serve as soon as it is cooked.

b **Read the soup preparation again and complete the list of ingredients below.**

Ingredients for 6 people:

- 250 g of.....
- 2 .....
- 2 .....
- 2 .....
- 1 .....
- 3 good .....
- 1 bouquet of .....
- half tea glass of .....
- 1 tablespoon of .....
- 1 tablespoon of .....
- 1 pinch of .....
- Salt.



6 Word Net

a **Write the foods in the appropriate columns.**

apples
bananas
beans
beef
bread
butter
cabbage
candy
carrots
cereal
cheese
chicken
cream
eggs
green peppers
grapes
lamb
lettuce
milk
nuts
oil
onions
oranges
pasta
pears
peas
potato chips
potatoes
rice
strawberries
tomatoes
yogurt

Grains	Fruit	Vegetables	Meat & other Protein	Dairy	Fat, oil, sugar
rice	*bananas*	*carrots*	*beans*	*milk*	*butter*

b **Fill in the chart with words from the food list above.**

COUNTABLE	UNCOUNTABLE
Potatoes - bananas -	*Beef - bread -* .....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

7 Writing

How do you make Moroccan mint tea?

Use the words in the chart to write your recipe:

Verbs	Ingredients	Utensils	Other words
Boil Put Add Rinse Throw Stir Pour Fill Taste Serve	Tea Sugar Mint Water	Kettle Tea pot Tray Glasses	First, Then, Next, Finally,

Begin like this :

First fill the kettle with water and put it on the fire to boil. .....

8 Culture Slot

What is the staple food in Morocco ? In some Asian countries like China, rice is the staple food.
English people drink more tea than any other nation - 3.5 kilos per year or about 5 cups daily per head.
What's the popular drink in Morocco ?

A second helping

1 Listen and Read (Pronunciation Practice)

Susan: How many tomatoes do we need?
Maria: We need a lot of tomatoes, one kilo.
Susan: We don't have many onions. How many do we need?
Maria: We don't need many onions, just one.
Susan: OK. Do we need meat? How much meat do we need?
Maria: We don't need much meat, only 250 grams of beef or lamb.
Maria: Is there any flour?
Susan: Yes, there is a lot of flour in the kitchen. How much do we need?
Maria: Just 100 grams.

Harira
Ingredients for 6 people

- 250 g of beef or lamb cut into little pieces.
- 1 onion
- 1 kg of tomatoes
- 1 bouquet of coriander
- 1 bouquet of parsley
- 1 small tin of concentrated tomatoes
- 1 pinch of saffron
- 1 teaspoon of pepper
- 1 teaspoon of ginger
- 40 g of vermicelli
- 1 tablespoon of oil
- 1 tablespoon of salted butter
- 100 g of flour
- 50 g of lentils
- 100 g of chickpeas
- 2 litres of water
- 1/2 tea glass of lemon juice





Comprehension

Read the dialogue and the ingredients, and write T (true) or F (false).

☐ 1. They need a lot of tomatoes.
☐ 2. They don't need much flour.
☐ 3. They need a lot of onions.
☐ 4. They need a lot of meat.

2 Grammar Practice

A lot of, much, and many	
Affirmative	**Interrogative and negative**
There are ***a lot of*** tomatoes in the fridge. There is ***a lot of*** meat in the freezer.	Does she have ***many*** onions? No, she doesn't have ***many*** onions. Does she have ***much*** rice? No, she doesn't have ***much*** rice.
How many	**How much**
How many tomatoes and onions do we need? We need ***many*** tomatoes, but we don't need ***many*** onions.	***How much*** flour do we need? We don't need ***much*** flour, but we need ***a lot of*** water.

a **The statements below are false, read the examples above and correct them.**

1. Use *much* with countable and uncountable nouns.
2. Use *a lot of* only with countable nouns.
3. Use *many* with uncountable nouns.
4. Don't use *many* in interrogative statements.
5. Use *much* in interrogative and affirmative sentences.

b **Fill in the blanks with *a lot of*, *much* or *many*.**

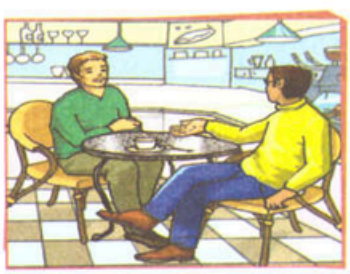
1. How ..... eggs do you need?
2. There isn't..... sugar in the kitchen, we need to buy some.
3. There aren't ..... Carrots in the fridge.
4. How ..... sugar do you put in your coffee?
5. There is ..... milk in the fridge.

c **Look at the list of ingredients in activity 1 and ask and answer questions.**

Example: How much meat do they need?
250 grams.
How many onions do they need?
1 onion.

3 Listening

a **Listen and match the conversations with the pictures. Write the number of the conversation under the picture.**



.....



.....



.....

b **Listen again and Write T (true) or F (false)**

Conversation 1 :
☐ The man does not want to eat chicken.

Conversation 2 :
☐ The woman takes a cup of tea and a piece of cheese cake.

Conversation 3 :
☐ The man takes coffee without sugar.

4 Communication

Inviting people to eat/drink.	
Accepting invitation	**Declining invitation**
A: Would you care for a soda? **B:** Yes, I'd love to.	**A:** Would you like a cup of tea? **B:** No, thanks.
A: Another slice of pizza? **B:** Ok, but only a small slice.	**A:** Do you take milk and sugar? **B:** No sugar, just some milk, please.

a **Practise the conversations with your partner.**

b **Role play:**
Look at your own cue card and follow the instructions to have a conversation with your partner.

Student A

1. You are at home with your friend. You invite him/her to have a drink and some cake.
2. You want to have coffee with milk and a piece of cheese cake.
3. You want your friend to have another piece of meat.
4. You don't want to have more cake, but to be polite, you accept a small piece.

Student B

1. You want to have a cup of tea, but no cake.
2. You are in the cafeteria. Invite your friend to have a drink and something to eat.
3. You don't want to have more meat, but to be polite, you accept a small piece.
4. You want your friend to have more cake.

5 Reading

a Read the ingredients of a popular Moroccan dish. What's the name of the dish?

Ingredients

- 1 kg of aubergines
- 500 g of tomatoes
- 5 to 6 cloves of garlic
- 5 tablespoons of olive oil
- 1 tablespoon of lemon juice
- 1 tablespoon of red pepper
- 1 tablespoon of cumin
- Salt
- Half tablespoon of pepper
- Black olives
- Preserved lemon



b The steps of the preparation are scrambled. Put them in the correct order. Write 1 to 6 in the boxes.

Preparation

☐ a. Leave it to cool and serve in saucers.

☐ b. Cook them for 5 minutes in a pan with oil, red pepper, cumin, garlic, salt and lemon juice.

☐ c. Wash the tomatoes and cut them into pieces.

☐ d. Add them to tomatoes and crush them all while stirring up on a little fire for 15 to 20 minutes.

☐ e. Cut non-peeled aubergines in big pieces into salty water and cook for 30 minutes.

☐ f. When the aubergines are almost cooked, drain and press them to extract water.

6 Word Net

Which words go together? Match them as in the example.

a bottle of	oil
a bunch of	bread
a jar of	jam
a loaf of	lettuce
a dozen	eggs
a kilogram of	sugar
a box of	chocolate
a bar of	potato chips
a tin of	sardines
a head of	radishes
a can of	beans
a bag of	apples

7 Writing

Reorder the following steps to write a paragraph about how to make scrambled eggs. Use these words: *first, finally, then, next.*

How to Make Scrambled eggs

As the eggs cook, push them around gently with the fork.
Melt a small piece of butter in the frying pan on low fire.
Add about three tablespoons of milk and the salt and pepper.
You need two eggs, some milk, some pepper, and salt.
Pour the egg mixture into the pan.
Scrambled eggs are easy to make.
Enjoy your meal.
Beat the mixture with a fork until it is well mixed.
Break the eggs into a bowl.



8 Culture Slot

Do these proverbs have Arabic/Amazigh (or French) equivalents?

1. A watched pot never boils.
2. Half a loaf is better than none.
3. Don't put all your eggs in one basket.

Food around the world

1 Listen and Read (Pronunciation Practice)



Hi! I'm Jane. This is my diet:

For breakfast, I sometimes have a glass of orange juice with cereal and milk, and a piece of fruit. When I am hungry, I have a piece of toast, with a little butter and jam on it. Sometimes I have scrambled eggs. I usually prepare my omelet with a little cheese and a few mushrooms on it.

I usually have lunch at work. Very often, it is a sandwich with turkey or cheese and lettuce and tomatoes. Sometimes I spread a little mayonnaise on the bread. I rarely have peanut butter and jelly sandwiches. For dessert, I usually take an apple, a few strawberries, or grapes.

Dinner is my big meal. I usually have steaks or hamburgers with a salad, but I sometimes have chicken with a vegetable like broccoli or potatoes. My evening dessert is usually ice-cream. I never drink soda; tea with a little milk is my favourite drink.

Comprehension

a **Read the sentences and write T (True) or F (False).**

- ☐ 1. Jane sometimes has a toast with a lot of butter and jam.
- ☐ 2. She never has cheese in the morning.
- ☐ 3. She never takes lunch at home.
- ☐ 4. She sometimes puts a lot of mayonnaise in her sandwiches.
- ☐ 5. For dinner, she usually has a steak and a hamburger.

b **What do you think of Jane's diet? Is it balanced?**

2 Grammar Practice

A few (a small number)	A little (a small quantity)
Are there many apples in the kitchen? No, there aren't many. There are only a few.	Is there much oil in the bottle? No, there isn't much. There's only a little.

a **Read the text in activity 1 again and underline the words which come after *a few* and *a little*.**

b **Fill in the blanks with: *a few* or *a little*.**

Mary follows a strict diet. For breakfast, she usually drinks a cup of coffee with ..... cream and ..... lumps of sugar. She also has ..... biscuits. For lunch she sometimes eats ..... salad, ... sardines and ..... bread. Mary never has dinner out. She usually has ..... soup at home.

3 Listening

Before you listen

1. What is Moqueca?
2. How many ingredients do you need to make it? What are the ingredients?
3. You want to write the recipe preparation; what verbs would you use?

From Brazil: MOQUECA
(Fish stew with coconut)

Ingredients

- 1 kilo of white fish steaks
- 1/2 cup coconut milk
- 2 tablespoons of olive oil
- 2 tablespoons of lime juice
- teaspoon of salt
- chopped onion
- clove garlic, minced
- tablespoon of parsley
- tablespoon of tomato paste
- tablespoon of pepper sauce
- cup water



a **Look at the list of steps and number them from 1 to 9; then listen and check your answer.**

b **Listen again and complete the sentences.**

Preparation

- ☐ simmer .....
- ☐ heat .....
- ☐ add fish.....
- ☐ add onion.....
- ☐ serve .....
- ☐ fry.....
- ☐ combine.....
- 8 simmer for additional 5 minutes.....
- ☐ mix .....

4 Communication

Talking about quantity		
How many	pizzas bottles of water carrots	are there?
How much	sugar meat pepper	is there?

a **Listen and Repeat**

A: Could you tell me how to make Couscous?
B: Let me check. Here's a recipe for 6 people.
A: How many carrots do we need?
B: Four.
A: Do we need any spices?
B: Yes, we need pepper, ..., and.....
A: How much pepper do we need?
B: .....

b **Role play: Cover your partner's cue card, look at yours and follow the instructions.**

Student A

1. You are from Brazil. Look at the recipe (Moqueca) in activity 3 and answer B's questions.
2. You want to know how to make Harira. Ask your friend about the quantity and amount of meat, tomatoes, coriander, parsley, saffron, pepper, ginger, vermicelli, oil, salted butter, flour, lentils, chickpeas, water, and lemon juice.

Student B

1. You want to know how to make Moqueca. Ask your friend about the quantity and amount of ingredients that you need for six people. Ask about fish, coconut milk, olive oil, lime juice, salt, onion, garlic, parsley, tomato paste, pepper sauce, and water.
2. You are from Morocco. Look at the recipe on page 42, activity 1 and answer B's questions.

5 Reading

Before you read

1. What do you know about Brazilian and Chinese eating habits?
2. Do they have the same habits?
3. Are they similar to or different from Moroccan eating habits?

a **Read the texts and write T (True) or F (False). Justify your answers.**

- ☐ 1. Lola is in Brazil.
- ☐ 2. Only a few people in Brazil usually have a light dinner.
- ☐ 3. Brazilians never take their children to restaurants at night.
- ☐ 4. There aren't any similarities between Brazilian eating habits and Chinese eating habits.
- ☐ 5. There aren't any forks or knives in Chinese restaurants.
- ☐ 6. Chinese people are embarrassed when their guests don't eat all the food in their plates.

Hi! I'm Lola. I'm a student in the USA. I really miss my "family" meals. In my country, meals are time to share precious moments with family and friends.

We generally have dinner very late in the evening. For many Brazilians, it is a light meal of café au lait, bread, and cold cuts.

In the big cities, you can see children in restaurants at night. Brazilians take their kids out to dinner at all hours. As a result of this, Brazilian kids learn table manners at an early age.



Hi! I'm Wang. In China, we usually eat together. The main difference on the Chinese dinner table is chopsticks, but in big restaurants, you can always ask for a pair of knife and fork if you find it difficult to use chopsticks.

Another difference is that in China the dishes are placed on the table and everyone shares.

Perhaps one of the things that surprises a visitor most is that some of the Chinese hosts like to put food into the plates of their guests. It is always polite to eat the food. If you do not eat it, just leave the food in the plate. People in China tend to over-order food because they find it embarrassing if all the food is consumed.



b **Do Brazilians, Chinese, and Moroccan people have similar eating habits? What are they? Are there any differences? What do we do in Morocco that other people don't do?**

6 Word Net

a **Read the words and circle the odd one out. Justify your choice.**

Example: apples oranges (tomatoes) bananas

1. pepper	cumin	ketchup	saffron
2. chopsticks	forks	knives	glasses
3. host	guest	waiter	visitor
4. apple pie	pizza	ice-cream	chocolate cake
5. tomato soup	couscous	spaghetti	steak

b **Make your own list and ask your partner to spot the odd one out.**

7 Writing

a **Discuss the following questions orally.**

1. Do people in Morocco usually eat together?
2. Do they usually eat from individual plates?
3. Do many people use forks and knives?
4. What do people do before eating?
5. What do they say before eating?
6. What do they do after eating?

b **Write a paragraph about eating habits in Morocco using your answers to the questions above.**

8 Culture Slot

a In the USA kids between the ages of 12 and 17 spend about $12 billion a year on fast food. They eat at fast food restaurants at least two times per week.

- Why do you think Americans eat at fast food restaurants?
- Is it the same in Morocco?

b **Same food; different names!**

In Britain	Biscuits	Chips	Crisps
In America	Cookies	(French) fries	Chips

SHOPPING

Standards targeted		Competency objectives
Interpersonal communication		Give and elicit information. Ask about prices. Express preferences. Make comparisons. Request and offer help.
Interpretive Communication	Listening	Identify the setting of a text. Identify the participants and their roles. Take notes.
	Reading	Identify the main idea of a text. Deduce the meaning of unfamiliar words from context. Recognize reference. Read and understand ads.
Presentational Communication	Writing	Use capitalisation and punctuation correctly. Arrange scrambled sentences into a conversation.
	Speaking	Present a recipe.
Culture : Practice/Strategic		Compare Moroccan shopping habits with shopping habits elsewhere. Identify bargaining habits across cultures.

Language development	
Grammar	**Vocabulary**
Comparatives: Short and long adjectives. Demonstratives: this, that, these, those. Present continuous tense (All forms).	Different shopping places. Different types of clothes: men, women, children. Colours and materials.

Shopping places

1 Listen and Read (Pronunciation Practice)



Supermarket: a large store where people buy many different foods and other goods for the home.

Thrift shop/store: a store that sells used things such as clothes, books, and furniture.

Dictionary definitions

Boutique: a small store that sells fashionable clothes, shoes, jewellery, etc.

Department store: a large store divided into several different areas. Each area sells different types of things.

Flea market: a place, usually outside, where people sell especially old or used items at cheap prices.

Shopping centre: a group of stores with a common area for cars to park.

Shopping mall: a very large building or buildings containing a lot of stores and restaurants, usually with space outside for parking. It is no just a place to go and buy something, it's also an entertainment centre.

Adapted from Cambridge Dictionary of American English.

Comprehension

1. What's the difference between a supermarket and a shopping centre?
2. Where do people go to shop and have a good time?
3. What's the difference between the flea market and the other shopping places?
4. Which shopping place do you think is expensive?
5. Which one do you think is cheap?

2 Grammar Practice

Comparative: short and long adjectives

The flea market is ***cheaper than*** the supermarket.
A mall is usually ***bigger than*** a supermarket.
A boutique is usually ***more expensive than*** a department store.
Clothes in a boutique are usually ***better than*** clothes in a supermarket.

cheap	cheaper
large	larger
big	bigger
heavy	heavier
good	better
bad	worse
expensive	more expensive

Write the correct form of the comparative.

Example: A thrift shop is (cheap) *cheaper than* a department store.
A bed is (comfortable) *more comfortable than* a chair.

1. A jacket is (warm) ..... a tee-shirt.
2. For many people, shopping on-line is (interesting) ..... going to the supermarket.
3. On-line shopping is (easy) ..... shopping from stores.
4. The flea market is (cheap) ..... boutiques, but clothes in boutiques are (good) .....
5. A mall is (attractive) ..... a supermarket.

3 Listening

a **Where are the speakers? Write the number of the conversation under the appropriate picture.**






b **Listen to the conversations again and write T (true) or F (false).**

Conversation 1:
- ☐ 1. The shopper wants a clock.
- ☐ 2. The shopper pays $15.00.

Conversation 2:
- ☐ 1. The brown jacket is more expensive than the red one.
- ☐ 2. The red jacket is warmer than the brown one.
- ☐ 3. The shopper buys the brown jacket.

Conversation 3:
- ☐ 1. They have just size 42.
- ☐ 2. They have a sale on all the shoes.

Conversation 4:
- ☐ 1. The shopper buys a strawberry cake.
- ☐ 2. The cookies cost $2.19.
- ☐ 3. The shopper pays just $2.50.

4 Communication

Giving and eliciting information

Well, let me see ....
I'm not sure, let me think for a minute.....
I'm sorry, I really don't know.
I've got no idea.

a **Practise this conversation with your partner**

A: Do you know a good place to buy antiques?
B: Well, let me see. Oh yeah, there is a thrift shop on Baker Street.
A: Do they have old paintings?
B: I'm not sure; you'll have to go and see. I know they have very good furniture, but I really don't know about paintings.
A: Do you know a good place to buy hats?
B: I've got no idea.

b **Role play:**
Look at your own cue card and follow the instructions to have a conversation with your partner.

Student A

1. You want to buy a Russian dictionary. Ask about a place to buy books.
2. You know a good place to buy sport shoes. It's a shoe shop downtown, but you don't know if they have football shoes.
3. You are a visitor, and you want to buy a watch, a Moroccan carpet, and a suit. Have conversations with your partner. You don't know one place.

Student B

1. You know a good place to buy books. It's a bookshop on Denver Street, but you don't know if they have Russian dictionaries.
2. You want to buy football shoes. Ask about a good place to buy sport shoes.
3. You are a visitor, and you want to buy a postcard, an old clock, and a pair of jeans. Have conversations with your partner. You don't know one place.

5 Reading



There are many types of shopping places in big cities. There are markets, shopping centres and department stores. Markets, including open-air markets selling fresh products such as fish, vegetables, flowers, and antiques, usually open on specific days of the week. Shopping centres and department stores usually stay open all day through, seven days a week. They are usually more expensive than open-air markets.

In Morocco, the more traditional stores are found in the older city neighbourhoods. There are a few streets in the old part of Fez, for example, that do not have many shops. The basic shop there is the tiny grocery store. From this store local customers buy commodities like sugar, tea, oil, soap and lemonade. The larger supermarkets appear in the suburbs further away from the city.

a **Which one is the best title for the text?**

1. Shopping in Fez.
2. Shopping Places.
3. Shopping Hours.

b **Find in the text words that mean the same as:**

1. Goods : .....
2. Small : .....
3. Special : .....
4. Clients : .....
5. Areas : .....
6. Outside the city : .....

c **These words are underlined in the text; what do they refer to?**

1. They : .....
2. there : .....

d **Read the sentences and write T (True) or F (False).**

☐ 1. Open-air markets and supermarkets open seven days a week.

☐ 2. Open-air markets are cheaper than department sores.

6 Word Net

At the Department Store

a **Where are these articles? Put the articles in the appropriate department.**

coats, oil, hair dryers, suits, watches, knives, scarves, irons, chairs, cabbages, earrings, toasters, ties, blouses, bracelets, rice, desks, flour, spoons, milk, cooker, fish, hats, meat

Food	Clothes	Jewellery	Appliances	Furniture	Utensils
bread	*T-shirts*	*necklaces*	*Coffee maker*	*carpet*	*bowls*
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

b **Add more items in the departments.**

7 Writing

Rewrite the two paragraphs correctly. There are 13 capital letters, 9 periods, 4 commas, and 1 colon.

all the towns in morocco have small specialty food shops they sell cheese sugar fruits and vegetables these shops replace the larger supermarkets and offer good quality food in some of these smaller shops grocers do not usually want you to touch the fruit and vegetables they choose the food for you and price it they also bag your groceries

there are two major supermarket chains in morocco marjane and macro they are big supermarkets with everything you need you even find sections with fast food restaurants and pizzerias.

8 Culture Slot

In the United States, a **garage sale** (also tag sale or yard sale) is an occasion when people sell things that they don't want. They often do this in their garage or outside their house.

In Morocco, what do people do with things they don't need?

Shopping around

1 Listen and Read (Pronunciation Practice)





Mary : Oh, look at these sweaters, Kate ! They're really nice!
Kate : Yeah, they're great. Which one do you like better?
Mary : I like the cotton one better, but blue isn't a good colour for me.
Kate : Well, I prefer that wool one. It's nicer and it looks warmer than the cotton one. And red is more attractive.
Mary : Really? How much is it?
Kate : Oh ! There's no price tag on it.

Salesperson: May I help you, ma'm?
Mary : Yes, please. How much is this sweater?
Salesperson: Ah... let me see... It's $80. Would you like to try it on?
Mary : That's kind of expensive. I want something cheaper.

Comprehension

1. Which sweater does Mary like better?
2. What colour is the wool sweater?
3. Does Mary buy it? Why?

2 Grammar Practice

Which one / Which ones?	This / That one These / Those ones
Which one do you like better? I like this / that cotton one	Which ones do you prefer? I prefer these / those red ones
How much is .....?	
How much is this sweater? It's $80 = eighty dollars	How much are these shoes? They're $80. 95 = Eighty ninety-five or They're eighty dollars (and) ninety-five cents

Complete the conversations with: ***one, ones, this, that, these, those.***

1. **Tom:** Excuse me. How much are ..... jackets over there?
   Clerk: Which .....? The blue ..... or the brown .....?
   Tom: The brown ....., please.
   Clerk: Here you are. They're $79.95
   Tom: Oh, they're too expensive.

2. **Sue:** Excuse me. How much is ..... coat over there?
   Clerk: Which .....? The wool ..... or the cotton .....?
   Sue: How much are the wool ones?
   Clerk: ..... ones over there are $80, and ..... ones here are $95. Look at ..... one. Would you like to try it on?
   Sue: Yes, please.

3 Listening

Before you listen

Find classmates who have items made of these materials:
Leather, silk, cotton, wool, silver, gold.
Example: Leila has a gold ring

a **Listen and answer these questions:**

1. Who is the speaker?
2. Where is he?

b **Listen again and complete the chart:**

Items	Prices	Materials
Scarves		
Bracelets		
Sweaters		
Gloves		
Earrings		
Necklaces		
Shoes		

4 Communication

Expressing preferences / Making comparisons	
Which one /ones do you like better?	The design is nicer.
I like the red one /ones better	The colour is prettier.
Which one /ones do you prefer?	The style is more attractive.
I prefer the cotton one / ones.	The material is better.

a **Practise this conversation with your partner.**

A: Excuse me. I'd like to buy a shirt.
B: Look at these. Which one do you prefer / like better?
A: I prefer / like the green one. How much is it?
B: It's $20.50.
A: That's kind of expensive.
B: How about this blue one? It's only $15.90.
A: That's a good price, and the style is more attractive. I'll take it.

b **Role play:**

Look at your own cue card and follow the instructions to have a conversation with your partner.

Student A

1. You want to buy a brown jacket.
   You have only $80
2. You have 2 ties.
   1 silk, $20.25
   1 polyester, $12.50
3. You want to buy leather gloves.
   You have only $20.

