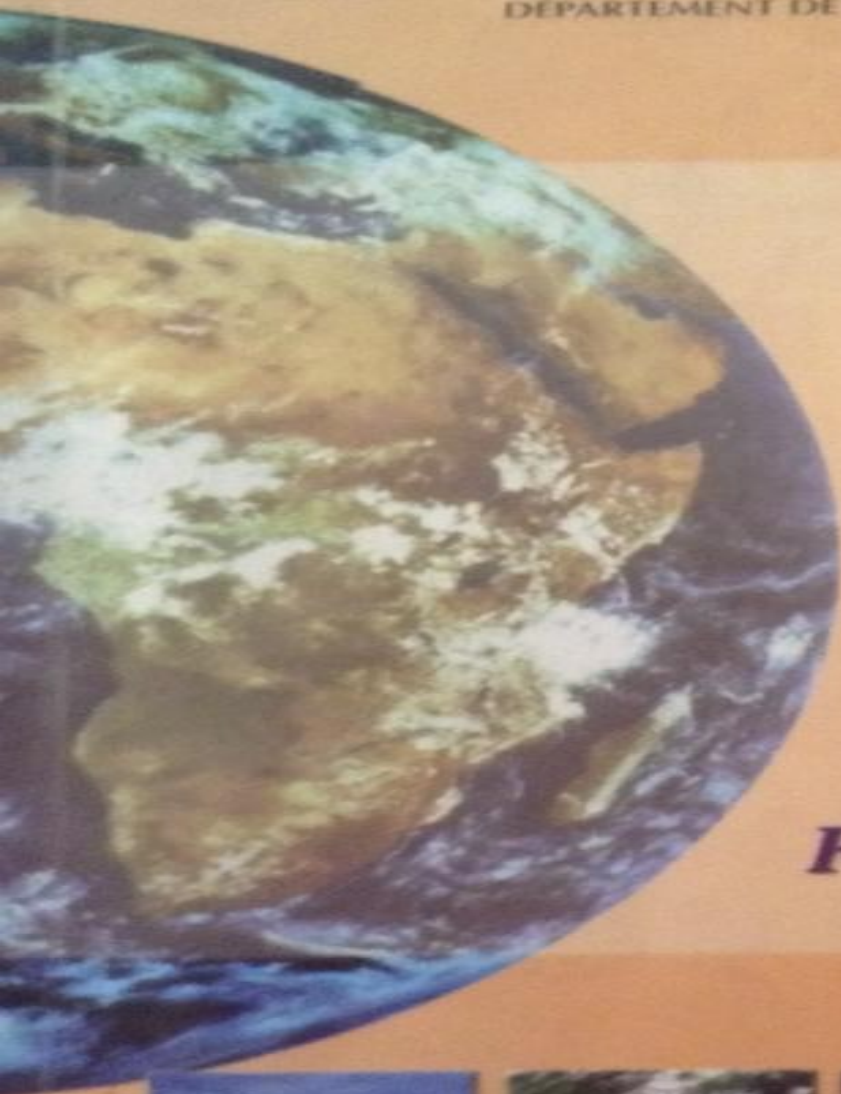


Traces of 1st level Units

**Masour Eddahbi High
School**

2015/2016

HOMOLOGUÉ PAR LE MINISTÈRE DE L'ÉDUCATION NATIONALE, DE L'ENSEIGNEMENT SUPÉRIEUR,
DE LA FORMATION DES CADRES ET DE LA RECHERCHE SCIENTIFIQUE.
DÉPARTEMENT DE L'ÉDUCATION NATIONALE



Student's Book
First Year Baccalaureate



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Unit 10: Travel and holiday

Unit 1: Education

Unit 1

Education

Starting up

Reading: *Do girls do better than boys at school?*

Vocabulary: *verbs related to schooling*

Functional practice: *Expressing opinion, Agreeing, Disagreeing*

Grammar: *Simple Past Tense / Reflexive pronouns*

Writing: Postcard

Topic: *Write a postcard about your school*

Learning to learn

Cultural corner

Crossword Puzzle

List of irregular verbs:

Workbook



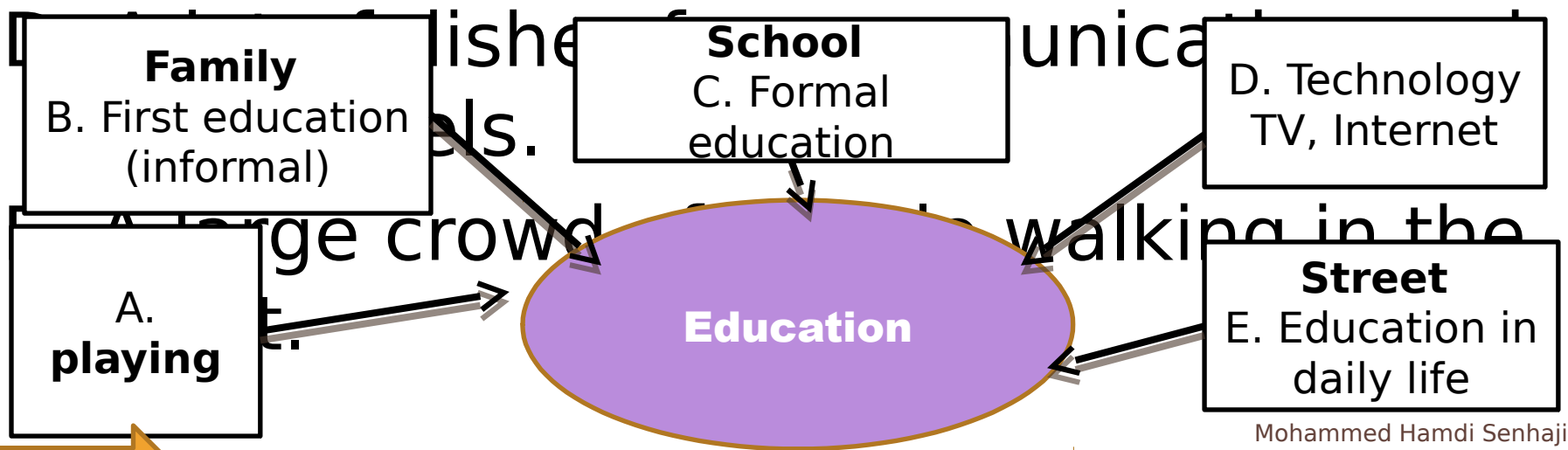
Starting up

1. Describe pictures (A-E), p. 9

A: a nice child is playing on the beach.

B. A family consisting of five members in the garden.

C. There is a school. There is a big map of Morocco on the wall.



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

In my opinion, the family is the factor that influences education positively or negatively.

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

Factors affecting education	
1.	family
.....	school
.....	technology
2.	street
.....	playing
3.	
.....	

Before you read: p. 10

- a. I think girls are better than boys at languages.
- b. In my opinion, boys are better at these school subjects.
- c. For me, girls are more disciplined.
- d. In classroom activities, it seems to me that they both participate



Read the text, p. 10

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

Do girls do better than boys at school?

Girls do better at some skills such as reading and writing



Reading. P.11

Exercise 2: main ideas

Paragraph 1: I myself heard a lot about boys doing better than girls at school.

Paragraph 2: Most of my fellow mathematics students were women

Paragraph 3: girls are better in writing and reading and roughly equal at maths



Exercise 3: true/ false statements and justification

p.11

According to the writer:


a. True I myself heard a lot about boys doing better than girls in school.

b. False Most of my fellow mathematics students were women.

c. True Girls score higher in writing and reading.