Student B

1. You have 2 jackets.
   1 black, $140
   1 brown, $120
2. You want to buy a silk tie.
   You have only $15
3. You have 2 pairs of gloves:
   1 wool, $17.95.
   1 leather, $25.50.

c **Have similar conversations with other items:**
(dress, suit, skirt, scarf, blouse, jeans, sneakers, T-shirt, boots…etc.)

5 Reading

Before you read

1. What kind of texts are these?
2. Why do they use abreviations?
3. Where can you find them?

2004 BMW car. AM/FM Stereo. 5-spd., exc. Condition, 6,000 kms. $9,000. Call 555-4813

Washer, fridge, stove, 2yrs. old. Very gd. Cond. $350 each or all 3 for $800. Call 555-2581

Sony TV& VCR. 6 mths. Old. Exc. Cond. $200 for both. Call 555-3131

Laptop comp. 2yrs.old. Win xp 2002. exc.cond. 20 CDs free : $ 350. Phone 555-7895

a **Find the abreviations in the ads for these words:**

1. years : .....
2. excellent : .....
3. good : .....
4. computer : .....
5. months : .....
6. condition : .....
7. kilometres : .....
8. windows : .....
9. and : .....
10. speed : .....

b **Read the ads and answer these questions.**

1. How many items are on sale?
2. How old is the computer?
3. How much is the car?
4. How much is the fridge?
5. You want to buy the TV; what number do you call?

6 Word Net

a **Put each word in the appropriate column.**

shoes, blue, leather, black, silver, cotton, suit, wallet, yellow, diamond, red, necklace, brown, pink, scarf, rubber, gold, tie, beige, green, dress, skirt, wool, shirt, orange, ring, silk, polyester, white, nylon, sweater.

Colours	Materials	Items
blue	polyster	tie

b **After you complete the chart, match the materials with the items. How many pairs can you make?**

Example: A gold ring
A cotton sweater

7 Writing

Reorder the exchanges to write the conversation between the salesperson (S) and the customer (C).

S: What size?
C: Blue, light blue.
S: Here's a nice one.
C: Yes, I'm looking for a shirt.
S: How would you like to pay?
C: How much is it?
S: What colour?
S: May I help you, sir?
S: It's $19.95.
C: Large.
C: Fine. I'll take it.
C: Cash.

8 Culture Slot

In many parts of the world, when people go shopping, they sometimes bargain (discuss the price) before buying a product.

Do you usually bargain?
In which shopping places do you bargain?
What items do you usually bargain for?

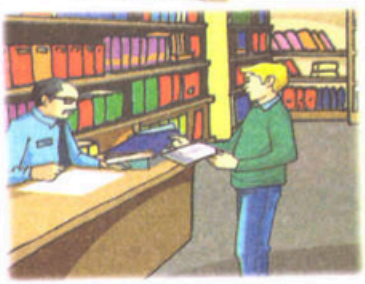
Shopping around the world

1 Listen and Read (Pronunciation Practice)

At the Bookshop



Salesperson : Can I help you, sir?
Pierre : I'm just looking, thank you.
Salesperson : And can I help you, sir?
Omar : I'm looking for a map.
Salesperson : What kind of map are you looking for?
Omar : Right now, I'm visiting London.
So I'm looking for a map of the city.
Salesperson : Well, I think this one here is good. It has all the historical places.
Omar : Ok. I'll take it.
Salesperson: Very good. Anything else?
Omar : Yeah, I'm looking for an English cookbook.
Salesperson : Here is one with nice pictures of international dishes.
Omar: No, I want a book with English dishes only.
I'm doing research on English cuisine.
Salesperson : Well, over here we have a lovely edition by.....



Comprehension

1. Is Pierre buying anything?
2. What's Omar looking for?
3. Why does he want a map of London?
4. Why does he want an English cookbook?

2 Grammar Practice

Present continuous			
Affirmatives statements		Negative statements	
I'm He's She's We're You're They're	playing	I'm not He isn't She isn't We aren't You aren't They aren't	listening

Interrogative statements		Short answers			
		Positive		Negative	
Am I Are you Is he Is she Are we Are you Are they	playing?	Yes,	I am. you are. he is. she is. we are you are they are.	No,	I'm not. you aren't. he isn't. she isn't. we aren't. you aren't. they aren't.

a **Mike is at the book store. Complete his conversation with Betty. Use the present continuous form of the verb.**



Betty : Hi! Mike. What ..... (you/do) here?
Mike : Oh, nice to see you Betty. I'm ..... (look) for some books for our school library. We ..... (start) a Reading Club.
Betty : That sounds a lot of work.
Mike : Well, don't worry about that. We .....(not spend) too much time on that. It ..... (not take) me away of my studies. And our teachers .....(help) us.
Betty : That's great. Good luck with your Reading Club.

b **Look at the picture. What are the people doing?**

3 Listening

a **Read the information about shopping hours in Morocco, Dubai, and Spain; then listen and check the appropriate box.**

	In Morocco	In Dubai	In Spain
Shops close on Friday for prayers.			
Shops are not open before 9:00 a.m.			
Some shops are closed on Sunday afternoon.			
Shops are closed in the morning in Ramadan.			
Shops are closed from 2:00 p.m. to 5:00 p.m.			
Supermarkets open at 10:00 am.			

b **Listen again to answer these questions:**

- In Spain, why do shops close from 2:00 p.m. to 5:00 p.m.?
- Where do shops open early in the morning?

4 Communication

Requesting and offering help	
Salesperson	**Shopper**
- Can I help you, sir? - Can I help you, madam? - How can I help you? - Do you see anything you like?	- Excuse me. I'm looking for ... - Could I see that one? - Do you have anything cheaper? - Could you help me? - Could you put it in a bag / box, please?

a **Practise this conversation:**

Salesperson : Can I help you, sir?
Customer : I'm looking for a raincoat, size 42.
Salesperson : Here's one for £250.
Customer : Could I see that one, over there? How much is it?
Salesperson : That one's cheaper, only £150, but it is not real leather.
Customer : OK. I'll take it. Could you put it in a bag for me, please?
Salesperson : Here you are. And that's your change.
Customer : Thank you for your help.
Salesperson : Please come again.

b **Role Play:**

Look at your own cue card and follow the instructions to have a conversation with your partner.

Student A

1. You have 2 jackets, size 38. One jacket for £150 and one for 85. The second one is not real leather.
2. You want to buy a ring? You have £40.

Student B

1. You want to buy a jacket. You have £90.
2. You have 2 rings. One for £90 and one for £35. The second one is just silver, not gold.

5 Reading

THE MOST POPULAR STORE IN LONDON



Harrods, London's famous and unique large store, is not in Oxford Street - London's busy shopping area - but on the other side of London in Knightsbridge. It offers a good experience even for those who are not interested in shopping.

There are 4,000 staff at Harrods including 500 specialists from 72 different countries. Experts in almost every department advise on every aspect of the store's 1.2 million goods and 50 separate services.

Many departments have their own separate advice desks to answer customer queries. Food advisors help you plan a menu for a special event, the banqueting department helps you arrange the catering for an important reception, and the wedding and celebration service advise you on buying a wedding gift. Perhaps you need a hair stylist or some clothes dry-cleaning. How about a sightseeing tour of the capital or a personal shopping advisor?

a **Read the sentences and write T (True) or F (False).**

- ☐ 1. Harrods is in Oxford Street.
- ☐ 2. There are 4500 employees in Harrods.
- ☐ 3. All the employees in Harrods are British.
- ☐ 4. There are 12 million products and 50 services in Harrods.

c **Find in the text words which mean the same as:**

popular : .....
questions : .....
consultants : .....
food and drink : .....
occasion : .....
marriage : .....

b **How many services are mentioned in the text? What are they?**

6 Word Net

Who says what?

Read the expressions and write S (salesperson) or C (customer) for the appropriate expression.

1. ____ I'm just looking, thank you.
2. ____ Do you have any leather jackets?
3. ____ I can give it to you for £50.
4. ____ Do you have anything cheaper?
5. ____ Could you put it in a bag for me, please?
6. ____ Please come again.
7. ____ I'm just window shopping, thank you.
8. ____ Could you help me?
9. ____ How much is this one?
10. ____ Could you reduce the price a little?
11. ____ I'll take it.
12. ____ Sorry, I don't have any change.
13. ____ Do you see anything you like?
14. ____ How can I help you?
15. ____ Excuse me.
16. ____ Could I see (this one?/that one?)
17. ____ I'm just looking, thank you.
18. ____ I'm just browsing, thank you.
19. ____ Can I help you?
20. ____ I don't need any help, thanks.

7 Writing

a **Reorder the exchanges below to write a conversation between a saleswoman (S) and a customer (C). Number them from 1 to 11.**

- ☐ S: It's £20.
- ☐ C: I'm looking for a silk tie.
- ☐ S: This one goes well with your jacket.
- [1] S: Can I help you, sir?
- ☐ C: Is there anything cheaper?
- ☐ C: OK. I'll take it.
- ☐ S: Please come again
- ☐ C: How much does it cost?
- ☐ S: Here you are. And this is your change.
- ☐ S: Sorry, that's all we have. I can give it to you for £18.
- ☐ C: Thank you for your help.

b **Write a conversation between a salesperson and a customer. Use the expressions in activity 6.**

8 Culture Slot

Most Americans shop in supermarkets. They want to buy everything they need in one store. They don't usually go shopping every day. They buy a lot of food on one shopping trip.

1. Where do people usually shop for food in Morocco?
2. Where do they buy meat, vegetables and fruit?
3. Where do you or your parents shop for food and clothes?
4. How often do you go grocery shopping?

MY COOKBOOK

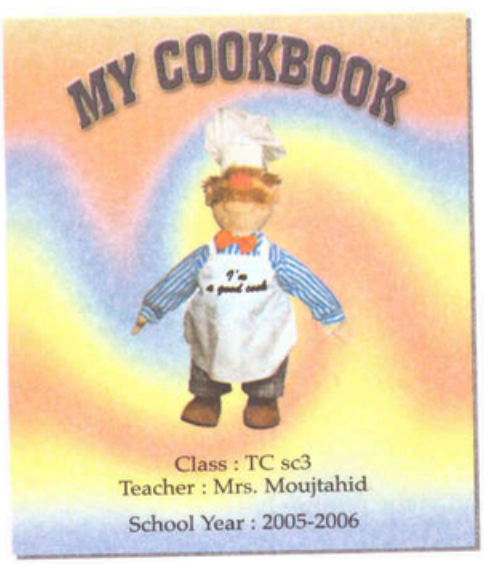
a **Read the following recipe for fish**

Ingredients

- 1 big fish.
- 4 kg of potatoes, peeled and cut in roundels.
- 2 kg of tomatoes cut in roundels.
- 4 grilled green peppers, cut into long slides.
- 4 green hot peppers.
- 1 cup of olive oil.
- 1 bouquet of crushed coriander.
- Salt and pepper.
- 2 lemons cut into roundels.
- Tomato juice.

Method :

- Crush the coriander with salt and garlic. Then mix in a plate with sweet and hot red pepper, cumin, lemon juice, water and olive oil.
- Cover fish with the pickle, and tap the back of the fish to make the marinade penetrate. Leave it for 2 hours.
- Cover the plate of the oven with potato roundels.
- Place the fish over them and cover it with roundels of tomatoes.
- Add the pepper slides, sweet and hot red pepper and oil.
- Sprinkle with crushed parsley, salt and pepper.
- Decorate with roundels of lemon.
- Water with tomato juice, mixed with the pickle.
- Cook for 40 minutes on a middle fire.
- Water it with its own juice when half cooked.
- Present the fish complete, decorated with half roundels of fresh tomatoes alternated with lemon roundels and parsley.



b **As a class, design a cookbook to participate in an international school competition for the best cookbook.**

a. Write a recipe for a dish of your choice. Follow the example above.

b. Share the information with your classmates.

c. As a class, collect all the recipes and design a cookbook.

d. The book has:

- A cover page with the title (see model).
- An introduction page.
- A table of contents with the recipes and the names of all the participants.
- The recipes, with pictures if possible.

Grammar Practice

a **Fill in the blanks with *some* or *any*.**

Maria: I don't have ..... tomatoes, so I'm going to the greengrocer's to buy ..... .
Pam : Do you need ..... potatoes? I have .....
Maria: No, thank you. I need ..... tomatoes for the soup but I don't need ..... potatoes.

b **Fill in the blanks with *many, much, a few, a little, a lot of.***

There isn't ..... oil in the kitchen and there is only ..... milk. There is ..... butter and there are ..... spices, but there are only ..... eggs.

c **Write the correct form of the comparative.**

1. I find couscous (delicious).....spaghetti, but spaghetti is (easy) ..... to make.
2. Restaurants in Spain are (cheap) .....restaurants in Morocco. Children's clothes are (expensive) .....there, but the quality is (good) ..... .

d **Put the verbs in brackets in the correct form.**

It (be) .....Saturday and Maria is in the mall with the Dickens. Right now, she (try)..... on a coat. Pam and Chris (be) ..... with her. Pam (talk)..... to the salesman and Chris (look)..... at some sweaters. The children (be) ..... in the mall, too. They (play)..... video games.

Vocabulary

Word Game competition:

1. In groups of four, write down names of vegetables, fruit, and other groceries. You have 5 minutes to write as many words as possible.
2. In groups of four, write down names of clothes, jewellery, and appliances. You have 5 minutes to write as many words as possible.

Rules of the game:

Books must be shut.

Words with incorrect spelling are not counted.

The group with the highest number of correct words in each list is the winner.

Communication

Match the expression on the left with the appropriate responses on the right.

1. What would you like to drink?
2. Do you know a good place to buy hats?
3. Which sweater do you like better?
4. Can I take your order, sir?
5. Excuse me. I'd like to buy a hat.
6. Would you care for a soda?
7. Can I help you?
8. Another slice of pizza?

a. No, thanks. I'm full.
b. Yes, I'll try the beef, please.
c. I'll have some water.
d. I've got no idea.
e. The green one, the colour is nicer.
f. Try this one on, it's only £10.
g. Yes, I'd love to. I'm very thirsty.
h. I'm just browsing, thank you.

RECREATION

Standards targeted		Competency objectives
Interpersonal communication		Express likes and dislikes. Invite. Accept and decline invitations. Ask for and express opinions. Agree and disagree.
Interpretive Communication	Listening	Listen and take notes. Personilize and interpret a picture.
	Reading	Use cohesive and coherence devices to make sense of a text. Read and understand newspaper listings and brochures.
Presentational Communication	Writing	Use capitalization and punctuation correctly. Use interview notes to write a text.
	Speaking	Present survey results about watching TV.
Culture: Practice/Strategic		Compare opening hours and leisure time in different countries. Identify and compare the most popular recreation activities across cultures. Compare part time jobs during vacations across cultures.

Language development	
Grammar	**Vocabulary**
The comparatives and superlatives: regular and irregular forms. Future with present continuous, be going to, and will.	Different types of recreation activities (outdoors and indoors).

Recreation activities

1 Listen and Read (Pronunciation Practice)





Hi! I'm Issam from Morocco, I want to tell you about recreation in my country.

There are many leisure activities in Morocco, but football, or soccer, is the most popular entertainment. Moroccans of all ages enjoy the sport, and often play soccer on the beach. There are stadiums in all the cities, but the largest football stadiums are in Casablanca and Rabat.

The national team is called "The Lions of the Atlas." It has some of the best players in Europe. When there is a big match, the streets are deserted because everyone is indoors watching the game on TV. Men like to watch in the local cafés; it is more exciting.

For Moroccan football fans, the biggest and the most exciting football competition is the World Cup. The African Cup is exciting, too, but it is not as exciting as the World Cup.

Comprehension

Write T (True) or F (False).

- ☐ 1. Football is also called soccer.
- ☐ 2. Football is the only sport people play in Morocco.
- ☐ 3. Only Casablanca and Rabat have football stadiums.
- ☐ 4. Men prefer to watch football in cafés.
- ☐ 5. The African Cup is the biggest football competition.
- ☐ 6. The world Cup is more exciting than the African Cup.

2 Grammar Practice

Comparatives and Superlatives				
Comparatives	Different	**small** : *smaller than*		*not as small as*
		interesting : *more interesting than*		*not as interesting as*
	Equal	**small** : *as small as*		
		interesting : *as interesting as*		
Superlatives		**small** : *The smallest*		
		interesting : *The most interesting*		
Irregular Forms		good	*better than*	*the best*
		bad	*worse than*	*the worst*

a **Read the sentences below and answer the following questions.**

- Jim is as old as Bob
- Jim's car is as expensive as Bob's car.
- Basketball is not as popular as football in Morocco.
- Toubkal is the highest mountain in Morocco, and Everest is the highest mountain in the world.

1. Bob is 17 years old. How old is Jim?
2. Jim's car costs $20.000. How much is Bob's car?
3. Which sport is more popular in Morocco? Basketball or football?
4. Which one is higher, Mount Everest or Mount Toubkal?

b **Write the correct form of the comparative or the superlative.**

1. Football spectators are (noisy) ..... tennis spectators.
2. For me, the (good) ..... football player in the world is Ronaldinho. He is better than Ronaldo.
3. Many tourists think that the weather is good in Marrakech, but those who like swimming think that it is (good) ..... in Agadir.
4. Karim: I find reading (relaxing) ..... watching television.
   Paul: For me, Yoga is (relaxing) ..... activity.

3 Listening

Before you listen

1. How much time do you spend watching television?
2. What are your favourite programmes?
3. Why do you like them?



Listen to a talk about the effect of television on children. Which advantages and which negative effects are mentioned in the talk. Check (√) the appropriate box.

Advantages:

- ☐ 1. Television is a means of entertainment.
- ☐ 2. It helps children do their school work.
- ☐ 3. It is a source of information.
- ☐ 4. TV commercials educate children.
- ☐ 5. With television children don't feel lonely.

Negatives effects:

- ☐ 1. Children don't read.
- ☐ 2. They don't do their homework.
- ☐ 3. They don't play sports.
- ☐ 4. They become aggressive.
- ☐ 5. They don't communicate with family and friends.
- ☐ 6. They get bad marks at school.
- ☐ 7. They don't get enough sleep.

4 Communication

Expressing likes and dislikes

Do you like soap operas? Yes I do / No I don't.	What's your favourite pastime? Listening to music.
What kind of music do you like? I like hip hop and rock.	What kind of movies don't you like? I hate horror movies.

a **What do you like to do in your free time? Add two other activities to the list and check: like, don't like or hate.**

	like	don't like	hate
swimming			
going to parties			
travelling			
camping			
bicycling			
fishing			
shopping			

	like	don't like	hate
horror movies			
love stories			
cartoons			
jazz			
reggae			
painting			
going to cafés			

b **Ask your partner about his/her likes and dislikes. Use the expressions above.**

5 Reading

Before you read

1. What time do you watch television?
2. Do you watch television with your family?
3. What programmes do you watch together?



a **The 6 paragraphs of the passage below are scrambled. Find the correct order and number them from 1 to 6. Write the numbers next to the appropriate paragraph.**

☐ As you watch shows with them, encourage discussions about the programmes they are seeing. Point out positive behaviour, and ask them to compare what they are watching with real events.

☐ Children's shows and sport programmes on public TV are appropriate, but soap operas, adult sitcoms, and adult talk shows are not.

☐ Common themes of television programmes are violence, drug and alcohol. Teenagers usually think that what they see on television is normal, safe, and acceptable.

☐ Finally, encourage your children to be interested in hobbies, sports, and other recreation activities. With proper guidance, children learn to use television in a positive way.

☐ Turn off the TV during family meals and study time. Study times are for learning, not for sitting in front of the TV doing homework. Meal times are a good time for family members to talk with each other, not for watching television.

☐ Television also exposes children to behaviours and attitudes that are confusing and difficult to understand. That's why you (1) need to view programmes with your children, (2) select appropriate shows for them, and (3) limit the amount of time they spend in front of the TV.

6 Word Net

Which of these recreation activities can you do indoors? Which can you do outdoors? Which can you do in both places.

fishing – hiking – watching TV – surfing the internet – visiting family – going to the theatre – swimming – jogging – listening to music – watching a soap opera - reading – visiting a museum – shopping – playing video games – camping – gardening – horse riding.

Indoors	Outdoors	Both

7 Writing

Rewrite the letter from Sergio to Youssef correctly. Put in capital letters, periods, commas, apostrophes, and a question mark.

dearyoussef
imyournewpenfriendmynameissergioiliveinromeitalyandimthirteenyearsold
myfavouritesportisfootballilikeswimmingandtennisbutihateboxingineverwatchboxingontelevision
myfavouriteactorisbradpittandmyfavouriteactressisangelinajolieiloveactionmoviesbutihatehorrormovies
myfavouritemusicisrockandrolliliketogotopartiesanddancewithmyfriendsidontlikeclassicalmusic
iminmadridnowiusuallygotospainwithmyfamilyinsummer
ilikespanishfoodandspanishmusicismoroccanfoodasdeliciousasspanishfood
pleasewritesoon
yours
sergio

8 Culture Slot

In many western countries, working hours are usually from 8:00 a.m. to 4:00 p.m. with a short break for lunch. This gives people time for recreation activities in the afternoon.

This is a new system in Morocco. What are the advantages and what are the drawbacks?

Recreation Habits

1 Listen and Read (Pronunciation Practice)

Alan : What are you doing tomorrow, Mary?
Would you like to go to the cinema?
Mary : Oh, I'm sorry, I'm going to go to the beach.
Maybe another day.
Alan : Well, how about Saturday afternoon?
Are you doing anything then?
Mary : Saturday afternoon? Um... Actually, I'm not doing anything special.
What are you planning to do?
Alan : My friends and I are going to go the amusement park.
Do you want to come?
Mary : Sure, I'd love to.
Alan : Great! Do you want me to pick you up at your house?
Mary : OK. What time?
Alan : Is 2:30 fine with you?
Mary : That's great! I'll see you on Saturday at 2:30.



Comprehension

Answer these questions:

1. Where is Mary going to go tomorrow?
2. What is she doing Saturday afternoon?
3. Where are Alan and his friends going to go Saturday?
4. What time is he going to meet Mary?

2 Grammar Practice

Future with present continuous	Future with be going to
Are you doing anything this weekend? Yes, I'm visiting my grandparents on Sunday. What are you doing next week? I'm travelling to Agadir.	What are you going to do tomorrow? I'm going to take the children to the zoo. Are you going to see a film tonight? No, I'm not. I'm going to see a documentary.

Complete the conversation with the correct verb forms (present continuous or be going to).

Kate : What …….. you …… next weekend, Betty? (do)
Betty : I don't know. I …… anything special. (not do)
Kate : Well, John and I …… a party. Would you like to come? (organise)
Betty : Sure, I'd love to. Where ……you …….. the party? (have)
Kate : It …… at John's house. (be)
Betty : What time ……..the party ……..? (start)
Kate : At 7:30. And it …… around eleven o'clock. (finish)
Betty : Who ……..……..? (come)
Kate : The English teacher and some classmates.

3 Listening

Before you listen.
What are you doing this weekend? Tell the class about your plans.



Now listen to Mr.Blake, a teacher at the Language Centre in Rabat, asking his students about their plans for the weekend and complete the chart.

	Activities	When	Where
1. Karim			
2. Nadia			
3. Youssef			
4. Amal and Leila			
5. Jamal			

4 Communication

Inviting, accepting and declining invitations.		
Inviting	**Accepting invitations**	**declining invitations**
Would you like to go out? Do you want to see a movie?	Sure, I'd love to. That sounds interesting. That would be really nice.	I'm sorry, I'm going. ..... I'd like to, but .....

a **Practise this conversation:**

A: Say, what are you doing this weekend?
Do you want to see a football match?
B: When?
A: 3:00 o'clock.
B: Sure, that would be really exciting. *Or*
I'd like to, but I'm going to be at the beach then.

b **Role play:**
Look at your own cue card and follow the instructions to have a conversation with your partner.
Student A: Invite a partner to go with you.
Student B: Ask when the activity is. Accept or decline the invitation and give a reason.

Student A

1. Picnic, Saturday afternoon.
2. Barbecue, Sunday, 3:00.
3. Film, Saturday evening, 8:00
4. Rock concert, Saturday. 3:00

Student B

1. You are going to the zoo with your parents on Saturday afternoon.
2. You are free on Sunday.
3. You are free Saturday evening.
4. You are travelling to Marrakech on Saturday.

c **Now, practise more conversations with your own information.**

5 Reading

Before you read

What recreation activities do people do in your city?

Read the newspaper listings to answer the questions.

AROUND TOWN THIS WEEK

FOOTBALL. Olympic Stadium.
Sunday at 2:00 P.M.

JAZZ CONCERT. Central Park.
Saturday from 2:00 P.M. to 5:00 P.M.

ART SHOW. The National Gallery
Tuesday and Wednesday.
From 10:00 A.M to 6:00 P.M.

LEATHER CLOTHING EXHIBITION.
Harold's Wear.
Friday from 9:00 A.M to 6:00 P.M.

TENNIS TOURNAMENT. City Gardens.
Saturday and Sunday. Afternoons.

AFRICAN FILM FESTIVAL. The Odeon cinema
Monday, Wednesday, Friday.
Afternoon and evening shows.

BOOK SALE. Eliot's Bookstore.
Saturday and Sunday. From 9:00 A.M to 5:00 P.M.

SPRING FASHION SHOW. Plaza Centre
Saturday and Sunday at 7:00 P.M.

MOROCCAN CUISINE. The Marrakech
Restaurant. Wednesday at 7:00 P.M.
Friday at 7:30 P.M.

ASIAN CINEMA. The Magic Cinema
Tuesday and Wednesday mornings.

1. Which activities are outdoors?
2. Which activities are indoors?
3. How many activities are in the week end?
4. Which day isn't mentioned in the listings?
5. Which activities are in the mornings?
6. Which activities are in the afternoons?
7. Which activities are in the evenings?

6 Word Net

a **Find the odd one out.**

Example : surfing	swimming	jogging	water- skiing
1. concert	play	opera	soccer
2. park	art gallery	museum	fair
3. camping	watching TV	hiking	picnicking
4. basket ball	volley ball	rugby	yoga
5. reading	beach party	card game	barbecue

b **Now make your own list and ask your partner(s) to find the odd one out.**

c **Match the recreation activities with their places to complete the table.**

see a play, go to the movies, park, see paintings, rent a video, zoo, beach, go jogging, cinema, go skiing, museum, theatre, swimming, play football, home, around the city, gym, see animals, go sightseeing, mountains, stadium, ride a roller coaster, exercise, video shop, amusement park, watch TV.

Activities	Places
See a play	*theatre*

7 Writing

a **Ask your partner these questions and take notes.**

1. What time are you going to get up next Sunday?
2. What are you doing in the morning?
3. What time are you going to have lunch?
4. Where are you going to have lunch?
5. What are you going to do after lunch?
6. What are you going to do in the evening?
7. What time are you going to go to bed?

b **Use your notes to write a paragraph about your partner's plans.**

8 Culture Slot

The 10 most popular types of recreation in the United States are (1) visiting zoos, aquariums, fairs, and carnivals; (2) picnicking; (3) automobile driving for pleasure; (4) walking or jogging; (5) swimming; (6) travelling; (7) watching sports events; (8) participating in sports and games; (9) fishing; and (10) taking nature walks.

(From World Book Encyclopedia 1988)

- Is it the same in Morocco ?

Recreation around the world

1 Listen and Read (Pronunciation Practice)



Cynthia : Will you come to our party next Sunday, Janice?
Janice : I'm not sure. I think we'll take the kids to the mountains. They like mountain climbing.
Cynthia : We're having some guests from Morocco. You really must come.
Janice : I'll do my best. Are you going to prepare some special food for them?
Cynthia : I won't tell you. It's a secret.
Janice : How many people will be there?
Cynthia : 25, but the Bransons won't come. They're going to visit their daughter in Lancaster.
Janice : Well, I'll talk to Albert and the kids about it. They enjoy family parties. I think they will appreciate the idea.

Comprehension

a **Write T (True) or F (False)**

☐ 1. Cynthia is going to have a party on Saturday.
☐ 2. Janice is going to stay at home on Sunday.
☐ 3. Cynthia wants Janice to come to her party.
☐ 4. Albert doesn't like family parties.

b **Do you think Janice's children will like the party? Why or why not?**

2 Grammar Practice

Future with Will					
Positive			Negative		
I/You We/They He/She	will	have a party.	I/You We/They He/She	won't	go to the mountain.
Questions					
will	I/you we/they he/she	have a party ?	Yes	I/You We/They He/She	will.
			No	I/You We/They He/She	won't.
When will they have a party? They will have a party next Sunday.			Where will they have a party? They will have a party at Cynthia's.		

a **Choose one number from each column, and then write four sentences about your future.**

Example: 1 17 25 35

I will be an artist. I will be famous. I will have a lot of friends. I will go to Brazil.

Column 1 :
1. ***artist***
2. bus driver
3. dentist
4. engineer
5. farmer
6. model
7. nurse
8. pop star
9. secretary
10. teacher

Column 2 :
11. sad
12. not famous
13. rich
14. not rich
15. clever
16. active
17. ***famous***
18. happy
19. lazy
20. friendly

Column 3 :
21. two children
22. five children
23. many fans
24. not/a lot of money
25. ***a lot of friends***
26. big house
27. long life
28. a lot of clothes
29. small house
30. apartment

Column 4 :
31. work/big city
32. work/France
33. study/Canada
34. live/USA
35. ***go/Brazil***
36. work/small city
37. live/Scotland
38. travel/world
39. work/small company
40. work/Arab country

b **Compete this conversation with *will* or *going to*.**

Michael : Hi! Tom, where are you going?

Tom : Hi! Michael. I have a special plan for this weekend. I (learn) ..... how to windsurf.

Michael : Hold on! I (help) ..... you with these heavy bags.

Tom : Thanks a lot. How is Jane doing at school?

Michael : Oh, she's brilliant. She (have) ..... a birthday party next week. She (be)..... fifteen. I still don't have a present for her. I think I (buy) ..... her a CD.

Tom : That's a good idea. I'm sorry I must leave you now.

Michael : No problem. I (drive) ..... you to the train station.

Tom : That's very kind of you. My car is very old. I (buy) ..... a new one next month.



3 Listening

Rosa Middleton, manager of "South View Recreation Centre", talks about recreation activities.

Before you listen

- What is the centre in the picture called?
- What do you think people do there?



a **Listen to Rosa and write T (True) or F (False).**

1. Recreation activities are not good for old people.
2. There are three types of recreation activities.
3. People who do many recreation activities always feel tired.
4. Visiting friends is a mental activity.

b **Listen to Rosa again and write the activities for each category.**

1. Mental : ....
2. Physical : ....
3. Social : ....

4 Communication

Asking for opinion	Expressing opinion
How do you like.....?	I think that .....
What do you think of.....?	I find that.....
How do you feel about...?	I feel that.....
Do you think that.....?	In my opinion.....
Agreeing	**Disagreeing**
I agree (entirely).	Perhaps, but I don't think that .....
That's a good point.	I see what you mean, but I think that .....
That's exactly what I think.	That's quite true, but I think .....

a **Pair work: practise these conversations with your partner.**

A: How do you like westerns?
B: I think they are interesting.
A: Why do you think that?
B: Because the music is good.

A: How do you feel about American movies?
B: In my opinion, they are the best.
A: Really? Why do you think that?
B: Because there is a lot of action.

Role Play:
Look at your own cue card and follow the instructions to have a conversation with your partner.

Student A

1. Ask B about playing chess.
2. You think horror movies are boring because the action is always at night.
3. Ask B about jogging.
4. You think swimming is the best activity after work because it's relaxing.
5. Talk with your partner about other activities. Use the expressions above.

Student B

1. You think playing chess is boring because the players don't talk.
2. Ask A about horror movies.
3. You think that jogging is the best sport for the body because it's not very hard.
4. Ask A about swimming.
5. Talk with your partner about other activities. Use the expressions above

b **Group work: practise this conversation with your partners.**

A: How do you feel about car racing?
B: In my opinion, it's a dangerous sport.
C: That's exactly what I think.
D: That's quite true, but I think it's also very exciting.

Use the cues below and have more conversations with your partners.

walking	relaxing	boring
golf	enjoyable	expensive
skiing	interesting	dangerous
mountain climbing	exciting	difficult

5 Reading

Before you read

1. Are there any summer camps for Lycée students in Morocco?
2. What do you learn at summer camps?
3. What do you think an American student will do or learn in a summer camp in Japan?



SUMMER CAMP IN JAPAN
FOR 120 SUNSET UNIVERSITY STUDENTS
DO YOU WANT TO WORK AND LIVE IN JAPAN AS PART OF THE SUMMER CAMP PROGRAM?
FILL OUT AND SUBMIT AN APPLICATION FORM TO:
ALICE STEWART
INTERNATIONAL PROGRAMS OFFICER
Deadline: March 15



The selected students will stay in Japan for eight weeks. During this period, the students will work as English language tutors for Japanese students at Language Camps for four weeks, and stay with Japanese host families for four weeks.

LANGUAGE CAMPS: The English language program for Japanese students takes place at national campgrounds in various parts of Japan. All campgrounds are comfortable with indoor sleeping and dining facilities.

During the program, the students from America will work with the Japanese students on a variety of English language exercises and activities. They will also participate with them in recreation activities, including excursions to famous cities in Japan.

HOST FAMILIES: On non-camp days, students will stay with volunteer families. Most families have at least one family member who speaks English. When it is not possible to find a host family, some students will stay in a youth hostel or hotel.

LOCATION: The program takes place at different cities all over Japan. Possible areas include: Tokyo, Okayama, Osaka, and Nagasaki. Other areas may be added to this list.

DATES: Departure from the United States will be on July 1. Returning date will be on August 27.

COST: Students will pay $750 to cover:
health/travel insurance,
food and lodging, and
all travel and round-trip expenses.



a **Write True (T) or False (F).**

☐ 1. The students will stay with the Japanese families for eight weeks.

☐ 2. The programme takes place in three cities in Japan.

☐ 3. The participants will visit different places in Japan.

☐ 4. The participants will pay for their plane ticket to Japan.

b **Answer these questions**

1. Who is Alice Stewart?
2. How many American students will participate in the programme?
3. When will they come back to the USA?
4. What will they do during the first four weeks in Japan?
5. How will the American students communicate with their host families?
6. What do you think they will learn during their stay with the host families?

6 Word Net

The following are recreational activities mentioned in activity 3. Think of other activities and add them to the lists.

PHYSICAL ACTIVITIES	SOCIAL ACTIVITIES	MENTAL ACTIVITIES
..... *walking*	.... *Visiting friends and family*	..... *Reading* .....
..... *dancing*	.... *Eating out with others*	..... *Playing chess* .....
..... *jogging*	.... *Attending family parties*	..... *Doing crossword puzzles* .....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

7 Writing

a **Work in pairs: Ask and answer these questions orally, and take notes.**

1. What's your favourite leisure activity?
2. Where do you do it ?
3. When do you do it?
4. Who do you do it with?
5. How often do you do it?
6. Will you do this activity soon?

b **Use your notes to write a paragraph about your friend's favourite leisure activity.**

8 Culture Slot

In many western countries, 16-year students and older usually take jobs during their summer holidays. They work in supermarkets, fast food restaurants, hotels, at local swimming pools, and so on. They help with the work in these places when adult workers want to take holidays. They make some money for their own social life during the holidays.

Is it the same in Morocco ?

HEALTH AND WELFARE

Standards targeted		Competency objectives
Interpersonal communication		Make suggestions. Ask for and give permission. Express ability. Express necessity. Request and offer help. Make appointments.
Interpretive Communication	Listening	Listen and take notes. Listen for specific information.
	Reading	Read and understand medical labels. Deduce meaning of unfamiliar words from context. Skim for gist. Read, understand, and interpret statistics.
Presentational Communication	Writing	Arrange scrambled words into sentences. Arrange scrambled sentences into a paragraph. Write a short letter.
	Speaking	Present research results about vitamins.
Culture: Practice/Strategic		Identify ways to maintain good health. Identify places where medicines are sold in some countries. Compare home remedies across culture.

Language development	
Grammar	Vocabulary
Modals: can (ability), can / may (permission), must (obligation), mustn't (prohibition), have to / don't have to (necessity). If + imperative. Conjunctions: and, but, so, because.	Parts of the body. Health problems and common illnesses. Medications. Different practitioners.

Health Problems

1 Listen and Read (Pronunciation Practice)

Jane: You look so tired today, Bob. What's the matter?
Bob : I feel terrible. I just can't concentrate.
Jane: Why? What's wrong exactly?
Bob : Well, I have a headache and a sore throat, and I have an awful pain in my chest.
Jane: I'm sorry to hear that. Why don't you go home and take a long, hot bath?
Bob : I can't do that now. I must finish these reports before 3:30.
Jane: Don't worry. I can help. I'll type the reports for you. So you can go now.
Bob : Oh, really? That's really kind of you, Jane. Thanks so much.
Jane: You're welcome. Feel better.



Comprehension

1. What's the matter with Bob?
2. What does Jane want him to do?
3. Why can't he go home?
4. What does Jane offer to do?

2 Grammar Practice

Modal verbs		
Can = ability	Can = permission	Must = obligation Mustn't = prohibition
Can you go to work today? No, I *can't*. I'm still sick. Yes, I *can*. I feel better today.	*Can* I go out and play, Mum? No, you *can't*. Make your bed first. Yes, you *can*.	Can I go to work? No, you *mustn't* leave your bed. and you *must* take your medicine.

a **Look at the pictures and practise.**

Example:
A: What's the matter?
B: I have a toothache.
A: Can you go to work?
B: No, I can't. I must see the dentist.

A: What's wrong?
B: I have a terrible cough.
A: Can you go to school?
B: No, I can't. I must see the doctor.


1 a sore throat


2 a headache


3 a backache


4 a cough


5 a stomachache


6 a cold


7 a toothache


8 a fever

b **Complete the conversations with *can / can't* or *must / mustn't*.**

1. **Nurse** : ..... I help you?
   Mike : Yes. I'd like to see Dr. Green.
   Nurse : I'm sorry. Dr. Green. ..... see you right now.
   You ..... have an appointment. ..... you come in tomorrow?
   Mike : No. I ..... make it tomorrow. I ..... go to work.
   Nurse : How about this Friday morning? ..... you come in then?
   Mike : All right. That would be fine.

2. **Jim** : ..... I watch T.V after dinner, Mum?
   Mother: No, you ..... You ..... go to bed early.
   Jim : I don't have class tomorrow, Mum.
   Mother: Yes, but you ..... stay up late. It's not good for you.

Conjunctions: and, but, because, so.

Sally has a headache *and* a fever.
John has a toothache, *but* he doesn't want to go to the dentist.
Bob can't concentrate *because* he is very tired.
Bill has a stomachache, *so* he can't go to work.

Complete the sentences with: *because, but, and,* or *so*.

1. Jamila has a sore throat, ... she can't sing today.
2. Amine must see the doctor..... he is sick.
3. Nawal can play the piano, ... she can't play the guitar.
4. Bill has the flu, ... his sister has an earache.
5. Alice can't see the doctor ..... she doesn't have an appointment.
6. Alan is very sick, ... he can't go to work.
7. The doctor is here, ... he can't see you now.
8. Samir has a fever, a runny nose,..... a sore throat.

3 Listening

Before you listen

1. Do you sometimes have stress? when?
2. What are some causes of stress?
3. What do you do to manage stress?

a **Listen to the conversation between Bill and john and tick (✔) John's suggestions.**

	Suggestions	What John says about the suggestions
	1. see a doctor	
	2. learn Yoga	
	3. listen to music	
	4. exercise	
	5. go out	
	6. change jobs	
	7. take vitamins	
	8. go camping	

b **Listen again and write what John says about each suggestion.**

4 Communication

Making suggestions	
Why don't you go home and rest?	That's a good idea.
How about learning yoga?	That's a good suggestion.
Let's go out and have fun tonight!	I don't think it's a good idea.

a **Practise this conversation**

A: What's the matter?
B: I don't feel well.
A: Why don't you go out and see a movie?
B: That's a good idea / suggestion. *Or* I don't think it's a good idea. I must study for my English test.

b **Role Play:**
Look at your own cue card and follow the instructions to have a conversation with your partner.

Student A

1. You have a headache. You are allergic to aspirin.
2. Suggest a sport in the evening.
3. You feel tired, but you must finish your homework.
4. Suggest lemon juice.
5. Have your own conversation

Student B

1. Suggest aspirin
2. You have insomnia. You like sports.
3. Suggest relaxing.
4. You have a sore throat. You don't like lemon.
5. Have your own conversation

5 Reading

Before you read

1. What do you do when you feel sick?
2. How often do you see a doctor?

RELAX
Cold Tablets
For common colds. Relieves nasal congestion, runny nose, watery eyes, and sneezing.
Dosage: Adults: 2 pills to start, followed by 1 every 4 hours. Do not exceed 8 pills in 24 hours. (Children 6 - 12, use adult dose).
Caution: Causes drowsiness; so, no driving.

ACTIVOR
Pain Relief
For fast relief of headache pain, muscular aches and fever due to colds. Relieves toothaches also.
Dosage: Adults (12 years and older): 1 - 2 tablets every 4 hours as required.
It is dangerous to exceed 8 tablets per day.
Consult doctor if symptoms persist.
Caution: Do not take coffee or tea.
Prescription needed.

STOMACID
For Stomachaches
Good for digestion. Relieves stomachaches and acidity.
Dosage: 2 pills after meals.
Interaction: Do not take with aspirin.
Side effects: causes diarrhea in some cases.
Caution: Not for children. Avoid taking orange juice.

ENERGITIC
For Stress and Fatigue
Contains vitamin C. Good for tiredness and prevents colds.
Dosage: 1pill a day.
Caution: Not good for people with high blood pressure. Also avoid taking at night as it causes insomnia.
No prescription needed.

a Can these patients take the medicines above? Check (✔) Y (yes) or N (no). Write the name of the medicine if you check Yes.

Patient	Health problem	Y	N	Medicine
Jane	blood pressure			
Mike	bad cold			
Salma	indigestion			
Rachid	insomnia			
Kate	sore throat			
Omar	tiredness			
Ryan	toothache			

b Identify the medicines.

1. Children must not take it.
2. You must have a prescription to buy it.
3. You must take it only one time a day.
4. You must not take it when you are driving.

c Write T (True) or F (False).

☐ 1. All children can take the same dosage of Relax as adults.
☐ 2. You can take Stomacid before lunch.
☐ 3. You can't take more than eight tablets of Activor daily.
☐ 4. You can buy Energetic without a prescription.
☐ 5. You can drink orange juice with Stomacid.

6 Word Net

How do you feel?

a Read the health related adjectives below. Write (+) for the positive adjectives, and (-) for the negative ones.

___ terrific
___ awful
___ sick
___ bad
___ fine
___ tired
___ great
___ well
___ terrible
___ exhausted
___ better
___ stressed
___ lively
___ weak
___ dog-tired

b There are10 words about health problems and 10 words about the parts of the body in this puzzle. Circle the words and write them down. The words go from left to right, from right to left, from top to bottom and from bottom to top.

w	r	i	s	t	o	l	e	g	e	e
f	o	r	t	d	m	c	o	u	g	h
o	s	s	o	r	e	e	y	e	l	c
r	s	e	m	i	l	y	u	m	r	a
e	e	h	a	n	d	d	l	o	c	r
h	r	t	c	t	o	o	f	m	n	a
e	t	u	h	e	a	d	a	c	h	e
a	s	o	a	i	n	m	o	s	n	i
d	e	m	c	w	a	f	e	v	e	r
n	o	s	h	o	u	l	d	e	r	s
s	t	u	e	s	d	t	n	o	s	e

Health Problems:	Body Parts:
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

7 Writing

Put the words in the correct order to make sentences.

1. throat / today / is / a / a /fever / because / Meriem / sore / she / absent / and / has
2. Saturday / and / out / don't / fun / why / ? / go / we / night / have
3. brother / test / they / because / and / hard / Sara / a / study / her / have / must
4. appointment / doesn't / can't / doctor / he / Adil / an / see / have / because / the
5. terrible / dentist / want / Leila / a / but / toothache / a / doesn't / see / has / she / to

8 Culture Slot

In some Western countries, business companies encourage their employees to leave their cars some distance away, and walk to their work places.
Do you think it is a good idea? Why? Why not?
Can this idea work in Morocco? Why? Why not?

At the Doctor's

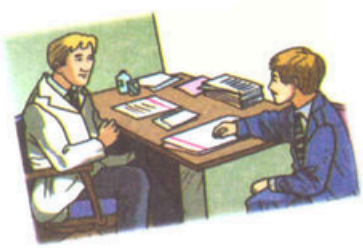
1 Listen and Read (Pronunciation Practice)



Jane : How do you feel today Bob ?
Bob : I feel terrible.
Jane : Are you coming to work?
Bob : No, I'm sorry, I can't. I have to see the doctor. I have an appointment at 10: 00 a.m.



Dr. Brown : Hello, Bob. What's wrong?
Bob : Aah.., I have a terrible headache and I can't eat or drink. My throat hurts when I swallow.
Dr. Brown : That's too bad. Let's take a look. Open your mouth and say, "Aaah."
Bob : Aaah.
Dr. Brown : Your throat is swollen and red. I'm going to give you a prescription.
Bob : Oh? Is it serious?
Dr. Brown : No, don't worry. You'll be all right, but you must take this prescription to the chemist's and then go straight to bed.
Bob : May I go to work tomorrow? I have to finish some work.
Dr. Brown : No, you must stay in bed for two or three days.



Comprehension

Write T (true) or F (false).

☐ 1. Bob is better today.
☐ 2. He doesn't want to go to work.
☐ 3. He may go to work tomorrow.
☐ 4. He must stay in bed for one week.

2 Grammar Practice

Modal Verbs	
May = permission	Have to = necessity
A: *May* I go home? I don't feel well. B: You *may* go now, but come tomorrow; you *may not* miss the test.	A: *Do* I *have to* make an appointment? B: No, you *don't / don't have to*, but you *have to* be here at 3:00.

Fill in the blanks with *may, may not, have to, has to,* or *don't / doesn't have to.*

1. Peter has a terrible cough. He ..... stop smoking.
2. You ..... see an ophthalmologist; your eyes are red.
3. Mike is very tired and cannot concentrate, so he ..... go home, but he ..... take any medicine. He just ..... take a rest.
4. Doctor: You .....leave the hospital and go home now, but come for a check up next week.
   Patient: ..... I go to work?
   Doctor: No, you ..... You ..... stay in bed for another two days.
   Patient: Are you going to give me a prescription?
   Doctor: No, you ..... take any medicine; just relax.

3 Listening

Before you listen

1. When do you usually have to see a doctor?
2. Guess why the patients below have to see the doctor.

Listen to the conversations between a doctor and his patients, and fill in the chart.

a **First listen and fill in the health problems.**

Patients	Health problems	Remedies
Mr. Smith		
Mrs. Hamilton		
Mr. Bond		
Mr. Blake		

b **Listen again and fill in the remedies.**

4 Communication

Asking for and giving permission
May I go out, please ? Yes, you may/No, you may not.
Expressing necessity
Do I have to do this work? Yes you do/have to.

a **Practise these conversations with your partner:**

Teacher : What's wrong?
Student : I have a headache. May I go to the chemist's?
Teacher : Yes, you may, but you must come back quickly.
Student : Do I have to?
Teacher : Yes, you do/have to. You have to finish your work.

Mother : What's the matter?
Child : I don't feel very well. May I go to bed?
Mother : No, you may not. You must revise your lessons first.
Child : Do I have to?
Mother : Yes, you do/have to. You have a test tomorrow.

b **Role play:**

Look at your own cue card and follow the instructions to have a conversation with your partner.

Student A

1. You have a toothache and you want to go home.
2. You give the permission but B must come to school tomorrow because he/she has a test.
3. You are doing an exercise but you have a backache and you want to leave the classroom.
4. You don't give the permission. B must see the video. He/she is going to write a report on the video.
5. Have your own conversation.

Student B

1. You give the permission, but A must see the dentist because you think it's very serious.
2. You have a terrible headache and you want to go home.
3. You don't give the permission. A must finish the exercise first. The exercise is very important.
4. You are watching a video but you want to leave the classroom because you are very tired.
5. Have your own conversation.

5 Reading

The WHO

Founded in 1948, the World Health Organization (WHO) is one of the specialized agencies of the United Nations (UN). It is based in Geneva, Switzerland. It manages and coordinates health at the international level. Its goal is to improve the health of all the peoples.

The agency provides technical advice, trains health professionals, and informs on such pathologies as tuberculosis, influenza, paludism, variola, the Acquired Immune Deficiency Syndrome (AIDS), and other diseases. It also provides information on new-born babies care, nutrition, family planning, and health centres. In addition, the agency finances health programmes whose objective is to improve the conditions of health, and to fight diseases that directly block agricultural productivity and economic development in general.

a **Find in the text words which mean almost the same as:**

created: ..... objective : ..... gives : .....
located: ..... make better : ..... illnesses: .....

b **Are these statements true or false? Write T or F and justify your answer.**

☐ 1. The WHO is a new organisation.
☐ 2. The WHO is based in Europe.
☐ 3. The objective of the WHO is to help poor countries.
☐ 4. The passage mentions four actions of the WHO.
☐ 5. There are five diseases mentioned in the passage.

6 Word Net

Match the professions in column A with the appropriate descriptions in column B. Write the number in the appropriate box.
Use your dictionary when necessary.