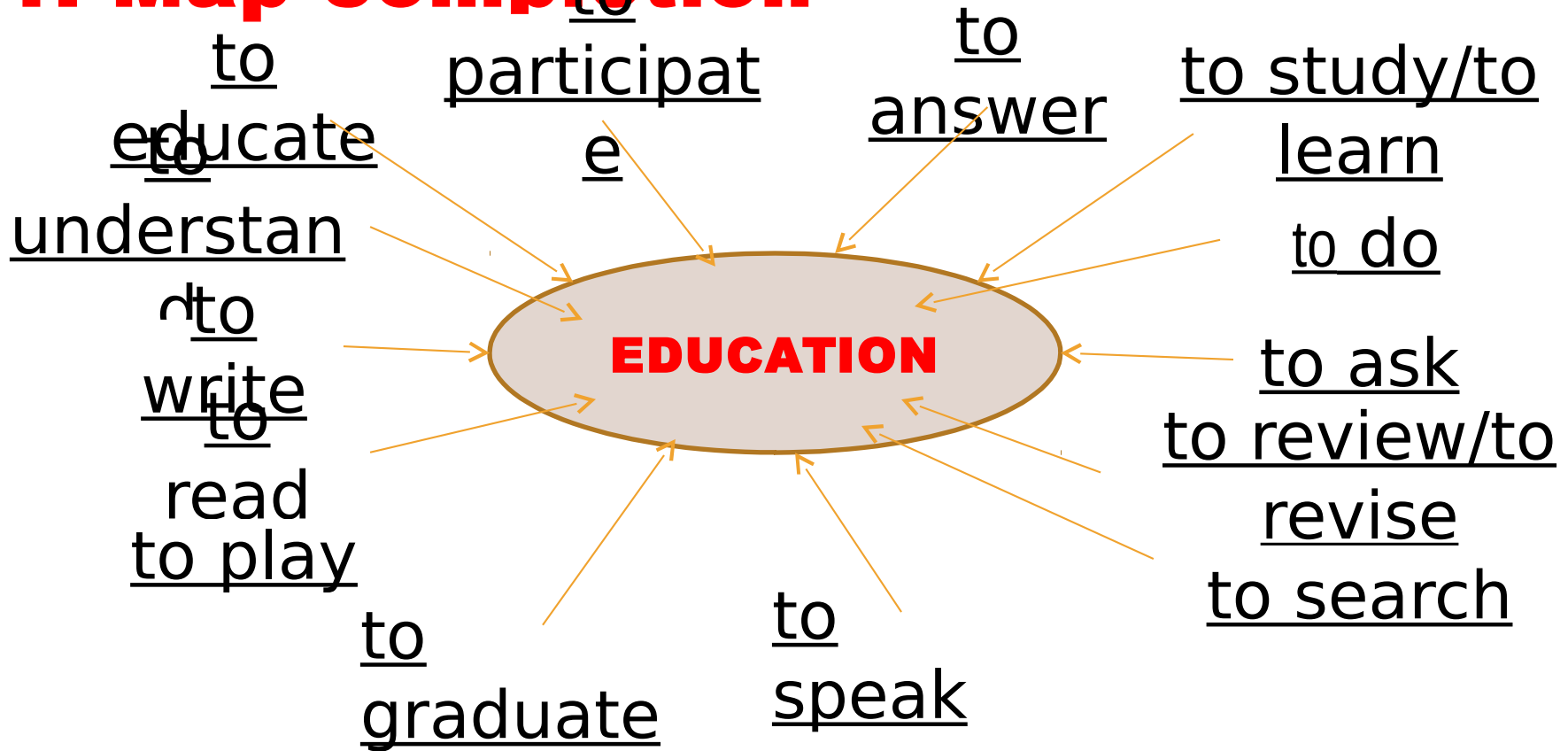


Exercise 4: answer the following questions

- a. Because they participated less in class.and they didn't have Mathematics and science ability.
- b. To attract boys
- c. Women do.
- d. I think it's an American
educational system.

Vocabulary. P. 12

1. Map completion



Exercise 2. p.12

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



Exercise 3 :Find the correct word or phrase for the given definition. P.12

a. The time between lessons:

Break

.....

Timetable/Schedule

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

.....

School yard.

c. The place where students play during recreation time:

.....

**Copybook
/notebook**

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

.....**pencilcase**

e. A small bag for your pens:.....

**lab/
laboratory**

f. The room where students conduct scientific experiments:

.....



Functional practice, p.14

Task 1:

No, they haven't decided yet.



Task 2: p. 14

<u>Expressing opi</u>	<u>Agreeing</u>	<u>Disagreeing</u>
I think...	I agree	I can't
It seems to	I share the	I disagree
in my..	with you	agree
For me,	I can't agree more	It's quite
opinion,	same view	true, but..
In my point		
of view,...		



Conversation practice: p.14

Situation: a.

You: I think Arabic is the easiest subject. What do you think?

Friend: I think you're right.

Situation: b.

You: In my opinion, studying in the mornings is better. Do you agree with me?

Friend: Yes. I share your opinion.

Situation: c.

You: For me, female teachers are friendlier. What do you say?

Friend: I'm afraid I can't agree.

Situation: d.

You: In my point of view, co-education schools are better.

Friend: Yes, that's true.