A	B
1. a general practitioner or G.P.	☐ a. deals with skin problems.
2. a pediatrician	☐ b. deals with heart problems.
3. a gynecologist	☐ c. looks after teeth.
4. an obstetrician	☐ d. looks after children.
5. a cardiologist	☐ e. deals with serious eye problems.
6. a dermatologist	☐ f. performs operations.
7. a surgeon	☐ g. specializes in women's medical conditions.
8. a psychiatrist	☐ h. looks after people with mental problems.
9. a dentist	☐ i. can treat most medical problems.
10. an optometrist	☐ j. checks your eyes to see if you need glasses.
11. an ophthalmologist	☐ k. cares for pregnant women and delivers babies.

7 Writing

Reorder the following sentences to write a paragraph about a health problem. Use the words in italics to find the right order. Start with sentence h.

b. Of course you will have to stay out of the water during *these days*.
c. *This* can help you feel better.
d. The *most important* thing is to attack the infection.
e. *these* contain an antibiotic to kill the bacteria.
f. You usually have to use the *eardrops* for 7 to 10 days.
g. When your ear hurts, *he* or *she* may suggest a pain medication like Acetaminophen.
h. When you have a swimmer's ear, there are many things you can do.
i. The doctor *may also* give you antibiotics in a liquid or a pill for you to swallow.
j. Your doctor will probably prescribe *eardrops*.

8 Culture Slot

In addition to medicine, chemists in Britain sell cosmetics and develop photographic films!

In the USA, drugstores sell many things in addition to medicines. You can find paper products such as Kleenex and toilet paper, soaps, hair products and toothpaste. Most drugstores also sell postcards, magazines, chocolates and candies. American drugstores also sell cosmetics and toys!

Is it the same in Morocco? What is different?

Health around the world

1 Listen and Read (Pronunciation Practice)



Receptionist : Dr. Atkins' office.
Mary : Yes, I'd like to make an appointment, please.
Receptionist : Is this your first visit?
Mary : Yes it is.
Receptionist : Okay. Could I have your name, please?
Mary : Yes. My name is Mary Taylor.
Receptionist : Okay. How about the day after tomorrow; Wednesday at 5:00 O'clock?
Mary : Uh, do you have anything earlier?
Receptionist : No, I'm sorry. But if you are very sick, you can ask for a home visit.
Mary : Uh . . . I really feel terrible.
Receptionist : All right. What's the nature of your visit?
Mary : I really don't know. I have a terrible pain in my stomach.
Receptionist : Look, Mrs. Taylor. If it's an emergency, come and see the doctor immediately. I don't think your case can wait.

Comprehension

Write T (True) or F (False).

- ☐ 1. Mary regularly visits Dr. Atkins' office.
- ☐ 2. Dr. Atkins has a busy schedule.
- ☐ 3. The doctor sometimes visits his patients at home.
- ☐ 4. Mary is seriously ill.
- ☐ 5. Mary will see the doctor on Wednesday.

2 Grammar Practice

Conditional		
If+ simple present	infinitive or can, may, must + infinitive	If you have a headache, take an aspirin. If you feel better, you can go to work.

a **Make sentences with these words.**

1. If your tooth/ache/go to bed.
2. If you/feel better/not stay in bed.
3. If you/not feel better/not get up
4. If your back/hurt/not do/any sport.
5. Visit the doctor/if you/get worse
6. If Fatiha/have cold/can take/ orange juice

b **Write the verbs in brackets in the correct form.**

1. If you (not feel) better, (come) and see me again.
2. If your head (start) to hurt, (stop) for a few minutes.
3. If you (walk) in the rain, you (may catch) cold.
4. (call) the doctor immediately if your nose (bleed).
5. you (can take) an aspirin if you (not be) allergic.
6. If Peter (have) a sore throat, he (must take) some honey.

c **What can/must/may you do if you have a headache/a stomachache/a cough ...?**

3 Listening



Before you listen

1. How can you keep your teeth healthy?
2. How often do you have to brush your teeth? When?

Listen to the radio programme. Which advice is mentioned and which one is not mentioned? Check Y (yes) or N (no).

	Y	N
Brush your teeth after you eat sweet food.		
Brush your teeth after dinner and after lunch.		
Buy a new toothbrush after you go to the dentist.		
Change the toothbrush every year.		
Change your toothpaste every three months.		
You must drink a lot of water to keep your teeth healthy.		
Brush your teeth one by one.		
You don't have to see the dentist if you brush your teeth.		
Fruit and vegetables are good for teeth.		

4 Communication

Requesting and offering help		
Can you please.....? Could you.....? Will you .....? Could I.....? Would you .....?	Agree	Sure. Certainly. Of course.
	Refuse	I'm afraid .... I'm sorry, but ... Well, actually ...
INTERROGATIVE		NEGATIVE
Would you like me to .....? Can I ....? Do you need me to .....? How I can I help you?		Please don't bother. That won't be necessary. No, thank you.

a **Practise this conversation with your partner.**

A: Jerry, will you please do me a favour?
B: What is it?
A: I have a terrible headache. Do you think you could help?
B: Sure. Do you need me to call the doctor?
A: That would be great.

A: You look tired. Would you like me to call the doctor?
B: Please don't bother. I just need a rest.

b **Role play:**

Look at your own cue card and follow the instructions to have a conversation with your partner.

Student A

1. You have a toothache. Ask B for help.
2. Offer to get B some eye drops.
3. You have a stomachache. Ask B for help.
4. B looks terrible. Offer to drive him/her to hospital.
5. Refuse B's offer politely.
6. Have your own conversation.

Student B

1. Offer to drive A to the dentist's.
2. Your eyes hurt. Ask A for help.
3. Offer to phone A's parents.
4. Refuse A's offer. You just need some sleep.
5. A can't concentrate. Offer to do the work for him/her.
6. Have your own conversation.

5 Reading

Before you read

1. What can you see in the pictures?
2. In which countries do people use traditional medicine?
3. What do you know about traditional medicine in Morocco?



Read the text below, and write T (true) or F (false). Justify with statistics when possible.

- ☐ 1. People do not use traditional medicine in Canada.
- ☐ 2. Traditional medicine is used to treat malaria in Africa.
- ☐ 3. Traditional medicine is used only for prevention.
- ☐ 4. In India, there are more traditional doctors than modern ones.
- ☐ 5. CAM is an adaptation of traditional medicine.
- ☐ 6. Traditional medicine is not used in developed countries.
- ☐ 7. In Mali, only 40% of children go to hospital to treat malaria.
- ☐ 8. The UK spends more money on traditional medicine than The USA.
- ☐ 9. In China, traditional medicine is more popular in the city than it is in the countryside.

Traditional Medicine around the world



The World Health Organisation estimates that up to 80 per cent of the world's population uses herbal medicine for primary health care. In China, traditional medicine is largely based on around 5,000 herbs which are used for treating 40 per cent of urban patients and 90 per cent of rural patients. In India, where traditional health care systems are very strong, 400,000 registered traditional medical practitioners are in practice, compared with 332,000 registered doctors. In Africa, up to 80% of the people use traditional medicine. In industrialized countries, adaptations of traditional medicine are called "Complementary" or "Alternative" medicine (CAM). In Europe, North America and other industrialized regions, over 50% of the population use CAM medicine.

More Statistics:

- In China, 30% to 50% of the total medicines are traditional herbal preparations.
- In Ghana, Mali, Nigeria and Zambia, 60% of children with high fever resulting from malaria are treated with herbal medicines at home.
- In the United States, 158 million of the adult population use complementary medicines, and every year, about 17 billion dollars is spent on traditional remedies.
- In the United Kingdom, people spend 230 million US dollars on alternative medicine every year.

6 Word Net

Fill in the blanks with the correct word from the list below. Use your dictionary when necessary.

fever – sore throat – diarrhea – swollen – allergic – faint – vomit – sneeze – contagious – bruise – runny

1. I think the baby has a cold, he has a ..... nose and he ..... a lot.
2. I am ..... to some antibiotics. When I take penicillin, my face becomes swollen.
3. My brother has a big, purple.....on his leg. He always falls down when he plays football.
4. I think I'm going to have the flu; I have a ..... It hurts when I swallow.
5. Cancer is not a ..... disease, but tuberculosis is.
6. My sister has a stomachache and the runs. She has .....
7. She is very hungry. If she doesn't eat something, she is going to.....
8. The baby's temperature is 40 degrees C. He has a high .....
9. John's feet are ..... ; he can't put on his shoes.
10. I have an upset stomach. I can't keep my food down. I'm going to ..... again.

7 Writing

a **Read the three problems below. What do the people suffer from? What advice would you give them?**

Dear Abby,
I work 13 hours a day and I rarely take vacations. I spend the whole day working on the computer. I don't even have time for exercising. I'm getting fat. I feel tired all the time. I often have sore eyes and I have terrible headaches at night.
Please help me.
Paul

Dear Abby,
I am 18 years old and I suffer from insomnia. I usually go to bed at 10:00 p.m., but I wake up at 2:30 in the morning and can't sleep again. When I go to school, I feel sleepy and cannot concentrate.
Please help me.
Brian

Dear Abby,
I want to lose weight; right now I weigh 90 kilos. My problem is that I never have meals at home. I always eat between meals and I like junk food. I really feel terrible.
What can I do?
Sam

b **Write an answer to one of the letters.**

8 Culture Slot

Home Remedies:

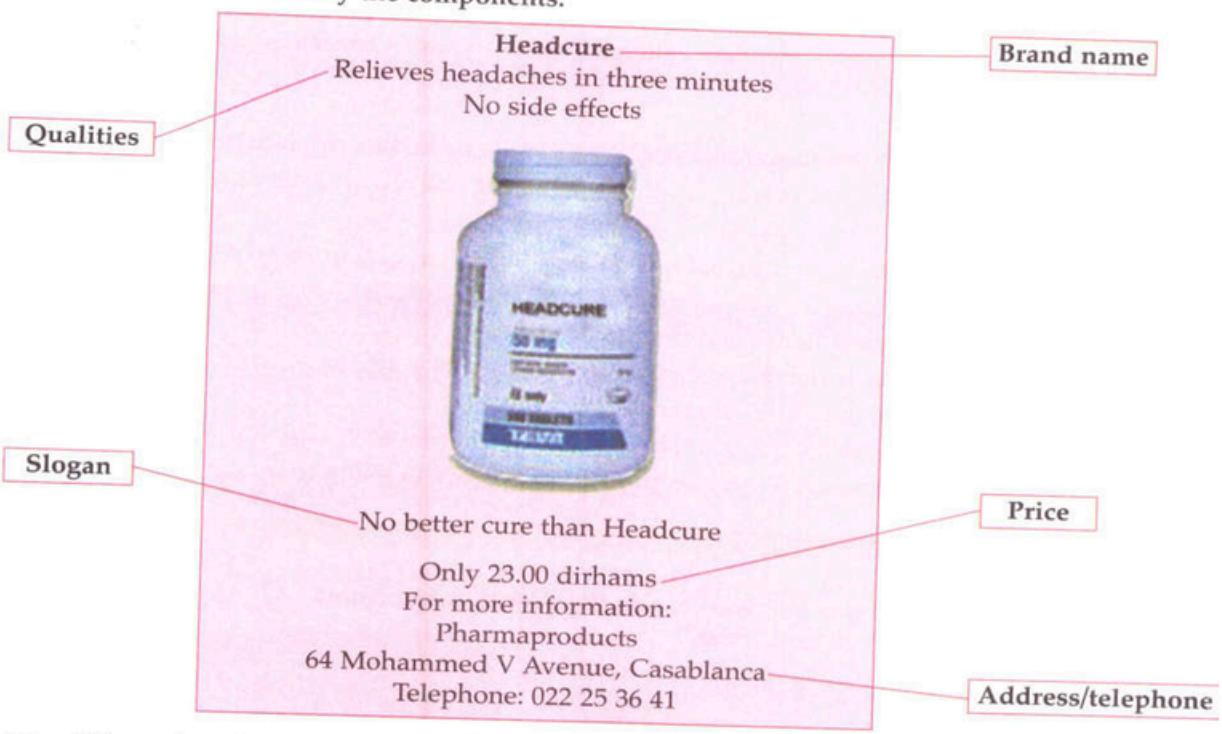
What do people do in Morocco when they have these health problems?

Health Problem	In other countries	In Morocco
Cold	Eat hot chicken soup.	
Hiccups	Hold breath for a few seconds.	
Flu	Drink hot liquids, or chicken soup.	
Minor Burns	Put the burn in cold water.	
Cough	Drink warm milk.	

MY PROJECT

MY AD

1. Read the ad below and identify the components.



2. In groups of three, imagine a drug and give it a name.
3. Design an ad to sell the product (see sample above)
4. Content of the ad:
   a. A picture of the product.
   b. The brand name of the product.
   c. The price and the qualities of the product.
   d. A slogan.
   e. Where and how to get the product.
5. As a class, stick all the ads on the classroom walls, and vote for the best three ads.

MY HEALTH

1. In groups of four, find information about these vitamins and complete the chart. Search the internet and ask your science teacher. Which foods contain the vitamins? What are the benefits of each vitamin?

Vitamins	Foods	Benefits
A		
D		
E		
K		
C		

2. Enlarge your chart, illustrate it with pictures, and stick it to the classroom wall.

Grammar Practice

a **Fill the gaps with the verbs in brackets using *going to* or *will*.**

1. Sally: There's no aspirin left!
   Robert: Oh. I _____ some from the chemist's. (get)
2. I _____ the doctor on Friday morning. (see)
3. Mum: Your room is untidy again, Lucy.
   Lucy: Sorry, Mum, I _____ it after lunch. (do)
4. Sally: Why don't we go camping on Friday morning?
   Willy: Sorry, I can't. I _____ the doctor then. (see)
5. John: What are your plans for the week-end?
   Betty: Peter phoned. We _____ on a picnic. (go)
6. If you don't take care, you _____ a cold. (catch)
7. I've got to go to the dentist this morning. _____ you _____ with me? (come)

b **Complete the sentences with the correct form of the adjectives in brackets.**

1. A holiday in the mountains is (relaxing) _____ a holiday by the sea.
2. Hamid's illness is very serious. His friend's is (bad) _____.
3. Football is (exciting) _____ sport in the world.
4. The Nile is (long) _____ river in the world.
5. Yoga is one of (good) _____ sports for relaxation.
6. Rolls Royce is one of (expensive) _____ cars in the world.

Vocabulary

Complete the sentences with these words

chess - movie - pool - puzzles - toothbrush - club - game - pressure - radio - pills

1. Is Bob a member of our tennis _____ ?
2. What was the score of the soccer _____ ?
3. I love crossword _____.
4. There are a lot of people in the swimming _____.
5. Garry Kasparov is the World _____ Champion.
6. There's a good _____ on TV tonight. It's a comedy.
7. I usually listen to the news on the _____.
8. If you take these _____ you will feel better.
9. "I think I've got blood _____, doctor."
10. I use my _____ three times a day to clean my teeth.

Communication

What do these statements express? In which situations would you use them?

1. I hate horror movies.
2. You may leave now.
3. Why don't you try some traditional medicine.
4. I see what you mean, but I think that prevention is better than cure.
5. That's a good point.
6. I'd like to come, but I have some homework to finish.

f. Giving permission.
e. Making suggestions.
d. Expressing disagreement.
c. Expressing agreement.
b. Declining an invitation.
a. Expressing dislike.

THE ARTS

Standards targeted		Competency objectives
Interpersonal communication		Respond verbally to visual input. Describe past events. Articulate sounds in isolated word forms. Identify and talk about art forms and artists.
Interpretive Communication	Listening	Listen and take notes. Respond to referential questions based on an aural text. Listen for specific information. Listen for gist.
	Reading	Answer factual questions. Scan a text for specific information. Skim for gist.
Presentational Communication	Writing	Copy a short text accurately. Write a biography. Arrange scrambled sentences into a paragraph.
	Speaking	Present a biography of a famous person.
Culture: Practice/Strategic		Identify different types of Moroccan music as a cultural heritage. Recognize the cultural value and the international dimension of Moroccan folk music. Appreciate the value of music in developing students' talents and skills.

Language development	
Grammar	Vocabulary
Simple past: regular and irregular verbs (all forms). Wh questions with simple past.	Different art forms related vocabulary: music, cinema, painting.

Biographies

1 Listen and Read (Pronunciation Practice)



Charlie Chaplin was born Charles Spencer Chaplin in London, England on April 16, 1889. His parents, Charles Chaplin, Sr. and Hannah Hill were music hall entertainers. In 1896 when it was not possible for Hannah to take care of her children, Charlie and his brother Sydney were admitted to Hanwell School for Orphans and destitute children.
During the period of silent comedies, Chaplin was one of the most famous stars in the history of film industry. He was often called "the funniest man in the world." He was not just an actor; he was also the director of nearly all his films, and he was the music composer of all his sound pictures. Some of his films were *The Kid* in 1920, *The Gold Rush* in 1925, *Modern Times* in 1936, and *The Great Dictator* in 1940. These films were and still are very popular.

Comprehension

Write T (true) or F (false), and justify your answers.

☐ 1. Charlie Chaplin was American.
☐ 2. His parents were artists.
☐ 3. Spencer Chaplin was his father's name.
☐ 4. He was the director of all his films.

2 Grammar Practice

The simple Past: Verb to be

Affirmative	Negative	Interrogative	Contractions
I / He / She / It *was* at home	I / he / She / It *Was not* at home	*Was* I / he / She / It at home?	Was not = wasn't
We / You / They *were* at home	We / you / they *were not* at home	*Were* we / you / they at home?	Were not = weren't

Fill in the blanks with the verb *to be* in the past.

A: When ..... you born?
B: I ..... born in 1889.
A: What ..... your occupation?
B: I ..... a film maker, an actor and a music composer.
A: Who ..... your parents?
B: My father ..... Charles Chaplin Sr., and my mother ..... Hannah Hill.
A: ..... they artists, too?
B: Yes they .... They .... musical hall entertainers.

3 Listening

Before you listen

What do these people have in common? What do you know about them?

Charlie Chaplin	Beethoven	Moliere
Eugene O'Neill	James Dean	Shakespeare
Chaibia	Um Kalthum	Bob Marley



a **Listen to the conversations and fill in the missing information.**

Artists	Occupation	Date of birth	City / country
Charlie Chaplin			
Eugene O'Neill			
Mozart			
James Dean			
Um Kalthum			

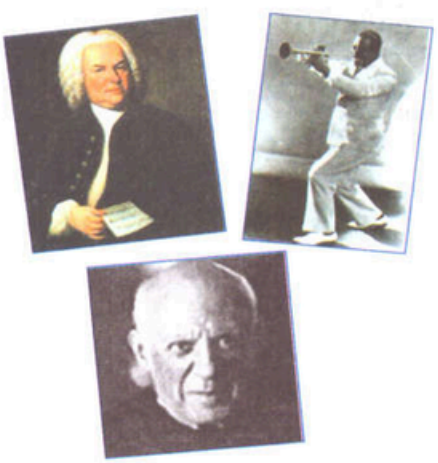
b **Listen again and fill in additional information about the artists.**

Artists	Additional information
Charlie Chaplin	
Eugene O'Neill	
Mozart	
James Dean	
Um Kalthum	

4 Communication

Talking about past events (Verb to be)

When was … born?	Who was …..?
Where was … born?	What was.....?



a **Practise this conversation with your partner.**

A: Do you know Pablo Picasso?
B: No, I don't. Who is he?
A: He was a Spanish painter.
B: When was he born?
A: He was born in 1881.
B: Where was he born?
A: He was born in Malaga.
B: What else do you know about him?
A: He was the founder of the cubism school.

b **Role play:**
Look at your own cue card and follow the instructions to have a conversation with your partner.

Student A

1. Tell B about your favourite artist Louis Armstrong, the American Jazz musician. He was born on August 04, 1901 in New Orleans. He was a musician and a singer. His song "What a wonderful world" is very famous.
2. Ask B about his/her favourite artist and take notes.
3. Use your notes to write a paragraph about Beethoven.

Student B

1. Ask A about his/her favourite artist and take notes.
2. Tell A about your favourite artist Ludwig van Beethoven, the German classical music composer. He was born in 1770 in Bonn, Germany. He was totally deaf in the last years of his life.
3. Use your notes to write a paragraph about Louis Armstrong.

5 Reading

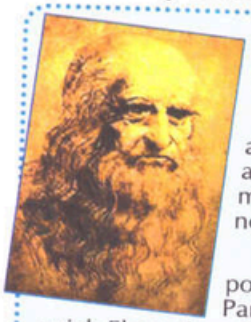
Before you read

1. What's the name of this portrait?
2. Where can you see it?
3. Who was the painter?



Read the biography to answer the following questions

1. When and where was da Vinci born?
2. Where were his parents from?
3. In addition to painting, what other fields was Leonardo da Vinci interested in?
4. Where was Mona Lisa's husband from?
5. What does Mona mean?
6. Why is Mona Lisa called La Gioconda?



Leonardo da Vinci (1452-1519), was one of the greatest painters in history. He was probably born outside the village of Vinci, near Florence in central Italy. The name da Vinci simply means from Vinci where his parents Ser Piero and Caterina were from.

What most impresses people today is the wide variety of Leonardo's talents and achievements. He was a painter, but he was involved in many scientific activities such as anatomy, astronomy, botany, geology, geometry, and optics. He was also the designer of many machines and inventions. That's why he is called a universal genius. However, he was not interested in literature or history.

Leonardo was most of all an excellent observer. That's why he was a great painter. His portrait Mona Lisa is one of the most famous pictures in the world. You cannot visit Louvre in Paris without seeing it. The woman was probably the young wife of Francesco del Giocondo, a rich Florentine silk merchant. Mona Lisa is a shortened form of Madonna Lisa (my lady, Lisa). The woman is also often called La Gioconda, which is the feminine form of her husband's last name.

6 Word Net

Fill in the chart with the appropriate word forms *when possible*.

Verb	Noun	Adjective	Adverb
succeed	success	successful	successfully
act	.....	.....	.....
.....	song / singer	.....	.....
.....	.....	musical	.....
paint	.....	.....	.....
.....	designer	.....	.....
create	.....	.....	.....
.....	inspiration	.....	.....
.....	.....	imaginative	.....

7 Writing

Who is your favourite artist? Use the questions below to write a paragraph about him / her.

What's her / his name?
When was she / he born?
Where was she / he born?
What do you know about her / his personal life?
What work is (was) she / he famous for?
Why do you like her / him?

8 Culture Slot

Essaouira is famous for Gnaoua music, first introduced by the caravan men from Africa. The musicians play on percussion instruments and strings (guembris), and the dancers, entranced by the rhythm, use castanets called krakeb.

Are there any other music festivals in Morocco? What do you know about them?

More Artists

1 Listen and Read (Pronunciation Practice)

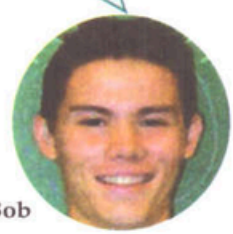
What did you do last Sunday?

I stayed at home all day. In the morning, I cleaned my room and revised my lessons. In the afternoon, I watched classical music on TV. In the evening, I surfed the Internet.



Tony

We visited my grandparents. My grandmother cooked a big dinner. We listened to music and laughed a lot. I played some cards with my cousins.



Bob

I stayed at home and helped my father. We worked in the garden. My father painted the gate and we planted some flowers. My mother prepared lunch. After lunch, we relaxed



Meg

Comprehension

1. Who stayed at home last Sunday?
2. Who prepared dinner?
3. Who cooked lunch?

2 Grammar Practice

Simple Past : Regular verbs		
Affirmative	Interrogative	Negative
I *watched* a movie yesterday evening. In the morning, he *listened* to the news. They *planted* flowers in the garden.	*Did* you *watch* a movie? *Did* he *listen* to the news? *Did* they *plant* trees?	I *didn't watch* a documentary. He *didn't listen* to music. They *didn't plant* trees.

Pronunciation		
[t]	[d]	[id]
worked	listened	planted

Read the example about Tony; then ask and answer questions about Meg and Bob.

Example:

1. Did Tony stay at home?
   Yes he did.
2. Did he watch a movie?
   No he didn't.
3. What did he do in the morning?
   He cleaned his room.
4. What did he revise?
   He revised his Lessons.
5. When did he surf the Internet?
   He surfed the Internet in the evening.

3 Listening

Before you listen

1. What do you know about Brad Pitt?
2. Guess the dates of the events in the chart below.

a **Listen to the Brad Pitt's biography and fill in the chart with the correct dates.**

DATES	EVENTS
	William Bradley Pitt was born.
	Attended the University of Missouri.
	Moved to Los Angeles.
	Married actress Jennifer Aniston.



b **These names are mentioned in the biography; what do they refer to? Listen a second time and match the names with their references.**

1. Shawnee, Oklahoma
2. Springfield, Missouri
3. The "Pitt-bull."
4. Runaround Sue
5. El Pollo Loco
6. Legends of the Fall

a. The restaurant where Brad Pitt worked.
b. The city where he attended high school.
c. His nickname in high school.
d. The name of one of his movies.
e. The name of his car.
f. The city where he was born.

c **Listen again and write T (true) or F (false).**

- ☐ 1. Brad Pitt had three brothers.
- ☐ 2. His mother was a teacher and his father was the manager of a company.
- ☐ 3. He studied theatre and acting at the University of Missouri.
- ☐ 4. He was rich when he arrived in Los Angeles.
- ☐ 5. His debut was on television.

4 Communication

Talking about past events

a **Answer the following questions.**

A: When were you born?
B: .....
A: Where were you born?
B: .....
A: When did you attend primary school?
B: .....
A: Where was it?
B: .....
A: What was your favourite subject?
B: .....
A: Who was your favourite teacher?
B: .....

b **Now practise the conversation and take notes about your partner.**

c **Meet another classmate and have conversations about you partners.**

A: Who is your partner?
B: .....
A: When was he/ she born?
B: .....
A: .... etc

5 Reading

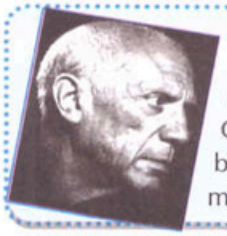
Before you read

1. Do you know the artists in the pictures?
2. What are they famous for?

a **Read the biographies below to match the dates with the events.**

1. 1886
2. 1973
3. 1853
4. 1904
5. 1881
6. 1890

a. Picasso's birth date
b. Van Gogh's death
c. Van Gogh moved to France
d. Picasso moved to France
e. Picasso's death
f. Van Gogh's birth date



Pablo Picasso was born in 1881 in Malaga, Spain. He was the most famous painter of the 20th century. In addition to his paintings, he produced sculptures, drawings, and ceramics. Picasso showed his technical skills in drawing and painting at the age of 15. One of his famous paintings is Guernica, a cubist piece showing the horror of the bombing of the Basque village of Guernica during the Spanish civil war. In 1904, Picasso moved to France, where he lived until his death in 1973.



Vincent Van Gogh was born in 1853 near Breda, the Netherlands. He was one of the most famous painters in modern art. At the age of 16, he went to The Hague to work for his uncle, an art dealer. His brother, Theo, stayed in the family art business. In 1886, Van Gogh moved to Paris where he experimented with impressionism and other art styles and painted landscapes and city life. He spent the last 19 months of his life fighting a mental illness. When he realised that his illness was too serious, he committed suicide in 1890.

adapted from Word Book. Encyclopedia 1998

b **These statements are false. Correct them.**

1. Both Van Gogh and Picasso represent cubism.
2. Picasso died in Spain.
3. Van Gogh didn't have any brothers.
4. Picasso was famous for his paintings only.
5. Van Gogh died of a serious illness.

6 Word Net

Write the past tense of these regular verbs and put them in the appropriate column. Follow the example.

act	cry	jump	need	record	turn
brush	dance	laugh	open	smile	wait
clean	design	listen	paint	smoke	walk
close	direct	look	participate	stay	want
compose	fix	marry	plant	study	watch
cook	help	move	play	talk	work

[t]	[d]	[id]
brushed	*cleaned*	*acted* .....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

7 Writing

a **Write a biography about a person in your family (father, mother, uncle…etc). These questions may help you.**

1. When and where was he/she born?
2. Who were his/her parents?
3. Did he/she go to school or university?
4. When did he/she get married?
5. How did he /she meet his wife/her husband?
6. When did he/she have his/her first child?
7. Where does he/she live now?
8. How many children does he/she have now?

b **Exchange your biographies and ask and answer more questions about them.**

8 Culture Slot

Paul Bowles, an American writer who lived and died in Tangiers, said :
"The most important single element of Morocco's folk culture is its music... The entire history and mythology of the people is clothed in song."

Do you agree with him?

Focus on Music

1 Listen and Read (Pronunciation Practice)

What did you do yesterday?

I enjoyed my day off yesterday. I got up late, went jogging, took a long shower, and ate a big breakfast. In the afternoon, I met my friend and we went to the museum. We saw a terrific art exhibition.



Jim

I had a very busy day yesterday. I cleaned the garage and worked in the garden in the morning. In the afternoon, I went to art school. I practised the piano for two hours. Then I went downtown and bought some CDs. I was very tired in the evening, so I went to bed very early.



Chris

I had a bad day yesterday. I got up late, had a quick breakfast, and drove to the Art Centre where I had a concert. My car broke down on the way to the Centre, so I phoned the mechanic and rushed to work. When I got there, I was twenty minutes late and I didn't have my violin ... It was in the car!



Kate

Comprehension

Write T (True) or F (False).

- ☐ 1. Jim liked the art exhibition.
- ☐ 2. Chris listened to music in the evening.
- ☐ 3. Kate is a musician.
- ☐ 4. Kate went to the Art Centre by bus.

2 Grammar Practice

Simple Past tense - Regular and Irregular verbs.	
Did you go to the cinema last night?	Yes, I did. I went to the Regency cinema.
Did he drive to work yesterday?	No, he didn't. He took the bus.
Where did she work yesterday?	She worked in the garden.
What time did they get up this morning?	They got up at 8:00 o'clock.

Complete the conversation with the correct form of the verbs.

A: …….. you …….. to school yesterday? (go)
B: No, I ……. It …….my day off (do not / be)
A: What …….you ……. in the morning? (do)
B: I …… to music and ……. some letters. (listen / write)
A: …… you ……out in the afternoon? (go)
B: Yes. I ……my friends and we ……..to the movies. (meet / go)
A: What film …….you ……..? (see)
B: We ……. the new Brad Pitt movie. (see)
A: How …….you ……it? (like)
B: It …….. terrific. (be)

3 Listening

Before you listen

1. Do you like music?
2. What do you know about these types of music?



Classical	Disco
Rap	Country
Rock & Roll	Punk
Heavy metal	Worldbeat
Hip Hop	Techno
Motown	Reggae



a **A music expert is talking about the history of popular music. First listen and write the type of music.**

Date	Type of music	A fact about the music
Mid-1950s		
Early 1960s		
Late 1970s		
Early 1980s		
Mid- 1980s		
Early 1990s		

b **Listen again and write one fact about each type of music.**

4 Communication

Talking about past events	
What did you do last .....?	I went to .....
Who did you .....with?	With my .....
What time did you .....?	At .....
How did you like it?	It was ...../ I .....

a **Practise this conversation.**

A: What did you do last weekend? **B:** I went to the museum.
A: Who did you go with? **B:** With my brother.
A: What time did you go? **B:** We went at 4:00.
A: What did you see there? **B:** We saw beautiful paintings.
A: How did you like it? **B:** It was exciting.

b **Role Play: These are your schedules for last Weekend. Ask and answer questions.**

Student A

1. Cinema with a friend/ 2:30/See 'Titanic'/Enjoy it.
2. Ask your friend about his / her weekend.
3. Go to theatre alone at 7:00. / See 'Hamlet' / The actors were bad.
4. Ask your friend about his / her weekend.

Student B

1. Ask your friend about his / her weekend.
2. Zoo with family/10:00/See different kinds of animals/Like it.
3. Ask your friend about his / her weekend.
4. go stadium with friends/3:00/see football match/boring.

5 Reading

Before you read

1. What do you know about Um Kalthum?
2. Is she still popular?



Read the text below to answer the following questions:

- ☐ 1. Are Um Kalthum's songs popular now?
- ☐ 2. What was her father's job?
- ☐ 3. Why did they dress up Um Kalthum as a boy?
- ☐ 4. How old was Um Kalthum when she moved with her family to Cairo?
- ☐ 5. Why did they go to the capital?
- ☐ 6. What did she do in addition to singing?
- ☐ 7. How many songs did she record?
- ☐ 8. When did President Nasser die?

Um Kalthum is the most popular musician of the twentieth century in the Middle East. She was immensely popular for 50 years, and her songs are still popular all over the Arab world.

She was born into a poor family. Her father was the village imam. He earned extra money by singing at marriage ceremonies and at other special occasions. He encouraged her to sing religious songs and she participated in the performances, but they dressed her up as a boy.

Um Kalthum toured the local Delta area, but in1923 the family went to Cairo in the search of a better career. Some years later, she established herself as one of the top performers in Egypt. She worked with famous Egyptian composers, recited classical poetry and acted and sang in a few musical films.

The style of Um Kalthum was based on traditional classical Arab music. She always used large orchestras, but the main force in her songs was her powerful voice. She recorded over 300 songs.

Um Kalthum died in 1975 and her funeral was described as bigger than the one of President Nasser five years earlier.

6 Word Net

Put the following words in the appropriate column. Some words may be in more than one column.

entertainer, drawing, cubism, orchestra, comedy, pianist, portrait, actor, performance, director, film industry, heavy metal, painter, composer, songwriter, acting, landscapes, classical, worldbeat, sculpture, record, picture, artist, motown.

Painting	Music	Cinema
painter	classical	acting .....
.....	.....	.....
.....	.....	.....

7 Writing

Rearrange the sentences below to write Ray Charles' biography.

___ And at the age of seven, he went completely blind.
___ In 1954, he formed his own jazz group and made his first record.
___ They named him Charles Ray Robinson.
_1_ Ray Charles was an American singer, composer, and pianist.
___ In 1939 he went to St Augustine School for the Deaf and the Blind in Florida.
___ His parents were Baily and Areatha Robinson.
___ He studied music, piano, and Braille there.
___ He was born in Albany, Georgia on September 23, 1930.
___ Charles had a serious eye disease in 1935.



Ray Charles, alse colled "The Genius," died June 10th, 2004 of liver disease.

8 Culture Slot

The majority of schools in western countries have music classes.
Researchers say: "To study music is to study the world's peoples"

Do you study music at school? If not, why not?
Do you think music is an important subject? Why or why not?

Standards targeted		Competency objectives
Interpersonal communication		Give and elicit information about past events. Talk about inventions and inventors.
Interpretive Communication	Listening	Listen for specific information. Listen and take notes. Identify the topic of a text. Identify referent based on an aural text.
	Reading	Scan for specific information. Skim for gist. Make inferences about a reading text. Recognize reference. Understand acronyms.
Presentational Communication	Writing	Write a bio sketch. Arrange scrambled sentences into a paragraph. Write short e-mail messages to friends.
	Speaking	Present research results about a scientist or an inventor.
Culture: Practice/Strategic		Identify famous Arab scientists and their contribution to the development of modern sciences.

Language development	
Grammar	Vocabulary
Question tags. Reflexive pronouns. Past Continuous vs Simple past.	Vocabulary related to science and technology. Computer related vocabulary. Word derivation.

Great scientists

1 Listen and Read (Pronunciation Practice)

Steve : Uh... You are studying for the test, aren't you?
Chris : No, I'm not. I'm just reading about some great scientists.
Steve : Oh. That sounds interesting.
Chris : Do you know Marie Curie?
Steve : The physicist? Yes, I know her. She was French, wasn't she?
Chris : No, she wasn't. Her husband was.
Steve : Eh... Where was she from?
Chris : She was from Poland.
Steve : But she married and lived in France, didn't she?
Chris : Yes, she did. She was the first woman to win the Nobel Prize.
Steve : I know. She won the physics Nobel Prize in 1903.
Chris : Yes. And eight years later, she won the Nobel Prize in Chemistry.
Steve : She was a great scientist, wasn't she?
Chris : Yes, thanks to her, cancer can be cured today.



Comprehension

Write T (true) or F (false).

☐ 1. Marie Curie was French.
☐ 2. Her husband was French.
☐ 3. She won the Nobel Prize in 1911.

2 Grammar Practice

Question Tags	
Science **is** exciting, **isn't** it?	Yes, it **is**.
You **study** science in English, **don't** you?	No, I **don't**.
Marie Curie **was** a great scientist, **wasn't** she?	Yes, she **was**.
Marie Curie and her husband **were** English, **weren't** they?	No, they **weren't**.
She **married** in France, **didn't** she?	Yes, she **did**.
Chemistry **isn't** easy, **is** it?	No, it **isn't**.
You **don't** like it, **do** you?	No, **I don't**.
Marie Curie's husband **wasn't** a scientist, **was he**?	Yes he **was**.
Marie Curie **didn't** win the Nobel Prize, **did she**?	Yes, she **did**.

a **Complete the following sentences with the correct question tag.**

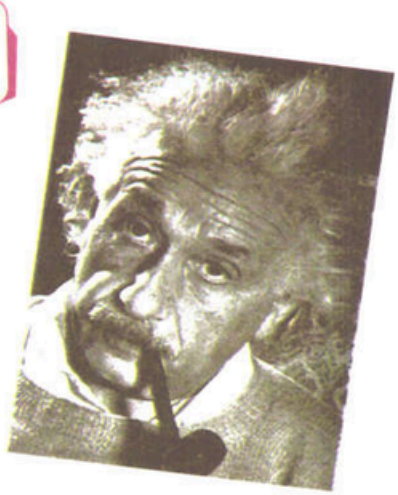
1. You like science, ...?
2. Albert Einstein wasn't an astronaut, ...?
3. Marie Curie won the Nobel Prize, ...?
4. That was in 1903, ...?
5. At that time people didn't have computers, ...?
6. The Russians weren't the first to walk on the moon, ...?
7. Physics and mathematics are difficult, ...?
8. Computer science is more interesting, ...?

b **Now have a conversation with your partner. Ask and answer the questions above.**

3 Listening

Before you listen

1. Who is the person in the picture?
2. What do you know about him?
3. Share the information with your classmates.



a **Listen and fill in the information:**

Date of birth : _____
Place of birth : _____
1st wife's name : _____
2nd wife's name : _____
Date of death : _____

b **Listen again : what happened ?**

In 1900 : _____
In 1918 : _____
In 1936 : _____
In 1921 : _____

c **Listen and take notes of additional information. Compare your notes with your partner.**

4 Communication

Giving and eliciting information about past events

Ask and answer questions to complete the missing information in your biographies.

Student A

Pierre Curie, the French physicist, was born in _____. He was famous for his work about radioactivity. In 1903, he and his wife, Marie, won _____ with another French physicist called Antoine Henri Becquerel.

Curie was born in _____ and studied and taught physics at the University of Paris. His early work was about _____. In 1880, Curie and his brother Jacques published a paper about their discovery of _____



Student B

Pierre Curie, the French physicist, was born in 1859. He was famous for his work about _____. In_____, he and his wife, Marie, won the physics Nobel Prize with another French physicist called __.

Curie was born in Paris and studied and taught physics at the University of____. His early work was about the properties of metals. In_, Curie and his brother Jacques published a paper about their discovery of the properties of crystals.

5 Reading

Before you read

1. Do you know Louis Pasteur?
2. Who was he ? What did he do?

a **Read the text and fill out Pasteur's bio sketch.**



Louis Pasteur was born on December 27, 1822 in Dole, France. He married to Marie Laurent and had five children; four girls and a boy. Three of his daughters died of typhoid fever. He graduated in 1842 from Besancon College Royal de la France with honours in physics, mathematics, Latin, and a first prize for drawing. He also attended Ecole Normale to study physics and chemistry. In 1849, he became a chemistry professor in Strasbourg.

In 1881, Pasteur began to study rabies, a deadly disease spread by the bite of animals. He spent long hours in his laboratory seeking a vaccine to prevent rabies. One day in1885, a dog infected with rabies bit a small boy named Joseph Meister. The boy's parents begged Pasteur to save their son. Pasteur hesitated to use his new vaccine on a human, but he finally accepted. After a few weeks of treatment, the vaccine worked. The boy did not get rabies.

The Pasteur Institute was opened in his honour in 1888, and Louis Pasteur served as director of the institute until his death on September 28, 1895.

Adapted from Word Book. Encyclopedia 1998

Personal information	
Name	
Date of birth	
Place of birth	
Wife's name	
Children	
Date of death	

Education and Career	
Schools attended	
1842	
1849	
1881	
1885	
1888	

6 Word Net

Read each series of words and circle the odd one out. Justify your choice.

1. chemist	physics	mathematician	doctor	scientist
2. physics	chemistry	economics	laboratory	mathematics
3. rabies	typhoid	vaccine	fever	cancer
4. polytechnic	university	college	graduation	institute
5. microscope	microbe	laboratory	experiment	vaccine

7 Writing

Use your notes in activity 3 and the questions below to write Einstein's biography.

1. When and where was Albert Einstein born?
2. Where did he study?
3. When did he graduate?
4. Who did he marry?
5. Where did he live in the US?
6. When did he get the Nobel Prize?
7. What was he famous for?
8. When and where did he die?

8 Culture Slot

a **Read this information about these scientists. What are they called in Arabic?**

1. Avicenna (980-1037) was an Arab physician, philosopher, astronomer, and poet. He wrote Canon of Medicine, which was used as a medical text for over 600 years.
2. Averroes (1126-1198) was an Arabian philosopher. He was born in Cordoba, Spain.

b **Here is some information about another Arab scientist. Who is he?**

He was a mathematician who wrote important books about algebra and arithmetic. He introduced the numeral system we use today to Europe in the mid-1100s.

Inventions

1 Listen and Read (Pronunciation Practice)

Peter : What did you do today?
John : I surfed the internet. I looked for scientific inventions.
Peter : That sounds good. What did you learn?
John : I learned that many of the inventions we see today were simply accidents?
Peter : What do you mean?
John : I mean... many scientists were working when they accidentally discovered something.
Peter : Really? Do you have an example?
John : Yes. A doctor was working on a new headache medicine when he discovered Coca Cola!
Peter : I didn't know that!
John : Here is another one: The microwave oven.
Peter : Who invented it?
John : Percy Spencer. He was working with radar when the microwave energy melted the chocolate bar in his pocket.
Peter : That's interesting! Anything else?.
John : Yes. Do you know Constantin Fahlberg?
Peter : No. Who is he?
John : He was a chemist.
Peter : What did he discover?
John : He was working in his lab when a substance spilled onto his hand. He tasted it and found it to taste sweet!
Peter : So?
John : So saccharin, the first artificial sweetener was born. This was in 1879.



Comprehension

Write T (true) or F (false).

☐ 1. There are four inventions in the dialogue.
☐ 2. The doctor had a headache when he discovered Coca Cola.
☐ 3. Percy Spencer wanted to invent the microwave oven.
☐ 4. Constantin Fahlberg discovered saccharin by chance.

2 Grammar Practice

Past continuous vs Simple past

When I *was surfing* the internet last night, I *found* an interesting article on modern inventions.
While the scientist *was working* in his laboratory, he *made* an important discovery.
The children *were playing* video games on their computer when the lights *went* out.
A: What *were you doing* at 9:00 last night? **B:** I *was talking* on the phone.

Put the verbs in brackets in the correct tense.

We had a very unlucky day yesterday:

- When my mother (do).....the laundry, the washing machine suddenly (stop).....
- I (buy)..... some CDs at the department store when someone (steal)..... my wallet.
- My father (work)..... on his computer when the memory (go) ..... out.
- While my elder brother (take) .....some pictures, he (drop) .... his new digital camera.
- My younger sister (watch) ..... TV when the electricity (go) ..... out.
- My younger brother (have) ..... a bad accident while he (drive) ..... and (talk) ..... on his cell phone.
- When my elder sister (vacuum)....., she (have)..... a bad electric shock.

3 Listening

Before you listen

Which invention do you think was the most important? Why?

a **Listen and fill in the name and the date of the invention.**

Inventors	What ?	When ?	What were they doing ?
A group of chemists			
William Perkin			
Felix Hoffman			
Alexander Fleming			
Edward Land			

b **Listen again and write down what the scientists were doing.**

4 Communication

Talking about past events

Who invented .....?
What did ..... invent?
When did ..... invent the .....?
Do you know who .....?

Role play: student B turn to page 98 and look at your cue card.

Student A: Have a conversation with your partner. Ask and answer questions about the missing information.

Example: **A:** Who invented the modern escalator?
B: Charles Seeberger.

Student A

Year	Inventor	Invention
1900		The modern escalator
	King Camp Gillette	
1902	Hubert Booth	The modern vacuum cleaner
		Neon light
	Willis Carrier	The air conditioner
1903	Mary Anderson	Windshield wipers
	Thomas Suillivan	
1906	William Kellogg	Cornflakes
		The first piloted helicopter
	G. Washington	Instant coffee
1910		The first talking motion picture
1913	Gideon Sundback	The modern zipper
	John Larson	
1922		Insulin

Inventors :
- George Claude.
- Paul Cornu.
- Charles Seeberger.
- Sir Frederick Banting.
- Thomas Edison.

Inventions :
- The lie detector.
- The safety razor.
- Tea bags.

5 Reading

Before you read

1. Make a list of five of the most famous inventors in history.
2. What did they invent?
3. What do you think about their inventions?

a **Read the text and write T (True) or F (False).**

☐ 1. Thomas Edison was the only child of his family.
☐ 2. He didn't spend much time at school.
☐ 3. Edison made his first important invention while he was working in Port Huron.
☐ 4. His most important invention was the vote recorder.



Thomas Edison, the American inventor, was born in Milan, Ohio, on February 11, 1847. He was the seventh and youngest child of Samuel and Nancy Elliott Edison. Edison received very limited school education. He attended school for only three months but his mother, a former teacher, guided his learning. When he was 12 years old, he began selling newspapers, candy, and sandwiches on trains between Port Huron and Detroit. Later, he hired others to work for him selling goods on the trains to spend his spare time experimenting with electrical and mechanical apparatus.

While he was working as a telegraph operator in Port Huron, he made his first important invention, a new telegraphic instrument. Later, while he was working in Boston, he invented a vote recorder.

Edison earned $40,000, and with this money he established his own laboratory in 1876. In 1877, Edison announced his invention of a phonograph. Two years later he exhibited publicly the electric light bulb, his most important invention.

Edison was suffering from several illnesses when he died in bed, at his home on Oct. 18, 1931.

Adapted From Word Book Encyclopedia 1998

b **Read the text again to answer these questions.**

1. Who helped Thomas Edison with his studies?
2. Why did he hire others to sell goods on the trains?
3. In which year did he invent the electric light bulb?
4. How old was he when he died?

6 Word Net

Write the nouns for the following verbs. Follow the example.

1. analyze : .....
2. announce : .....
3. develop : .....
4. discover : .....
5. exhibit : .....
6. experiment : .....
7. graduate : ...*graduation*.....
8. infect : .....
9. invent : .....
10. publish : .....

7 Writing

Reorder the following sentences to write a paragraph about how potato chips were invented. There is one sentence which you must NOT include in your paragraph.



____ **a.** He said that they were not thin enough and cooked enough.
____ **b.** A chef cook invented them.
____ **c.** The chef got very angry and sliced the potatoes paper-thin, and cooked them for a long time.
____ **d.** The customer did not like the potatoes and sent them back.
____ **e.** He wanted to teach the customer a lesson, but he got a very big surprise : the customer liked the potatoes and asked for more.
____ **f.** This is how potato chips were born !
_ 1 _ **g.** The invention of potato chips was accidental.
____ **h.** Many people like potatoes.
____ **i.** One day, the chef was working when one of the customers ordered potatoes.
____ **j.** The chef prepared another dish of potatoes, but the customer reacted in the same way.

8 Culture Slot

Who invented Sandwiches?

The inventor of Sandwiches is a British person called the Earl of Sandwich. He liked to play cards. One day in the 1700s, he was busy playing cards, and did not want to go to eat. So, he ordered someone to bring him some food between two slices of bread. In this way, he could eat as he was playing cards. This is how sandwich, as a form of fast food, was born.



1. Do people in Morocco eat sandwiches?
2. If yes, where and when do they eat them?
3. Who usually eats them? Young people or older ones?

Proverb: Necessity is the mother of invention.

Discuss the following proverb and find its Arabic, Amazigh or French equivalents.

New technologies

1 Listen and Read (Pronunciation Practice)



Melissa : You know what? I visited your website yesterday.
Jane : Oh, Really? How did you like it?
Melissa : It looked very nice. Who made it for you?
Jane : I did. I made it myself.
Melissa : I can't believe that! It looked so professional.
Jane : You know? It's very easy to make a website.
Melissa : Can you help me make one?
Jane : I don't think you need me. You can do it yourself; you just have to follow some instructions.
Melissa : Oh, Ok. You have the instructions, don't you?
Jane : No, I don't. Everything is on the net. I'll send you an e-mail with more information.

Comprehension

1. What did Melissa do yesterday?
2. How did she find Jane's website?
3. Who helped Jane create her website?
4. Does Melissa know how to make a website?
5. What can she do to make one?

2 Grammar Practice

Reflexive pronouns	
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

Alan usually fixes his computer by *himself*.
My sister connected her new VCR *herself*. Nobody helped her.
I can load my camera *myself*. It's very easy.