Grammar: Simple Past Tense, p. 15

Exercise: 1a

1. She**got up**..... at seven o'clock. (get up)
2. She**had**..... a big breakfast. (have)
3. She**walked**..... to work. (walk)
4. It ...**took**...her about half an hour to get to work. (take)
5. She ..**started**.....work at a quarter to nine. (start)
6. She never**had**..... lunch. (have)
7. She ..**finished**.... work at five o'clock. (finish)
8. She ..**was**.. tired when she**got**..... home. (be, get)
9. She ...**cooked**..... a meal yesterday evening. (cook)
10. She ...**didn't go**..... out yesterday evening. (not go)
11. She**went**..... to bed at eleven o'clock. (go)
12. She**slept**.....well last night. (sleep)

Exercise: 1 b. p.15

<u>Regular verb</u>	<u>Irregular verb</u>
Walk	Get up
Finish	Have
Cook	Take
Start	Be
	Get
	Sleep
	go



Exercise:2 p.15

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



Exercise 3 p.15 (buy, drink, cost, catch, spend, throw, sell, teach, write)

- a. Shakespeare..... a lot of plays and poems. **wrote**
- b. How did you learn to drive? My husband..... me. **taught**
- c. Weour old car, and got a new one. **sold**
- d. As I was very thirsty,the water quickly. **drank**
- e. Omar.....the ball to Najat, and she.....with both hands. **threw** **caught**
- f. Amine.....a lot of money yesterday. **spent** **bought**
He.....a pair of jeans which.....120
dollars. **cost**

Exercise 4. p.15 see page155

The 'a' family	The 'ew' family	The 'o' family	The 't' family	The 'ght' family	The 'no change' family
was	drew	bore	bit	brought	beat bled
became	flew	broke	built	bought	cast burst
began	grew	chose	dealt	fought	cost broadcast
came	knew	drove	dreamt	lighted	cut
drank	threw	frose forgot	learnt	sought	fit cut
gave	blew	rode	Left	taught	hit
lay sang		rose got	lent sent	thought	hurt shu
rang		sold lost	lost	caught	let t split
ran		shone	meant		put spread
sank		shot stole	kept		read
sat		spoke	slept		rid
stank		told	spelt		set
swam		toreswore	swept		
forgave		wore woke	wept		
		won	felt		
		wrote			

List of irregular verbs, p. 155



Infinitive	Simple past	Past participle	Arabic
be	was, were	been	يوجد - أصبح
bear	bore	born	قاسى - تحمل ولد -
beat	beat	beat	- تغلب قهر
become	became	become	أصبح
begin	began	begun	بدأ
bite	bit	bitten	- - عض لسع لدغ
bleed	bled	bled	نزف دما
blow	blew	blown	هب - عصف
break	broke	broken	كسر
Bring	brought	brought	جلب
			- بث - أذاع

List of irregular verbs, p. 155

Infinitive	Simple past	Past participle	Arabic
cast	cast	cast	ألقى - رمى - أختار دورا للممثل
catch	caught	caught	- قبض - أمسك
choose	chose	chosen	اختار - فضل
come	came	come	جاء

List of irregular verbs, p. 155

Infinitive	Simple past	Past participle	Arabic
deal	dealt	dealt	- تعامل - وزع عالج
dig	dug	dug	- حفر
do	did	done	فعل
draw	drew	drawn	- رسم - سحب استنتج
dream	dreamed/dreamt	dreamed/dreamt	

List of irregular verbs, p. 155

Infinitive	Simple past	Past participle	Arabic
eat	ate	eaten	أكل
fall	fell	fallen	- سقط - وقع - انهار
feed	fed	fed	أطعم - غذى - أشبع
feel	felt	felt	شعر - أحس - أدرك
fight	fought	fought	تقاتل - حارب - تبارز
find	found	found	وجد - اكتشف - تحرى
fit	fit	fit	ناسب - وافق - لائم
fly	flew	flown	سافر - طار - حلق
forbid	forbade	forbidden	منع - حرم - حظر
forget	forgot	forgotten	نسى - غفل - تغاضى

List of irregular verbs, p. 155

Infinitive	Simple past	Past participle	Arabic
get	got	gotten	جلب – كسب – حصل – أصاب نال
give	gave	given	منح – أعطى – دفع
go	went	gone	– ذهب – انطلق مضى – مشى
grow	grew	grown	نبت – نما – نشأ

List of irregular verbs, p. 155

Infinitive	Simple past	Past participle	Arabic
hang	hung	hung	علق - دلى - لصق على جدار
hear	heard	heard	سمع - أصغى
hide	hid	hidden	اختبأ - خبأ - توارى عن الانظار
hit	hit	hit	ضرب - أصاب
hold	held	held	أمسك - حمل - ملك

List of irregular verbs, p. 155

Infinitive	Simple past	Past participle	Arabic
keep	kept	kept	حفظ - احتفظ حجز - راعى
knit	knit	knit	ربط - نسج حاك
know	knew	known	علم - عرف درى