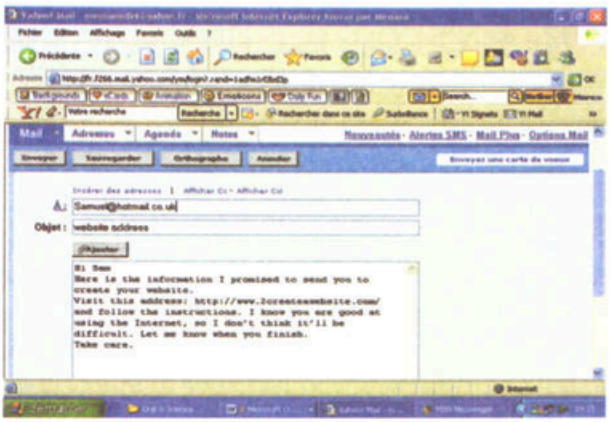
Fill in the blanks with the appropriate reflexive pronoun.

1. Albert Einstein taught ..... Euclidian geometry when he was 12 years old.
2. Before the invention of TV people occupied ..... with reading books.
3. Alice burned ..... when she was using her microwave.
4. You can install the program ....., Jim. Just follow the instructions on the screen.
5. I am saving money because I want to buy..... a computer.
6. You don't need to remove the CD. The CD player stops by .....
7. Jane: Mum, Betty and I have a school project. Can you help us do it?
   Mother: You have to do it ..... Use the Internet for information.
   Jane: OK, Mum. We'll try and do it .....

3 Listening

Before you listen

1. What is e-mail ?
2. How many people do you think use e-mail ?



a **Listen and choose the best title for the passage.**

1. Ray Tomilson.
2. e-mail.
3. communication.

b **listen again and write T (true) or F (false).**

☐ 1. E-mail is the biggest communications invention.
☐ 2. Ray Tomilson invented the sign @ in 1972.
☐ 3. E-mail has a big influence on our lives.

c **What do these numbers refer to? Listen again and take notes.**

1. 50 million: .....
2. 2000 million: .....
3. 12 billion: .....

4 Communication

Talking about inventions and inventors
Who invented .....?
What did ..... invent?
When did ..... invent the .....?
Do you know who .....?

Role play: Student A turn to page 95 and look at your cue card.

Student B: Have a conversation with your partner. Ask and answer questions about the missing information.

Example: **B:** When did Charles Seeberger invent the modern escalator?
A: In 1900.

Student B

Year	Inventor	Invention
	Charles Seeberger	The modern escalator
1901	King Camp Gillette	The safety razor
	Hubert Booth	
1902	George Claude	Neon light
		The air conditioner
	Mary Anderson	
1904	Thomas Suillivan	Teabags
		Cornflakes
1907	Paul Cornu	The first piloted helicopter
1909		Instant coffee
	Thomas Edison	The first talking motion picture
	Gideon Sundback	
1921	John Larson	The lie detector
	Sir Frederick Banting	Insulin

Inventors :
- William Kellogg.
- Willis Carrier.
- G. Washington.

Inventions :
- The vacuum cleaner.
- The modern zipper.
- The windshield wiper.

5 Reading

Before you read

1. Who is the person in the picture?
2. What do you know about him?



Read the text to answer the questions below.



BILL GATES

William Henry Gates (Bill Gates), cofounder, chairman, and chief executive officer of Microsoft, was born in Seattle in 1955. In 1970, he created his first software company with his classmate Paul Allen. In 1975, **they** began to design programs for personal computers and in the same year, they co-founded Microsoft, the world's largest developer and publisher of software programs for personal computers.

In 1980, International Business Machines Corporation (IBM) chose Microsoft to develop the operating system for ***its*** first personal computer, the PC. An operating system is a special type of program that contains instructions for the operation of the computer. Gates devised the Microsoft Disk Operating System (MS-DOS) for IBM. Millions of copies of MS-DOS were sold for use in IBM and IBM-compatible PC's.

Under Bill Gates' supervision, Microsoft continued to develop and expand. In 1985, the company started **its** PC programs called Windows. These innovative programs make it possible for the users to perform multiple tasks through "windows" on the computer screen and to issue commands by pointing at symbols on the screen instead of typing instructions.

a **How old was Bill Gates when he created his own company?**

b **Match the dates with the appropriate events.**

1. 1955	a. Bill Gates and Paul Allen created Microsoft.
2. 1970	b. Bill Gates' year of birth.
3. 1975	c. Bill Gates created Windows.
4. 1980	d. Microsoft started working for IBM.
5. 1985	e. Bill Gates and Paul Allen created their first company.

c **What do these acronyms stand for?**

1. MS-DOS: .....
2. IBM: .....
3. PC: .....

d **The words below are underlined in the text. What do they refer to?**

Paragraph 1: they: .....
Paragraph 2: its : .....
Paragraph 3: its : .....

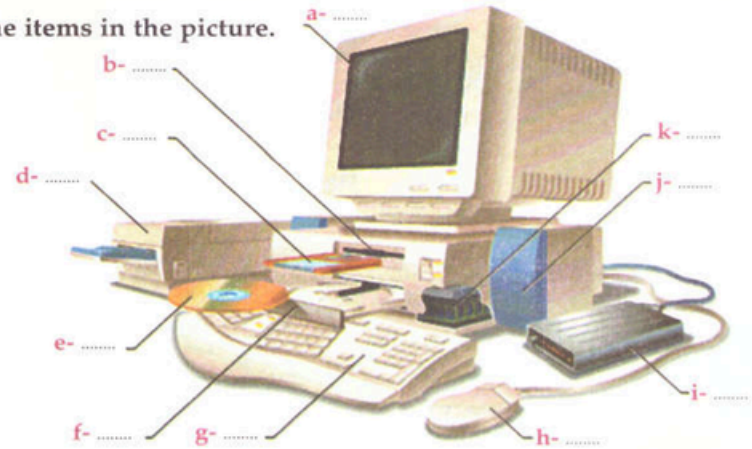
e **Write T (true) or F (false) in the appropriate box.**

- ☐ 1. Microsoft is a company that designs computers.
- ☐ 2. IBM created MS-DOS.
- ☐ 3. Before the invention of windows, computer users had to type instructions.

6 Word Net

Use the following words to label the items in the picture.

1. CD-ROM
2. CD-ROM drive
3. disk drive
4. floppy disk
5. keyboard
6. memory
7. modem
8. monitor
9. mouse
10. printer
11. speaker



7 Writing

Read Tom's e-mail to Melissa, then write Melissa's answer using the questions below :

1. Was it easy to find the website on the net?
2. Were the instructions clear?
3. How many steps were there?
4. Which step(s) was the most difficult?
5. How much time did it take you to create the site?
6. What's your website address?



8 Culture Slot

Computer related idioms:

What do these expressions mean?

1. My computer has a virus.
2. My friend is a computer freak.
3. My computer is out of memory.
4. My brother's hobby is surfing the Internet.

- Do you have a computer at home?
- Do you have an Internet connection?
- What are the negative and positive effects of the Internet?

My favourite artist

a **In groups of four, Use the Internet, encyclopaedias, magazines ... etc to find:**

1. A picture/poster of a Moroccan or foreign artist.
2. A picture/poster of a Moroccan or foreign inventor/scientist.
3. Write information about them. Follow the examples below.

b **Be ready to stick your projects on the classroom wall. The class will vote to select the best posters.**



Robert Nesta Marley was born on February 6, 1945 in a small village in Jamaica. His father was a white British Naval Officer named Norval and his mother, Cedella Booker, was an eighteen-year-old black girl from Jamaica. His father left the family soon, so Bob didn't remember much of him. Bob grew up in the rural area of St. Ann, Jamaica. He left school and moved to Kingston when he was a teenager.

His favourite artists were Ray Charles, Fats Domino, and Curtis Mayfield. Bob spent all of his free time practising music with his good friend Bunny.

He died on 11 May 1981 in Miami after a long battle with cancer. His body was returned to Jamaica where it was placed in a specially constructed mausoleum at his birthplace, Nine Miles.

My favourite inventor/scientist



Name: Henry Ford
Birth Date: July 30, 1863
Death Date: April 7, 1947
Place of Birth: Dearborn, Michigan, United States
Nationality: American
Occupations: industrialist, businessman, founder

The oldest of six children, Henry Ford was born on July 30, 1863, on a big farm near Dearborn, Michigan. He attended school until the age of 15, but he didn't like farm life. He preferred working with machinery. In 1879 Ford left for Detroit. He became an apprentice in a machine shop. During his apprenticeship he received $2.50 a week, but room and board cost $3.50 so he worked hard at nights repairing clocks and watches. He later worked for Westinghouse, locating and repairing road engines.

After founding the Ford Motor Company, the American industrialist Henry Ford (1863-1947) developed a system of mass production of cars.

Grammar Practice

a **Complete the paragraph with the correct form of the verbs in brackets.**

Paula Nunez (be) ..... born in Argentina in 1980. She (begin) ..... school when she (be) .....six years old. She (go) .....to high school, but she (not go) .....to university. When she (be) .....16, her family (move) .....to the USA. When she (arrive) .....there, she (not be)..... very happy because she (miss) .....her friends back in Argentina, and she (not speak) .....one word of English. She (start) .....to take English lessons at night, and (work) .....in a film studio during the day. One day, while she (work) .....at the studio, a film director (notice) .....her and (offer) .....her a part in his film. Paula is a famous actress now.

b **Complete the sentences with question tags and write the answers.**

1. Paula began school when she was six, ...
2. She didn't go to university, ...
3. She was happy when she first arrived in the USA, ...
4. Her parents are in Argentina now, ...
5. She didn't work in a film studio, ...
6. Paula is a famous actress now, ...

Vocabulary

Which of these words are related to arts and which are related to science and technology? Are there any words which belong to both fields?

landscapes – experimentation – inventor – laboratory – entertainer – composer – cubism – vaccine – infection – printer – keyboard – exhibition – disk drive – rabies – sculpture – chemistry – microbe – discovery – portrait – impressionism – microscope – floppy disk

ARTS	SCIENCE AND TECHNOLOGY

Communication

a **Pair work: Interview a classmate and take notes. Use the questions below and your own questions.**

1. When and where were you born?
2. Where did you grow up?
3. When did you go to elementary school?
4. What did you look like?
5. Did you have many friends?
6. What did you do with your friends?
7. Did you like school?
8. Who was your favourite teacher? Why?
9. What was your favourite subject? Why?
10. What did you do in your free time?

b **Use your notes and tell the class about your classmate.**

Standards targeted		Competency objectives
Interpersonal communication		Respond verbally to visual inputs. Talk about environment issues. Ask questions about different matters. Express possibility and opinions. Agreeing / Disagreeing.
Interpretive Communication	Listening	Listen for details. Identify the setting of a text. Listen and take notes.
	Reading	Recognize cause and effect. Identify main idea of a text. Deduce the meaning of unfamiliar words from the context. Make predictions about a reading text.
Presentational Communication	Writing	Review, edit and rewrite own work. Write a formal letter.
	Speaking	Present dos and don'ts related to ecology.
Culture: Practice/Strategic		Identify different ecological issues and their effects on the environment.

Language development	
Grammar	Vocabulary
Present perfect with: yet, already, ever, never. Present perfect vs Simple past. May = could (possibility.	Vocabulary related to environment issues (all forms of pollution, deforestation, desertification… etc).

POLLUTION

1 Listen and Read (Pronunciation Practice)

Sandi : Say, David, would you like to go jogging?
David : Oh, sorry I can't. I have to finish a presentation for the science class tomorrow.
Sandi : Can I help ? What is it about?
David : Pollution. I'm browsing the Internet for ideas.
Sandi : Have you found any information yet ?
David : Yes, I' ve already written the outline, but I need to develop some ideas.
Sandi : what are you going to talk about ?
David : Have you ever heard of noise pollution?
Sandi : Noise pollution? I've never heard of that!
David : Many people don't know about it. You know? It can cause serious health problems.
Sandi : Oh, really? Like what?
David : High blood pressure and sleep loss, for example.
Sandi : You know what? We are very lucky to live in a small town.
David : Yeah. I think we are too.



Comprehension

a **Answer these questions:**

1. Why can't David go jogging?
2. What is his presentation about?
3. Where do Sandy and David live?
4. Do they like it? Why?

b **Write T (true) or F (false).**

☐ 1. David has finished his presentation.
☐ 2. He has finished the outline of the presentation.
☐ 3. Sandy can help David.

2 Grammar Practice

Present perfect with: yet, already, ever, never

A: Have you found any information about pollution *yet*?
B: Yes, I have *already* surfed the internet, but I haven't taken any notes *yet*.
A: Have you *ever* heard of the greenhouse effect?
B: No, I have *never* heard of that.

a **Read the sentences in the conversation above and answer the question below.**
In which sentences are *yet*, *already*, *ever*, and *never* used? Check the appropriate box.

	Yet	Already	Ever	Never
Affirmative				
Negative				
Interrogative				

b **Complete the sentences with the correct form of the verbs in brackets.**

1. **Mother:** ..... you ..... out the garbage yet, Debbie? (take)
   Debbie: Yes, I ..... already ..... It out, but the garbage truck ..... it yet. (take / not collect)
2. **Teacher:** ..... anybody in class ever ..... to the Amazon forest? (go)
   Tom: I ..... never ..... there, but I ..... already ..... a documentary about it on TV. (be / see)
3. **Bill:** ..... your father ..... writing that book on desertification yet? (finish)
   Jack: Yes, he .....already ..... it. It's in the bookstores now. (publish)
4. **Mary:** .....you .....the environment program yet? (start)
   Kate: Yes, we .....already .....the beach. (clean). Next week, we are planting trees in the park.

3 Listening

Before you listen

1. Look at the pictures: what kind of pollution is this?
2. What are the causes of this pollution?
3. What are the effects?







a **Listen and check (√) the causes of pollution mentioned in the talk.**

- ☐ 1. population growth
- ☐ 2. waste from factories
- ☐ 3. fertilizers and insecticides
- ☐ 4. sewage
- ☐ 5. oil spills
- ☐ 6. chemicals to treat sewage
- ☐ 7. Garbage



b **Listen again and fill in the chart with the appropriate statistics.**
How much water does it take to…

brush your teeth?	
to wash your car?	
to flush the toilet?	
to take a shower?	
to use the washing machine?	

4 Communication

a **Practise this conversation :**

A : Have you ever travelled alone ?
B : Yes, I have.
A : When did you do that?
B : Last year.
A : I have never travelled alone, but I'll do it very soon.

b **Role play: Mask your partner's cue card, look at your own card and follow instructions to have more conversations.**

Student A

1. Ask B if he/she has done the following:
   a. cook couscous.
   b. visit the zoo.
   c. plant a tree.

2. Answer B's questions. You ...
   a. washed father's car this morning.
   b. Camped in the forest last month.
   c. swam in the river last summer.

3. Ask B your own questions.

Student B

1. Answer A's questions. You ...
   a. cooked couscous last Friday.
   b. visited the zoo last summer.
   c. planted a tree last month.

2. Ask A if he/she has done the following:
   a. wash father's car.
   b. camp in the forest.
   c. swim in the river.

3. Ask A your own questions.

5 Reading

Before you read

1. What are the causes of air pollution ?
2. What are the effects?
3. What solutions do you suggest to reduce air pollution?



Air pollution has negative effects on people, animals and plants. It can cause minor health problems such as eye and throat irritation, but it has more alarming effects such as cancer and damage to the respiratory systems.

A recent research has shown that air pollution may cause brain damage. In this research, scientists have exposed 200 dogs to air pollution in Mexico City, one of the most polluted cities in the world. As a consequence, the dogs have developed damaged brain cells. The researchers say that the dogs have brain problems similar to those of human Alzheimer's patients. In a separate study in Canada, researchers have exposed human volunteers to air pollution in a laboratory. The results show a link between air pollution and heart problems.

There is a lot of air pollution now because of factories and traffic jams in cities. However, Air pollution is not just a city problem. The toxic pollutants from cars and factories travel for long distances and affect lakes, rivers, and forests

a **Choose the best title for the passage:**

1. Air Pollution and Brain Damage.
2. The Causes of Air Pollution.
3. The Effects of Air Pollution.

b **Answer the following question :**

1. How many experiments are mentioned in the passage?
2. Which experiment took place in Mexico?
3. Why do you think the researchers chose Mexico?

c **Read the statements below and write T (true) or F (false).**

- ☐ 1. Air pollution affects people and the environment.
- ☐ 2. Air pollution is a problem of the city only.
- ☐ 3. The experiment on dogs has proved that air pollution affects the brain.
- ☐ 4. Air pollution causes Alzheimer's disease.

d **Find in the text words which mean almost the same as :**

1. Consequences.
2. Not very serious.
3. Dangerous.
4. Relation.
5. Poisonous.

6 Word Net

There are 20 words in this puzzle. All of them are related to nature and the environment. Find the words and write them down. The words read horizontally and vertically.

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

7 Writing

A journalist is asking you questions about pollution in your city. Answer the journalist's questions. Give as much information as possible.

A: What kind of pollution is more dangerous? Water pollution or air pollution?
B: .....
A: Why do you think so?
B: .....
A: What are the causes of this pollution?
B: .....
A: There are certainly many negative effects. Can you mention some of them?
B: .....
A: Has the government and/or people done something to change the situation?
B: .....
A: What do you think people must do to change the situation?
B: .....

8 Culture Slot

Statistics show that the average American produces about 4 pounds of garbage every day! That's 1460 pounds per person every year. Multiply that by the number of people living in the United States, and you'll realize that Americans throw away about 210 million tons of garbage each year.



1 pound = 453.592 grams

How much garbage do you think the average Moroccan family produces everyday?

DEFORESTATION

1 Listen and Read (Pronunciation Practice)

Stop cutting down our forests!

The damage people have done to the environment is considerable. By cutting down trees, people have destroyed animal habitats. They have also taken away a source of oxygen. In Morocco, nearly half the argan forest disappeared in the 20th century. This has caused vast desertification in the region.



Aicha



Pam

Most of us don't see the effect that our consumption of paper has on forests. Since 1970, industrial companies have destroyed over 14% of the Amazon rainforest. This is about the size of France. Amazing! By using as much paper as we do, we destroy a forest the size of a football field every two seconds- over 43,000 football fields every day!

Comprehension

Write T (true) or F (false).

1. ☐ Aicha mentions three effects of deforestation.
2. ☐ We consume too much paper.
3. ☐ Pam says that companies have destroyed forests in France.
4. ☐ In one minute we destroy a forest the size of 30 football fields.

2 Grammar Practice

Present perfect vs Simple past
A: Have you ever seen a documentary on the Amazon? **B:** Yes I have. I saw it last month.
A: Have you written the report on deforestation yet? **B:** Yes I have, I wrote it yesterday.
A: The city council have already started the anti pollution campaign. **B:** Really? When? **A:** They started it last week.

a **Complete the conversations with the correct form of the verbs in brackets.**

1. **A:** ..... you ever ..... a camel? (ride)
   B: Yes, I ..... I ..... one last summer when I ..... in the Sahara. (ride /be)
2. **A:** ..... your father .....the garden yet? (finish)
   B: Yes. He ..... some flowers yesterday, but he ..... them yet. (plant / not water)
3. **A:** .....John ..... that report on the African gorillas yet? (finish)
   B: Yes, he ..... He ..... it last week. He .....already ..... another one on the pandas. (finish / begin)
4. **A:** .....firefighters ..... out that forest fire yet? (put)
   B: Yes, they ..... They ..... it out last night. (put)
5. **A:** .....your school ever ..... in an environment project? (participate)
   B: Yes. We ..... 1000 trees in our neighbourhood last month.(plant)

b **Write two things you have never done, two things you want to do but haven't done yet, and two things you have already done to help the environment.**

3 Listening

Before you listen

Read the paragraph below and anwer the following questions.



The argan tree is a unique important component of southwest Morocco, between Essaouira and Agadir, in an area covering about 800,000 hectares. There are about 21 million trees, but 50% of the argan forest has disappeared because there is a big demand for charcoal and land for agriculture. That's why in 1999, UNESCO admitted the argan forests into the World Biosphere Reserve Network.

Where does the argan tree grow ?
What are the benefits of the tree ?
What must we do to preserve it ?

a Now listen to the report about the argan oil and write T (true) or F (false) in the appropriate box.

☐ 1. The berbers have never used argan oil as medicine.
☐ 2. Scientific research has proved the health benefits of argan oil.
☐ 3. Argan oil is popular in America and Europe.
☐ 4. You can buy argan oil through the Internet.



b Listen again and check (√) the correct answer.

1. The speaker says that argan oil can treat.
☐ **a.** acne.
☐ **b.** wrinkles.
☐ **c.** bad colds.

2. Which one of these companies is NOT mentioned in the talk ?
☐ **a.** Yves Rocher.
☐ **b.** Nivea.
☐ **c.** Colgate.

3. How much is a liter of argan oil in the south of Morocco ?
☐ **a.** $200.
☐ **b.** $5.

4 Communication

a Practise this conversation :

A : Have you done your homework yet?
B : Yes, I have already done it.
A : Lucky you! When did you do it?
B : I did it this afternoon.
A : I haven't done it yet. I need to do it right away.

b Role play: Mask your partner's cue card, look at your own card and follow instructions to have more conversations.

Student A

1. Ask B if he/she has done the following:
   a. write essay about water pollution.
   b. water the garden.
   c. clean the room.

2. Answer B's questions. You …
   a. finished the project yesterday.
   b. read the article last week.
   c. took the garbage out in the evening.

3. Ask B your own questions.

Student B

1. Answer A's questions. You …
   a. wrote the essay yesterday.
   b. watered the garden this afternoon.
   c. cleaned your room this morning.

2. Ask A if he/she has done the following:
   a. finish the project about rain forests.
   b. read the article about oil spills.
   c. take the garbage out.

3. Ask A your own questions.

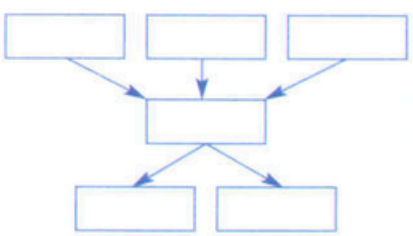
5 Reading

Before you read

1. What is deforestation?
2. What are the causes and effects of deforestation?

a **The digram below summarizes the causes and effects of deforestation. Read the text and complete the diagram with the appropriate ideas from the list. Write only the correct letter in each box.**

a. Animals and plants disappear.
b. Clearing land for agriculture and cattle.
c. Deforestation.
d. Droughts.
e. Forest fires.
f. People cut down trees.



Deforestation: Causes and Effects



The statistics are alarming. More than 80 percent of the Earth's natural forests have already disappeared. Up to 90 percent of West Africa's coastal rain forests have vanished. In Brazil and Indonesia, which contain the world's two largest areas of rain forest, the number of trees is decreasing rapidly. All this is the consequence of logging, fires, and land-clearing for agriculture and cattle-grazing.

Seventy percent of the Earth's land animals and plants reside in forests. So, one of the consequences of deforestation is the loss of living space. Secondly, rain forests help generate rainfall in many countries. Studies have shown that destruction of rain forests in such West African countries as Nigeria, Ghana, and Côte d'Ivoire has caused about twenty years of droughts in the interior of Africa.

b **Find in the text words which mean the same as:**

1. terrifying.
2. disappeared.
3. on the seaside.
4. diminishing.
5. cutting down trees.
6. live.
7. cause.
8. absence of rain.

6 Word Net

Complete the sentences with appropriate words from the list.

rainfall	species	land	drought
desertification	rain forests	deforestation	rain.
oxygen	trees	logging	

1. The massive _____ and the destruction of other vegetation in the tropical _____ have decreased the _____ in the air. By cutting down _____ and plants in these forests, some animal _____ have also disappeared.
2. The _____ for the purpose of heating or cooking in the Southeast of Morocco has resulted into arid or deserted _____ causing an alarming _____ in the area.
3. The yearly _____ in the desert is usually less than that in the tropical areas where _____ is very heavy almost all the year. For this reason, many people leave their villages because of these long periods of _____.

7 Writing

Write a list of things you must do and mustn't do when you go camping in a forest.

I must	I mustn't
Example: I must put out the fire before I leave the forest.	*Example: I mustn't cut down trees to make a fire.*
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

8 Culture Slot

Plant and animal life become endangered because of deforestation, hunting and pollution. Now, more than 4,000 species are considered threatened. For example, elephants disappeared from southern Africa about 80 years ago because of hunters.

What species have disappeared in Morocco? Why?

SAVE THE PLANET

1 Listen and Read (Pronunciation Practice)

RAIN FORESTS



They're really half a world away
There's nothing we can do.
"Rain forests" may be just two words
To kids like me and you.
They're really somewhere over there.
I may not even see
A Rain Forest in my entire life.
What should it mean to me?
I know that in these Rain Forests
That I may never see,
Half the world's plants, animals and insects
Living in harmony.
I know that trees are being cut.
Faster than we know.
These trees are where the creatures live,
So now where will they go?
So, I know they're half a world away
Rain Forests I can't see.
But I can learn and understand
Because the future starts with me.

You can make a difference.

Comprehension

Write T (True) or F (False).

1. The writer of the poem is an old man.
2. It's difficult for animals to live in the Rain forest.
3. Man is destroying Rain forests.
4. Everybody can help to save Rain forests.

2 Grammar Practice

May for possibility in the present or future.

Take your coat! It *may* turn cold in the evening.
Don't drink that water. It *may* be infected
The earth's temperature *may* rise because of the greenhouse effect.
Don't throw away those newspapers. You *may* use them to clean your windows.

Match the clauses in column A with the appropriate information in column B.

1. What you throw out in your garbage….	a. you may risk getting cancer.
2. Water pollution in rivers, lakes and seas….	b. we keep hunting them.
3. The Maamora forest may disappear ……	c. if people continue cutting it down.
4. If we don't protect some species, …	d. they may become extinct.
5. If you use low-energy light bulbs, ……..	e. may be recycled and reused.
6. People may save money and energy if ….	f. you may save electricity.
7. If you live in a polluted city, ……	g. if they walk or ride bicycles to work.
8. Elephants may disappear from Africa if ….	h. may kill fish and other organisms.

3 Listening

Before you listen

1- Do you think it's too late to save the planet ?
2- What can we do to have a clean and healthy environment ?

a **Listen and write T (true) or F (false) in the appropriate box.**

1. New technologies have changed the world positively and negatively.
2. It is too late to solve the problems caused by pollution.
3. Pollution is the responsibility of the government.

b **What are the solutions proposed by the speaker ? Listen again and check (√) the appropriate box.**

To improve the quality of life on earth

1. Don't drive cars.
2. Take the bus or the train when possible.
3. When you leave a room, switch off the light.
4. Don't watch television everyday.
5. Use water economically.
6. Don't throw paper and alluminum products.
7. Use bottles instead of plastic.
8. Plant trees.
9. Don't use products with chlorofluorocarbons.



4 Communication

Expressing Possibility

Fish and other sea organisms *may* die because of oil spills.
I think it *may* be dangerous to live near a nuclear power plant because of radiation.
Every body *could* possibly help save the planet. For example people *may* teach their children to care for their environment inside and outside their homes. The government *could* pass laws to minimize pollution in all its forms. Businesses *may* improve the quality of their products.

a **Practice this conversation:**

A: Do you think it's too late to save the planet?
B: I'm not sure, but it *may* be too late.
A: Why do you think so?
B: People are not doing anything to save it.
A: What do you think they can do?
B: They *could* plant more trees.

b **Role play: Look at your own cue card and follow the instructions to have a conversation with your partner.**

Student A

1. Ask B his / her opinion about the rivers.
2. Answer B's questions. You think it is possible to save the seas, but people must find a solution to oil spills.
3. Ask B questions about the birds.
4. Answer B's questions. You think it is possible to save the fish if people stop polluting the sea.

Student B

1. Answer A's questions. You think it is possible to save the rivers if people stop throwing garbage there.
2. Ask A his / her opinion about the seas.
3. Answer A's questions. You think that it is possible to save the birds if people stop logging trees.
4. Ask A his / her opinion about the fish.

5 Reading

Before you read

Read the title of the article below :
What do you think the article will be about ?

a **Read the scrambled four paragraphs of the article and put them in the correct order. Write numbers 1-4 next to the appropriate paragraphs.**

King Mohammed VI of Morocco calls for African conference on environment

Morocco-Regional, Environment, 6/30/2004



___ a. The sovereign, who finished his Senegal visit and African tour Tuesday afternoon, has called for a conference to think of a program to protect the environment in Africa.

___ b. The royal suggestion is also about finding solutions to water pollution, forest devastation, and desertification, as well as extinction of some species of the African fauna.

___ c. King Mohammed VI of Morocco has proposed the holding of an African conference on environment during the talks with the heads of States during an African tour that took him from June 15-29 to Benin, Cameroon, Gabon and Senegal.

___ d. The heads of State of the five African countries have all praised the suggestion. The African countries suffer from environment degradation with negative social and economic consequences. So, the call for an African conference will make future generations more concerned with ecology.

(Adapted from Arabic News.com)

b **Find in the article words which mean the same as :**

1. king
2. proposition
3. animals
4. organisation
5. discussions
6. extermination
7. accepted
8. types

c **Answer the following questions :**

1. How many environmental problems are mentioned in the article ?
2. As a class suggest ideas to solve these problems.

6 Word Net

Rearrange the letters to write words related to environment.

1. envitronmen: environment
2. colegyo: .....
3. loupliton: .....
4. fresto: .....
5. savantodite: .....
6. heart: .....
7. piecess: .....
8. regadadnoti: .....
9. cyclering: .....
10. metalic: .....
11. stanpl: .....
12. manalis: .....
13. stationcerfiode: .....
14. anafu: .....
15. nicotinext: .....
16. arin ofstres: .....
17. genyox: .....
18. clapsit: .....

7 Writing

a **Study the formal letter below and answer the following questions:**

1. Who sent the letter?
2. When did he write it?
3. Who did he send it to?
4. Why did he write the letter?
5. How many reasons did he mention?
6. What action did he propose?

Stock Village Residents' Association
124, Spring Drive
Stock Village, NS 45715

February 1, 2005

Mr Robert Clegg
Stock Chemical Corporation
Stock Village, NS 45715

Dear Mr Clegg,

I am writing to inform you that the residents of Stock Village do not agree with your decision to expand the chemical factory. We feel that this is an irresponsible decision and there are many reasons why we do not accept that.

Firstly, this extension will automatically lead to more waste in the river, and you know that our river has already reached an alarming level of pollution. The water is contaminated and many types of fish are in danger of extinction

Secondly, we have heard that you want to build two more chimneys. This means that there will be more toxic gases and more health problems in our community.

Finally, there have been two serious accidents at the factory this year. In one, a worker from our community died and others were badly injured. In the other, two farmers lost dozens of sheep because chemical waste polluted their fields.

Because of all this, all the people of our village have come together to oppose your plans, and fight for a clean and healthy environment. Our association wants you to attend the meeting of Monday March 12th to discuss possible solutions to these problems.

Yours faithfully,

Peter Smith, President
Stock Village Residents' Association

b **You are the president of the English School Students' Association. Write a letter to Mr Sean Downy, director of the school, to complain about the bad conditions you study in. Use the information below:**

The English School Students' Association
45 Almassira Street
Rabat

The English School
12 Aljoulane Avenue
Rabat

Reason for writing: to complain
Some reasons ..... : a. The school is very dirty.
b. There are not any dustbins.
c. There is no running water in the toilets.
Action..... : Hold a meeting to discuss the subject.

8 Culture Slot

The Marine Conservation Society and various other organisations are trying to make a difference. Last year over 2,000 volunteers collected over 250,000 pieces of rubbish from UK beaches.

In Morocco, Professor Zoubida Charrouf, professor at the Rabat University, has created Targanine, a cooperative network to save the argan forest. Local populations are learning how to protect the argan forest and how to produce argan oil.

Do you know of any other national or international environmental organisations?

What are they? What do they do to protect the environment?

Standards targeted		Competency objectives
Interpersonal communication		Make a rehearsed oral presentation. Talk about surveys. Talk about major economic issues. Ask for and give directions.
Interpretive Communication	Listening	Identify main idea of a text. Answer factual questions based on an aural text. Listen for details. Listen for gist.
	Reading	Deduce meaning of unfamiliar words from the context. Recognize reference. Answer factual questions. Make predictions about a reading text. Analyse and interpret graphs, statistics, and figures.
Presentational Communication	Writing	Complete sentences by supplying the missing words. Write short messages to a friend.
	Speaking	Present art work related to environment.
Culture: Practice/Strategic		Compare children's allowances. Identify the influence of geography on people's consumption habits.

Language development	
Grammar	Vocabulary
Review of tenses: Simple present, present continuous, future, past simple, present perfect. Review of comparatives and superlatives.	Economy related vocabulary: money, banking, agriculture, industry.

MONEY AND BANKING

1 Listen and Read (Pronunciation Practice)

What do you know about banks?

John : A bank is a safe place to keep money. But do you know what your money does when you put it into the bank? It doesn't just sit there. The bank uses it. For example, the bank uses your money by giving people loans.

Susan : Yes, the bank lends money to people to buy a car or a house for example. Then the people have to pay back the loan, plus a little more money. That extra money they pay back is to thank the bank for the loan. That money is called interest.

John : But hey, wait! Didn't the bank lend those people YOUR money? It's your money, so why does the bank get interest?

Susan : When you keep your money at the bank in a savings account, the bank also pays you! The bank thanks you for using your money. Can you guess what the money is called?

John : Uh... Interest?

Susan : Yes, you are right. **Interest**.

Comprehension

Write T (true) or F (false).

☐ 1. When you want to buy a car or a house, you can ask the bank to give you a loan.

☐ 2. When the bank gives you a loan, you pay interest.

☐ 3. When you put your money in a savings account, you pay the bank interest.

2 Grammar Practice

Review: Simple present, Present continuous, future	
Where do you usually save your money?	I always save money in the bank.
Are you saving money these days?	Yes, I am.
Why are you saving money?	I am buying / going to buy a house next summer.
Where are you going to live?	I'm not sure. Maybe I'll live near the beach.

Put the verbs in brackets in the correct tense.

1. Mr. Wilson works at National Bank. He rarely(go) ..... home for lunch because his office (be) .....always busy. People (come) .....and (go) .....all the time, so he usually (have) ..... a sandwich when he (find) .....a free moment. Today, Mr. Wilson (have) ..... a very bad day at the office because he (do) .....everybody's job. Right now, he (answer) ..... the telephone because the receptionist who usually (answer) ..... it (be) ..... at the dentist's.

2. **A:** What .....you ..... next vacation? (do)
   B: I ..... around Morocco. (travel)
   A: That's great! When ..... you ..... ? (leave)
   B: I'm not sure. I .....probably ..... by the end of this month. (leave)
   A: And where .....you .....?(go)
   B: I .....to Ifran, Tangiers, and Marrakech. I guess I ..... Agadir and Laayoun, too. (go / visit)
   A: .....you .....with your family? (travel)
   B: No. I .....by myself. I need some time alone. (travel)

3 Listening

Before you listen

1. 1. How much money do you spend every week?
2. Where does the money come from?

a **Listen and answer this question:**
Does Brian have a job? Why or why not?

b **Listen again and fill in the chart with the amount of money Brian spent for ...**

watching a movie and eating pizza	
watching a football match	
eating ice-cream and cake	



c **Listen again and answer the questions.**
1. How much money did he save?
2. Why is he saving money?
3. Where does Brian get the money that he spends?

4 Communication

Making a rehearsed oral presentation

a **Complete the survey below, and get ready to give an oral presentation about your answers. Your classmates will ask you questions. First rehearse with your group.**

1. **Tick the things you most like to spend your money on:**

- ☐ Cinema / theatre visits
- ☐ Clothes
- ☐ Sweets or chocolate
- ☐ Shoes (trainers)
- ☐ Computer games
- ☐ Sporting events (football matches ... etc.)
- ☐ Books
- ☐ Mobile phone cards
- ☐ Magazines
- ☐ Cosmetics and toiletries
- ☐ CDs
- ☐ Videos
- ☐ Other: .....



2. **When you see some expensive trainers, you...**
   - ☐ save your money until you can afford them.
   - ☐ ask your parents many times until they buy them for you.
   - ☐ ask for them as a present on your birthday or a feast.
   - ☐ offer to do odd jobs around the house to earn the money to buy them.

3. **Have you ever done the following?**
   - ☐ sold something you don't need.
   - ☐ earned money from doing odd jobs around the house.
   - ☐ bought something after you saw it in a TV commercial.
   - ☐ earned money from a weekend or holiday job.

b **Do you think parents must give children a regular allowance? Why? Or why not?**

5 Reading

Before you read

1- Why did people invent money ?
2- How did they do business before they invented it?



a **Read the text to check your answers to the questions above?**

The History of Money

Imagine you are a fisherman. You catch fish for your food supply, but you're tired of eating it every day. Instead of fish, you want to eat some bread. You are lucky because a baker lives next door, so you decide to trade the baker some fish for bread. This is an example of barter, *the direct exchange of one good for another.*

However, barter is difficult when you try to obtain a good from a person who doesn't want what you have. For example, how do you get shoes if the shoemaker doesn't like fish?

Early societies faced *this problem*. The solution was **money**. All the people accepted to use money in trade. But money didn't always come in the form of bills and coins. Over the years, people have used a *wide* variety of *items* for money such as seashells, spices, tea, fish hooks, leather, gold, cattle and even tobacco. Now, it's a lot easier to carry *rectangles of paper or pieces of metal* in your wallet.

b **Match the words in column A with their synonyms in column B.**

A	B
1. supply	a. things
2. trade	b. exchange
3. good	c. provisions
4. wide	d. large
5. items	e. product

c **The following phrases are in italics in the text. What do they refer to?**

1. "...the direct exchange of one good for another." (paragraph 1).
2. "...this problem." (paragraph 3).
3. "... rectangles of paper or pieces of metal." (paragraph 3).

6 Word Net

The following terms relate to banking and business. Find them in the grid below: The world read horizontally and vertically.

1. allowance
2. bank
3. barter
4. bills
5. borrow
6. buy
7. check
8. coins
9. earn
10. gold
11. interest
12. lend
13. loan
14. money
15. save
16. savings account
17. sell
18. trade

a	l	l	o	w	a	n	c	e	b	a	n	k	b
u	t	z	y	l	b	o	r	r	o	w	t	m	a
l	r	c	h	e	c	k	b	i	l	l	s	o	r
s	a	v	i	n	g	s	a	c	c	o	u	n	t
e	d	j	f	d	g	o	l	d	k	a	i	e	e
l	e	s	a	v	e	d	c	o	i	n	b	y	r
l	b	u	y	x	i	n	t	e	r	e	s	t	c

7 Writing

Fill in the blanks with the appropriate words from the list:

account	coin	extra	interest	keep
money	payment	safe	save	day

Banks are places where people _____ their money. Just like a _____ bank at home, a bank puts your money all in one place and keeps it _____. Banks usually pay you to _____ your money with them. They pay you a little bit for each _____ you keep your money in their bank in a savings _____. This _____ money the bank pays you is called _____. In a way, interest is a _____ the bank gives you for not _____ your money.



8 Culture Slot

Amount of money children get.

The UK average weekly pocket money is £1.38 for children who are 5 to 7 years olds. Children who are 8 to 10 years old get £2.16, those who are 11 to 13 years old get £3.74, and those who are 14 to 16 years old get £5.66.

£1 = 16 dirhams

Is it the same in Morocco? What are the similarities? What are the differences?

MOROCCO IN NUMBERS

1 Listen and Read (Pronunciation Practice)

CASABLANCA
The Business Capital of Morocco

Casablanca is the largest city in Morocco. Sixty percent of all Moroccan companies and almost every bank have headquarters there, making Casablanca the business capital of the country and one of the most important commercial and industrial centres in North Africa. The most important industries are textile and leather goods manufacturing, food processing, and fish-canning. Its port handles most of the country's imports and exports.



In the 19th century, Casablanca began to grow as a result of regular sea traffic between Europe and Morocco. European textile manufacturers needed new sources of raw materials, and French merchants arrived to negotiate the purchase of Moroccan cereals. In 1912, General Lyautey completed the construction of the harbour, making Casablanca the country's economic centre.

Comprehension

1. What makes Casablanca the most important city in Morocco?
2. What makes it the most important city in North Africa?
3. Which paragraph is about Casablanca in the past?
4. Which paragraph is about Casablanca now?

2 Grammar Practice

Review: Comparatives and Superlatives

Rabat is *larger than* Kenitra, but Casablanca is *the largest* city in Morocco.
Sao Paulo is *more populated* than Mexico City, but Tokyo is the *most populated* city in the world.

Linda and Vicky are talking about two department stores: Safeway and Bestbuy. Complete their conversation with the correct form of the words in brackets.

Linda : Let's go shopping at Bestbuy. It's (big) ..... and (busy) ..... store in town.
Vicky : Yes, I've already shopped there, but I didn't like it. I prefer Safeway. It's (popular) ..... Bestbuy.
Linda : But the products at Besbuy are (good) ..... in town.
Vicky : Maybe their products are (good) ..... the products at Safeway, but they are (expensive) .....in town.
Linda : I agree, the prices at Safeway are (reasonable) .....the prices at Bestbuy, but at Bestbuy, they sell (fashionable) .....clothes and (comfortable) ..... furniture you can buy at any other stores.
Vicky : Maybe you're right. But salespeople at Safeway are (friendly) ..... and (helpful) ..... salespeople at Bestbuy. In fact, they're (nice) ..... salespeople in town.

3 Listening

Before you listen

- Name 5 economic sectors in Morocco. Rank them from 1 to 5 according to their importance and justify your choice.

a **Listen to the report and fill in the blanks with the appropriate statistics.**

1. People working in agriculture: _____
2. People working in industry: _____
3. Unemployed people: _____
4. Land forests: _____
5. Exports to France: _____
6. Exports to Spain: _____
7. Imports from France: _____
8. Imports from Spain: _____

b **Listen again and complete the chart with the missing products.**

Agricultural products	....., potatoes, ..., tomatoes, ... wheat, ... and grapes.
Mineral resources	....., manganese, ..., copper, ... and iron ore.
Manufacturing	Textile, ..., processed foods, ..., leather goods, ... and pottery.
Main exports	....., clothing, ..., citrus fruits, and ..... .
Main imports	Petroleum, ..., machinery, ..., and ..... .

c **Listen again and answer these questions.**

1. Which agricultural products are the most exported?
2. What mineral product is Morocco's major export?
3. How many Moroccans work abroad?
4. How do they help the economy of their country?

4 Communication

Asking for and giving directions	
on the left	between ..... and .....
on the right	next to .....
in the corner	across from ....

a **Practise these conversations. Student B turn to pages 124-125.**

Conversation 1 (Map 1)

A: Excuse me, where can I get some cakes?
B: Why don't you go to the bakery?
A: Could you tell me where it is?
B: Walk up Baker Street and you'll see it on the right, across from the park.

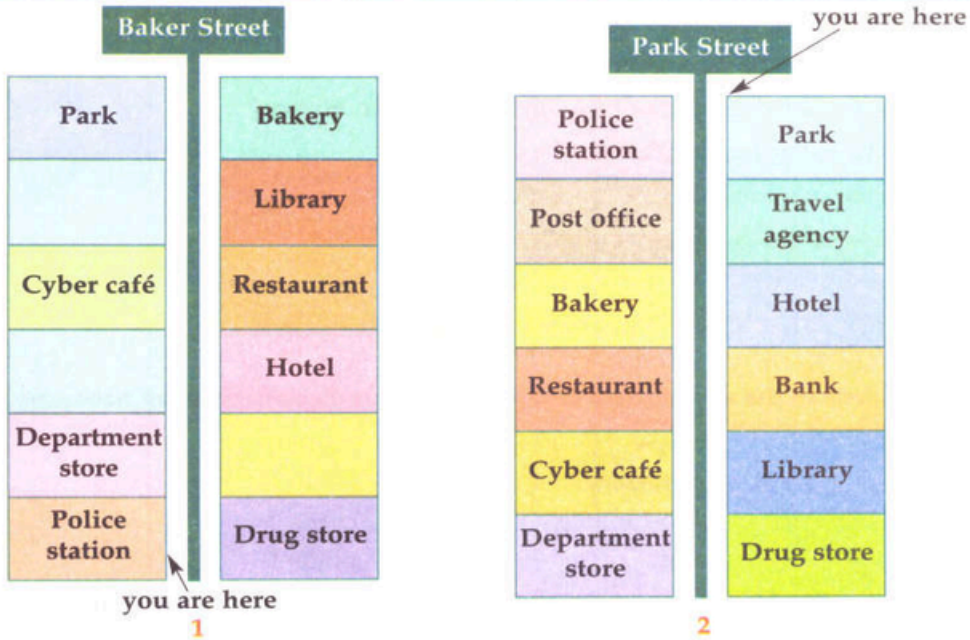
Conversation 2 (Map 2)

B: Excuse me, where can I get a some bread?
A: Why don't you go to the bakery?
B: How can I get there?
A: Walk down Park Street and you'll see it on the right, across from the hotel.

b **Role play: Look at your cue card and follow the instructions to have conversations with your partner.**

Student A

1. Have a conversation with B and complete map 1.
   You want to:
   a. Change some euros into dollars.
   b. Book a plane ticket.
   c. Buy some cookies.
   d. Send some postcards .
2. Look at map 2 and answer B's questions.



5 Reading

Before you read

1. Which cities in Morocco are famous for fishing?
2. Where do people usually fish?

a **Read the text and match the words or expressions with their definitions.**

1. low-priced	a. occupation of catching fish
2. cephalopods	b. open ocean, far from the coast
3. fishery	c. cheap
4. tonnage	d. group of ships or boats sailing together
5. high seas	e. The total amount of shipping in tons
6. fleet	f. marine mollusks like octopuses or calamaries

Moroccan Fishing Industry

Morocco has one of the richest fishing grounds in the world. Its coast line covers 2,141 miles along the Mediterranean Sea and the Atlantic Ocean. Fishing has been a major industry in Morocco since the 1930's, and now this industry employs Over 100,000 Moroccans.

The fishing industry consists of two different sectors: the coastal fishery and the high seas. Moroccan coastal fishery uses smaller, wooden boats. These boats are usually older, poorly managed and lack technical equipment. So they stay out at sea for only two to three days and often bring back catches of low-priced fish like sardines, mackerel and anchovies. This sector of the Moroccan fishing industry is facing hard competition from more modern, better equipped European boats, especially from Spain.

Morocco's high seas fishing is more modern and consists mainly of boats equipped with freezing facilities, which allow them to stay out at sea longer. These boats are usually between 30 and 46 metres long and make about 5 trips, lasting 60 days, each year. Catches by Morocco's high sea fishing fleet is smaller in tonnage than its coastal fishing fleet, but their value is higher because their catches mostly include high-priced cephalopods and white fish. These catches are usually exported immediately after arriving at Moroccan ports. Japan is the number one importer from Morocco of these catches.

b **Read the text again to answer these questions:**

1. What are the two types of fishing that are mentioned in the text?
2. Why does the coastal fishery sector face competition from Europe?
3. Which boats stay out at sea longer than the others?
4. Which boats catch more fish?
5. What kind of fish do the two sectors often catch?

6 Word Net

Put the following words in the appropriate category. Use your dictionary when necessary.

anchovies
barley
catch
cephalopods
cereals
copper
coastal fishery
crops
fertilizers
fish-canning
fleet
food processing
glassware
harbour
iron ore
lead
citrus
pottery
raw materials
sugar beets
zinc

Agriculture	Mining	Fishing	Manufacturing

7 Writing

Your pen pal wants to know about your hometown. Use these questions to write him / her a message.

Where do you live?
Is it a city or a village?
Where is it? (North, South, ...)
Is it near the sea?
How many people are there?
What is the most important activity there? (agriculture, industry, tourism....)

8 Culture Slot

Countries like Japan and Spain consume big quantities of fish. How can you explain this ?
Is it the same in Morocco ?

TOURISM

1 Listen and Read (Pronunciation Practice)

Ali : Can I help you?
Sam : Yes, I'd like to have some information about tourism in Morocco.
Ali : What would you like to know?
Sam : First, the number of tourists who visit Morocco.
Ali : Well, some statistics say that more than 3 million foreigners visit Morocco every year.
Sam : What are the busiest months?
Ali : July and August with large numbers of Moroccan migrants returning to the country. Other peak periods are April and December.
Sam : Is tourism an important sector in the Moroccan economy?
Ali : Yes, it is. In fact, it's the second biggest source of income.
Sam : Oh, really? It's very important, then?
Ali : You know, tourism is a strategic choice in the Moroccan economy. The objective of the Moroccan tourism industry is to receive 10 million visitors by the year 2010.
Sam : Is this possible?
Ali : Yes, I think it's possible with the creation of the big projects on the Southern and the Northern coasts of Morocco.

Comprehension

Write T (true) or F (false).

☐ 1. Sam is probably a student in economics.
☐ 2. 3 million tourists come to Morocco every year.
☐ 3. Not many tourists come in April and December.
☐ 4. Tourism is an important activity in Morocco.
☐ 5. Morocco is building new resorts to attract more tourists.

2 Grammar Practice

Review: past simple, past continuous, and present perfect	
When did you take these pictures?	I took them last year while I was travelling in the USA
Have you ever been to Europe?	Yes, I've already been there. I was there last summer. But I haven't visited Asia yet.

Put the verbs in brackets in the correct tense.

A: .....you .....any vacation plans yet? (make)
B: Well, I .....to travel around Europe. (decide)
A: That's great! ..... you ..... the plane ticket yet? (buy)
B: Yes. I ..... it last week. I..... already .....hotel reservations , but I ..... my visa yet. (buy/ make/ get)
A: ..... you ever..... to Europe before? (be)
B: Yes, I .....already ..... to Spain and France, but I.....never..... England and Germany. I'd really like to see these countries. (go / visit)
A: When .....you ..... to Spain and France? (go)
B: Last summer. And guess what! I ..... my English teacher while I ..... in Paris. It .....a big surprise. (meet / sightsee / be)
A: Well, It's a small world!

3 Listening

Before you listen

1. What are the main tourist attractions in Morocco?
2. How many tourists, do you think, visit Morocco every year?
3. Where do they come from?





a **Listen and write T (true) or F (false).**

- ☐ 1. The annual income of Morocco from tourism is 5 billion dollars.
- ☐ 2. Exceptionally, 6 million tourists visited Morocco in 2004.
- ☐ 3. 1.2 million visitors came to Morocco in July 2004.
- ☐ 4. More tourists came to Morocco in 2003.
- ☐ 5. Most tourists in 2004 were from France.
- ☐ 6. Costa del Sol is the largest tourist zone in Spain.

b **The following are the reasons that make Morocco an attractive tourist destination. Put them in the order in which they are mentioned in the talk. Write the numbers 1 to 6 in the appropriate boxes.**



- ☐ a. The hospitality of Moroccan people.
- ☐ b. Proximity to Europe.
- ☐ c. The nice beaches in the West and the North.
- ☐ d. Moroccan history and art.
- ☐ e. The beautiful mountain views.
- ☐ f. Beautiful desert landscapes.

4 Communication

Asking for and giving directions	
on the left	between ….. and ……
on the right	next to …..
in the corner	across from ….

a **Practise these conversations. Student A turn to page 120.**

Conversation 1 (Map 1)

A: Excuse me, where can I get some cakes?
B: Why don't you go to the bakery?
A: Could you tell me where it is?
B: Walk up Baker Street and you'll see it on the right, across from the park.

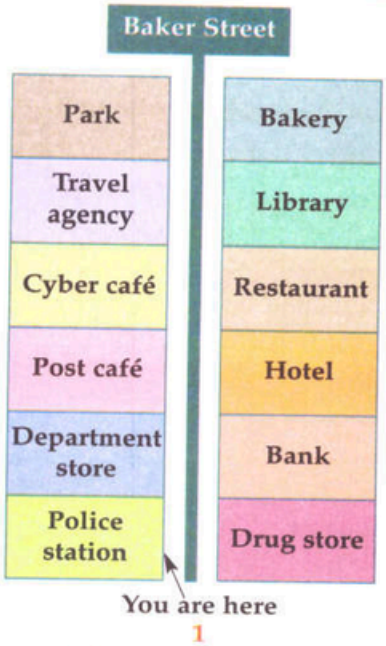
Conversation 2 (Map 2)

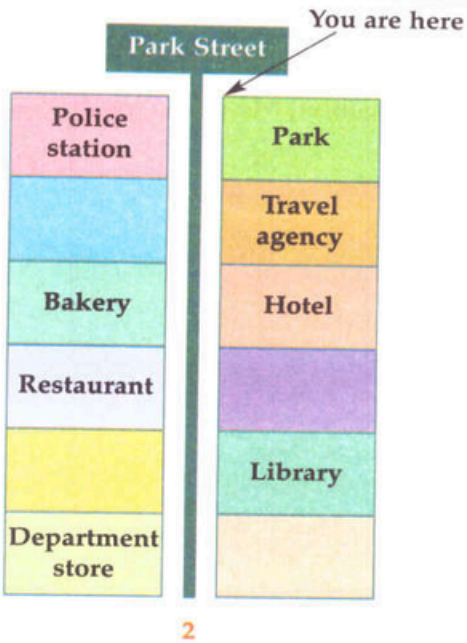
B: Excuse me, where can I buy some bread?
A: Why don't you go to the bakery?
B: How can I get there?
A: Walk down Park Street and you'll see it on the right, across from the hotel.

b **Role play: Look at your cue card and follow the instructions to have conversations with your partner.**

Student B

1. Look at map 1 and answer A's questions.
2. Have a conversation with A and complete map 2.
   You want to:
   a. Buy some medicine.
   b. Send an E-mail to your company.
   c. Cash some travellers' cheques.
   d. Send a parcel to France.





5 Reading

Before you read

- Read the title of the article:
- What information do you think the article will give you?

a **Skim the article: were your guesses correct?**

Malaga visitor numbers up, but spending down 15%

Friday, April 15, 2005

More than eight and a half million tourists visited Malaga last year, 16,900 more than in 2003, but it seems that they were less satisfied because the total spending at €667 million was 15% down. The average length of stay for each tourist was 12 days, one day less than 2003. 81% said they were satisfied or very satisfied, 12% fewer than the year before. Experts think that the decline in spending is the result of rising prices and the European economic crisis. Brits were top of the overseas visitor table, behind Spaniards, who accounted for 38% of the total.

b **Scan the article and fill in the missing statistics.**

	2003	2004
Number of tourists who visited Malaga		
Amount of money tourists spent there		
Average length of stay per tourist		

c **Answer these questions:**

1. Why did the tourists spend less in 2004?
2. Where were most of the foreign tourists visiting Malaga from?
3. When were more tourists satisfied? In 2004 or 2003?
4. How many Spanish tourists visited Malaga?

6 Word Net

Which words go together? Match the words in column A with the words in column B

A	B
1. Amount of	a. account
2. Annual	b. cheque
3. Bank	c. currency
4. Cash	d. destination
5. Foreign	e. goods
6. Leather	f. guide
7. Mineral	g. income
8. Raw	h. material
9. Tourist	i. money
10. Tourist	j. resources

7 Writing

Look at the graph and answer the questions orally; then write a paragraph explaining the graph.

1. According to the graph, what is the approximate number of foreign visitors who came to Morocco in 2004?
2. What was the busiest month?
3. How many visitors came then?
4. What was the second busiest month?
5. How many tourists came then?
6. How can you explain these numbers?
7. What were the other peak months?
8. How many tourists visited Morocco then?
9. How can you explain this?
10. Which months had the lowest number of tourists?
11. How can you explain this?
12. What do you think the government can do to improve the situat



From: www.triotours.com

8 Culture Slot

According to the World Tourism Organization, 698 million people travelled to a foreign country in 2000, spending more than US$ 478 billion. International tourism receipts combined with passenger transport currently total more than US$ 575 billion - making tourism the world's number one export earner, ahead of automotive products, chemicals, petroleum and food.

What do you think Morocco can do to attract more tourists ?

Environment Awareness Poster

The following are environmental awareness posters that some American primary school students designed to take part in a competition. Which one do you like? Why?









Design a poster to sensitize the students in your school to environmental problems.

- Posters must be at least 50 X 40 centimetres.
- Use drawing materials of your own choice: coloured chalk, crayons, water colours, ink, etc.
- Each poster must be the work of an individual student.
- Write your name in the bottom right corner of the poster.

Your posters will be displayed in the school.
Students will vote for the best 3 posters.

Grammar Practice

a **Complete the paragraph with the correct form of the verbs in brackets.**

Jane is a secretary at a travel agency in London. She usually (spend) .....her month vacation in the USA. Last summer, she (visit) .....San Francisco, Los Angeles, and Miami. She (be) .....in New York now. She (already /do) .....many things there, but there are a lot of things she (not do) .....yet. She (already /take) .....a tour of the United Nations, and (go) .....to the top of the Empire State Building, but she (not see) ..... the Statue of Liberty, and (not go).....to any museums yet.

b **What do you think may happen if...**

1. we continue cutting down trees in forests?
2. it doesn't rain this year?
3. there is a lot of pollution in the air?
4. ships spill oil in oceans and seas?
5. we don't protect some animal species?
6. we throw plastic bags everywhere?

Vocabulary

Match the words in column A with the words in column B to make phrases. Then tick the category they belong to. Follow the example.

A	B	Phrases	Environment	Economy
Savings	forests	*Oil spills*	√	
Traffic	resources			
Rain	income			
Raw	jam			
Oil	supply			
Tourist	attraction			
Food	spills			
Toxic	pollution			
Source of	materials			
Noise	fires			
Forest	account			
Mineral	pollutants			

Communication

a **Individual work: Make a list of tourist attractions in Morocco.**

b **Pair work: Ask your partner and take notes.**
Ask about the places she /he has already visited, when she /he visited them, and what places she /he hasn't seen yet and would like to visit someday.

c **Presentation.: Use your notes to tell the class about your partner.**

GRAMMAR SUMMARY

UNIT 1 PERSONAL RELATIONS

Present tense: BE

Affirmative	Negative	Interrogative	Contractions
I **am** (he, she, it) **is** (we, you, they) **are**	I **am not** (he, she, it) **is not** (we, you, they) **are not**	**Am** I ? **Is** (he, she, it)? **Are** (we, you, they)?	I am = I'm is = 's are = 're is not = isn't are not = aren't

Possessive adjectives: *My, your, his, her, its, our, their.*

Genitive ('s): This is Amanda's father.
What's Maria's nationality?

Information (Wh-) Questions: Who's that? What nationality is she? How old is she? Where is she from? What does she look like? What's her address?

UNIT 2 EDUCATION

Possessive case whose with demonstratives: *this, these, that, those.*
Whose is this /that book? = Whose book is this /that? It's Alan's
Whose pens are these /those = Whose are these /those pens? They're Kamal's

Simple present:

Affirmative	Negative	Interrogative	Contractions
(I, we, you, they) **work** (he, she, it) **works**	(I, we, you, they) **do not work** (he, she, it) **does not work**	**Do** (I, we, you, they) work? **Does** (he, she, it) work?	Do not = don't Does not = doesn't

Information (Wh-)Questions with the simple present: *what, where, when, what time, how often*
Prepositions of time: *at, in, on, until, from…to…, after, before.*
Frequency adverbs: *always, usually, often, sometimes, rarely, never.*

UNIT 3 FOOD

Count and non-count nouns with: *some, any, much, many, a lot of, a few, a little.*

	Count nouns	Non-count nouns
Affirmative	I need some tomatoes. There are a lot of onions in the kitchen. I need a few turnips.	I need some rice. There is a lot of meat in the fridge. I need a little salt.
Interrogative	Do you need any oranges? Do we have many apples? How many bananas do we need?	Do you need any bread? Do we have much sugar? How much oil do you need?
Negative	I don't need any potatoes. We don't have many carrots.	I don't need any coffee. We don't need much flour.

UNIT 4 SHOPPING

Comparatives with: *short and long adjectives and irregular adjectives.*

Adjective	Comparative	Form
Short, nice, big, noisy, friendly, tall, fat.	Shorter, nicer, bigger, noisier friendlier, taller, fatter.	Adjective + er + than.
Expensive, beautiful.	More expensive, more beautiful.	More + adjective + than.
Good, bad.	Better, worse.	Comparative + than.

GRAMMAR SUMMARY

Which one /ones? This / that one, these / those ones

Present continuous: *to express an action in progress*

Affirmative	Negative	Interrogative
(I am, you are, he is, she is, it is, we are, they are) **working.**	(I am, you **are**, he is, she is, it is, we are, they are) **not working.**	Am I, are (we, you, they) is (he, she, it) **working?**

UNIT 5 RECREATION

Comparatives and Superlatives

Adjective	Superlative	Form
Small, dirty, old.	The smallest, the dirtiest, the oldest.	The + adjective + est.
Interesting.	The most interesting.	The + most + adjective .
Good, bad.	The best, the worst.	The + superlative adjective.

Future with:

present continuous: to express a definite arrangement or plan in the near future.

be going to: to express something already arranged or planned.

Will: to express possibility or probability (maybe /I guess / I think/ I'm not sure …).

Present continuous	What are you doing tonight, Jane?	I'm visiting my grandparents.
Be going to	What are you going to do tomorrow?	I'm going to do shopping.
Will	What are you going to do this summer?	Maybe I'll go to Australia.

UNIT 6 HEALTH & WELFARE

Modals: *can, may, must, mustn't, have to*

Model	Use	Example
Can	ability	Rachid can walk long distances.
	permission	Can I watch TV, mom?
May	permission	May I go to work doctor? I feel better now.
Must	obligation	You must stay in bed, Jim. You are very ill.
Musn't	prohibition	You mustn't smoke in hospital.
Have to	necessity	I have to take this medicine to feel better.

If-clause	Main clause	Example
	Future will	If Hassan goes camping, he will enjoy it.
If+Simple Present	Modal Verbs (***may-can-must***)	If John doen't see a doctor, his case may get serious.
	Imperative	If you feel tired, don't go out.

UNIT 7 THE ARTS

Simple Past: To be

Affirmative	Negative	Interrogative	Contractions
(I, he, she, it) ***was*** (We, you, they) ***were***	(I, he, she, it) ***Was not*** (We, you, they) ***were not***	***Was*** (I, he ,she, it)? ***Were*** (we, you, they)?	Was not = wasn't Were not = weren't

GRAMMAR SUMMARY

Simple Past: Regular and irregular verbs

Affirmative	Negative	Interrogative	Contractions
(I, he, she, it, we, you, they) **worked** (I, he, she, it, we, you, they) **went**	(I, he, she, it, we, you, they) **did not work** (I, he, she, it, we, you, they) **did not go**	**Did** (I, he, she, it, you, they) **work?** **Did** (I, he, she, it, you, they) **go**	Did not = didn't

UNIT 8 THE ARTS

Question tags: *Used for confirmation*

Science is exciting, isn't it? Marie Curie was a great scientist, wasn't she? She married in France, didn't she?	You study science in English, don't you? They were English, weren't they? She can swim, can't she?
Chemistry isn't easy, is it? He wasn't a scientist, was he?	You don't like it, do you? She didn't win the Nobel Prize, did she?

Past continuous vs Simple past with: *when /while*

When ***I was surfing*** the internet last night, I ***found*** an interesting article on modern inventions
While the scientist ***was working*** in his laboratory, he ***made*** an important discovery.
The children ***were playing*** video games on their computer when the lights ***went*** out.
A: What ***were you doing*** at 9:00 last night? **B:** I ***was talking*** on the phone.

Reflexive pronouns:

Myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

UNIT 9 ENVIRONMENT AND ECOLOGY

Present perfect with: *already, yet, ever, never*

Affirmative	Negative	Interrogative	Contractions
(I, you, we, they) ***have worked /eaten.*** (he, she, it) ***has worked / eaten.***	(I, you, we, they) ***have not worked /eaten.*** (he, she, it) ***has not worked /eaten.***	***Have*** (I, you, we, they) ***worked / eaten?*** ***Has*** (he, she, it) ***worked / eaten?***	Have not = haven't. Has not = hasn't.

Present perfect vs Simple past

A: ***Have you ever seen*** a documentary on the Amazon? **B:** Yes I have. ***I saw*** it last month.
A: ***Have you written*** the report on deforestation yet? **B:** Yes I have, ***I wrote*** it yesterday.

A: The city council ***have already started*** the anti pollution campaign.
B: Really? ***When***?
A: They ***started*** it last week.

May = could : *to express possibility in the present or in the future*

Take your coat! It may turn cold in the evening.	=	It will possibly rain in the evening.
Don't drink that water. It may be infected.	=	It's possible that the water is infected.

UNIT 10 ECONOMY

Review of tenses: Simple present, present continuous, future, simple past, present perfect.
Review of comparatives and superlatives.

IRREGULAR VERBS

Infinitive	Past	Past Participle
be	was / were	been
become	became	become
begin	began	begun
bite	bit	bitten, bit
bleed	bled	bled
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt, burned	burnt, burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
dream	dreamt, dreamed	dreamt, dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got; gotten (US)
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learnt, learned	learnt, learned
leave	left	left

Infinitive	Past	Past Participle
lend	lent	lent
let	let	let
light	lit, lighted	lit, lighted
lose	lost	lost
make	made	made
meet	met	met
melt	melted	melted
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
shoot	shot	shot
show	showed	shown, showed
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt, smelled	smelt, smelled
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	waken
wear	wore	worn
win	won	won
write	wrote	written

INDEX

A

accidentally 88
accounting 31
achievement 84
active 35
actor 16
advertisement 16
advice 55
aggressive 60
agriculture 108
alarming 105
alcohol 61
allergic 79
allowance 117
ambitious 23
amount 61
amusement 62
anatomy 84
anchovies 121
antiques 49
apple pie 47
appliances 50
application 61
appointment 76
appreciate 65
arc ruler 31
area 48
attend 86
attentive 35
attractive 51
aubergine 38
aunt 24
average height 18
avoid 71
awful 69

B

backache 70
banqueting 55
base 75
beans 41
beef 38
beg 93
behaviour 61
bill 39
biology 31
birth 23
bite 93
blind 90
blood pressure 71
blouse 50
boil 41
boiler 40
borrow 118
boutique 48
bracelet 50
brain 105
break 33
bristles 77
broccoli 45
browse 56
bruise 79
bunch 44
butcher 27
butter 41

C

cabbage 41
cafeteria 28
cake 43
call 20
camping 60
candy 41
cardiologist 75
care 75
career 90
careless 35
carnival 64
carpenter 27
carrot 38
cartoon 60
case 76
cash 53
catch 121
cells 105
cereal 41
chairman 99
chalk 31
charcoal 108
cheap 51
check up 73
cheerful 35
cheese 41
chemicals 104
chemist 75
cheque 118
chest 69
chicken 38
chickpeas 38
children 20
chips 41
chop 46
chopsticks 47
citrus 120
climb 65
coastal 109
coconut 46
coin 117
cold 70
commercials 60
commodities 50
common 71
communicate 34
compass 31
competition 59
composer 90
concert 64
consumption 107
contagious 79
cook 27
cookbook 54
cooker 50
coriander 42
cosmetics 75
cotton 53
cough 69
cousin 20
cover 40
cream 41
crisis 125
crops 122
crush 40
cuisine 54
cumim 38
curious 23
currency 126
customer 50
cut down 107
cute 19

D

damage 105
daughter 24
dealer 87
death 87
decrease 109
deforestation 109
degradation 113
dentist 27
departure 61
dermatologist 75
desertification 107
designer 84
destination 126
destroy 107
devastation 113
develop 103
diarrhea 71
digestion 71
discover 88
disease 75
dishes 47
disk drive 100

INDEX

downtwon 38
drawing 87
dress up 90
drop 34
drought 109
drug 61
dry-cleaning 55

E

earn 96
earrings 50
ecology 113
economics 31
egg 41
elder 19
embarrassed 34
emergency 76
employ 121
engine 101
engineer 28
entertain 82
entertainer 82
entertainment 59
environment 107
equipment 121
establish 90
estimate 78
event 55
exchange 34
exciting 59
exhausted 72
exhibition 63
expand 99
expenses 61
expensive 51
experience 31
experiment 93
export 119
extinction 111
extra 115

F

facilities 34
factory 104
faint 79
fair 64
famous 55
fan 59
fantastic 16
farm 34
fashion 63
fat 18
fatigue 71
favourite 16
feel 34
fertilize 104
fever 70
field 107
fight 75
fill 41
fire fighter 28
fire 109
fish-canning 119
flag 17
flea market 48
floppy disk 100
flour 42
foreign 27
forest 105
fork 47
form 61
former 96
freezing 121
friendly 24
fry 46
funny 19
furniture 49

G

gallery 64
game 21
garbage 104
gardening 61
garlic 38
gate keeper 31
genius 84
get up 30
gift 55
ginger 42
ginger 46
glove 46
goal 75
gold 53
goods 48
grade 31
graduate 93
grandparent 24
grapes 41
green pepper 38
greet 17
grocery store 50
grow 119
guard 31
guest 47
gym 34
gynaecologist 75

H

hair dryer 50
hair stylist 55
hairdresser 28
handsome 18
harbour 119
hardworking 19
headache 69
headmaster 31
headquarters 119
heat 46
helpful 35
herbal 78
hero 21
hiking 61
hire 96
historical 54
history 31
hobby 61
hometown 28
honest 23
horror 60
host 47
housewife 19
humour 19
hungry 45
hunting 110
husband 20

I

illness 87
impolite 35
import 119
impress 84
improve 75
include 55
income 123
indigestion 72
indoors 59
influenza 75
ingredients 45
insecticides 104
insomnia 71
insurance 61
interest 115
introduce 20
invent 88
iron 50
item 48

J

jam 45
jewellery 48
journalist 27

K

keyboard 100
kid 20
knife 47

INDEX

L

lab 34
lake 105
lamb 41
land 108
landscape 87
lazy 23
lead 122
leather 53
leisure 59
lemon 42
lend 115
lentils 42
lettuce 41
light 47
lime 46
lively 72
loan 115
logging 109
lonely 60
look after 75
loss 103

M

machinery 120
magazine 21
malaria 78
manage 70
map 54
meal 47
meat 38
medium 40
meet 20
melt 88
memory 100
merchant 84
microbe 93
microwave oven 94
mineral 120
miss 47
mix 40
modem 100
monitor 100
mountain 65
mouse 100
museum 64
mushroom 45

N

nasal 71
necklace 53
nephew 20
nickname 86
niece 20
nurse 28
nut 41
nutrition 75
nylon 53

O

occupation 23
oil spills 104
old 21
online 34
opera 64
ophthalmologist 75
orphan 82
outline 103
overseas 125
overweight 18

P

paediatrician 75
pain 69
painter 84
painting 60
pan 40
park 62
parsley 40
passenger 126
pasta 41
pastime 60
patient 74
peak 123
peal 40
peanut 45
pears 41
peas 41
pen friend 17
pen pal 16
pencil case 26
pepper 38
performance 90
phonograph 96
physician 93
pick up 62
pill 71
pilot 27
pinch 42
planet 114
plant 105
play 64
playground 34
plumber 27
pollutant 105
pollution 103
polyester 53
popular 90
portrait 84
postman 27
pottery 120
pour 41
powerful 90
prayer 55
prescription 71
pretty 18
prevent 71
prevention 78
printer 100
private 31
prize 91
processing 119
provide 75
psychiatrist 75
pumpkin 38
purchase 119

Q

query 55

R

rabies 93
radar 94
rain fall 109
rain forest 109
raw materials 119
receipt 126
reception 55
recipe 45
record 90
recreation 59
recycle 111
reduce 56
regular 35
relax 29
relieve 71
remedy 74
require 71
research 105
resources 120
responsible 23
rhythm 84
ring 53
rinse 41
roller coaster 64
rubber 53
rubbish 114
ruler 26
runny nose 71
rural 78
rush 88

INDEX

S

saccharin 94
saffron 38
sale 63
salt 42
same 27
saucer 44
save 118
savings account 115
scarf 53
scarves 50
scrambled 45
screen 99
sculpture 87
sector 121
security guard 28
seek 93
sensitive 35
serious 23
serve 40
sewage 104
share 47
sharpener 26
short 18
show 61
sick 71
sightseeing 55
silk 53
silver 53
single 19
sitcom 61
skill 87
slice 96
slide 56
smart 27
smile 34
sneeze 71
soap opera 60
soar throat 69
soccer 59
software 99
son 24
songwriter 90
south 27
space 48
speaker 100
species 110
spice 38
spill 94
spoon 38
spread 45
sprinkle 56
staff 55
staple 41
steak 45
stir 41
stomach-ache 70
store 48
strategic 123
strawberry 41
street cleaner 28
stress 70
strong 18
studious 35
study 31
subject 27
suburbs 50
succeed 34
suit 50
supply 117
surf 61
surgeon 75
swallow 73
swollen 73

T

tablet 71
tag 51
talent 84
talkative 35
tall 18
tap 114
task 99
taste 41
team 59
teenager 61
tenant 20
terrible 69
terrific 72
textile 119
thin 18
threaten 110
thrift shop 48
throw 41
tie 50
tin 42
tiny 50
tip 114
tired 69
tiredness 71
toast 45
toaster 50
toothache 69
toothbrush 77
toothpaste 77
toxic 105
trade 117
traffic jam 105
treat 78
trip 34
tropical 110
tuberculosis 75
turkey 45
turn off 61
turnip 38
twins 19
typhoid 93

U

ugly 18
uniform 28
urban 78
utensils 50

V

vaccine 93
vanish 109
various 61
vegetation 110
vermicelli 40
view 61
violin 88
voice 90
volunteer 61
vomit 79

W

waiter 80
waitress 31
wallet 53
warm 51
waste 104
watch 29
weak 72
website 97
wedding 55
westerns 66
wheat 120
whole 44
win 91
windsurf 66
wool 53
world beat 89

Y

yogurt 41
young 21

Z

zinc 122

Les imprimeries Najah Al Jadida (CTP)

دار نشر المعرفة
Edition - Diffusion
10، شارع الفضيلة، الحي الصناعي
يعقوب المنصور - الرباط
الهاتف : 05 37 79 57 02 - 05 37 79 69 14/38
الفاكس : 05 37 79 03 43

ثمن البيع للعموم
20 DH
Prix de vente public

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 : 091TQ205
le 29 Juillet 2005
Edition : 2021
Dépôt Légal N° : 2005/1633
ISBN : 9954 - 20 - 092 - 4

0110142