List of irregular verbs, p. 155

Infinitive	Simple past	Past participle	Arabic
lay	laid	laid	وضع - طرح زرع - بسط
lead	led	led	قاد - أرشد - أدى إلى
learn	learned/learnt	learned/learnt	تعلم - درس
leave	left	left	ترك - غادر هجر - ذهب
lend	lent	lent	أعار - أقرض
let	let	let	سمح - ودع

List of irregular verbs, p. 155

Infinitive	Simple past	Past participle	Arabic
make	made	made	جعل - صنع - خلق
mean	meant	meant	عنى - قصد - نوى
meet	met	met	تقابل - التقى - صادف
mistake	mistook	mistaken	أخطأ - غلط - أساء فهم
overdo	overdid	overdone	- تطرف - نهك فرط - بالغ
overtake	overtook	overtaken	- تجاوز - تخطى



List of irregular verbs, p. 155

Infinitive	Simple past	Past participle	Arabic
read	read	read	قرأ - طالع
rid	rid	rid	تخلص من - أزال - طهر
ride	rode	ridden	ركب - امتطى
ring	rang	rung	طوق - رن - قرع
rise	rose	risen	- تصاعد - صعد
run	ran	run	بزع - شغل - ركض

List of irregular verbs, p. 155

Infinitive	Simple past	Past participle	Arabic
say	said	said	قال - لفظ - تكلم
see	saw	seen	شاهد - رأى - أدرك - لاحظ
seek	sought	sought	طلب - بحث - سعى لعمل شئ
sell	sold	sold	باع - تاجر
send	sent	sent	أرسل - بعث
set	set	set	وضع - أسس
shake	shook	shaken	هز - اهتز - صافح - ارتجف
shine	shone	shone	تألق - لمع - أضاء جلا
shoot	shot	shot	أطلق النار - اصطاد - أعدم
shut	shut	shut	غلق - أوقف

List of irregular verbs, p. 155

Infinitive	Simple past	Past participle	Arabic
sing	sang	sung	غنى - نشد - شدا
sink	sank	sunk	غرق - غطس
sit	sat	sat	جلس - قعد
sleep	slept	slept	نام - ضاجع
speak	spoke	spoken	تحدث - تكلم - خطب
speed	sped	sped	عجل - سرع
spend	spent	spent	أنفق - أمضى - قضى - استعمل
split	split	split	انقسم - انشق - تجزأ
spread	spread	spread	نشر - امتد - تمدد - أثارت

List of irregular verbs, p. 155

Infinitive	Simple past	Past participle	Arabic
steal	stole	stolen	سرق - سلب - اختلس
stick	stuck	stuck	لصق - أقحم - ثبت
sting	stung	stung	لدغ - لسع
stink	stank	stunk	نتن - بعث رائحة كريهة
strike	struck	struck	ضرب - أصاب - صدم - لدغ - لكم
swear	swore	sworn	أقسم - حلف
sweep	swept	swept	كنس - مسح
swim	swam	swum	سبح - ذهب للسباحة
swing	swung	swung	تأرجح - تمايل

List of irregular verbs, p. 155

Infinitive	Simple past	Past participle	Arabic
take	took	taken	أخذ - تناول
teach	taught	taught	علم - درس - لقن
tear	tore	torn	قطع - مزق
tell	told	told	
think	thought	thought	اعتقد - فكر - ظن
throw	threw	thrown	رمى - قذف - إلقاء - رجم



List of irregular verbs, p. 155

Infinitive	Simple past	Past participle	Arabic
understand	understood	understood	فهم – أدرك - استنتج
wake	woke	woken	استيقظ - أيقظ
wear	wore	worn	ارتدى - لبس
weave	weaved/wove	weaved/woven	نسج – حبك - حاك
weep	wept	wept	بكى - ذرف
win	won	won	كسب – فاز – ربح - ظفر
write	wrote	written	كتب – دون -

Exercise1: Reflexive pronouns

p.16

1. Anas did his homework by himself. **A**

→

2. I have to see your mother herself. **B**

→

3. I myself make my bed every day. **B**

→

4. Students must rely on themselves.

→



Exercise 2: complete the following table p. 16

Singular		Plural	
Subject pronouns	Reflexive pronouns	Subject pronouns	Reflexive pronouns
I	yourself myself himself	We	ourselves yourselves themselves
You	herself	You	
He	itself	They	
She			

Exercise 3: Fill in the blanks with the right reflexive pronouns: p.16

- a. Tom only thinks of **himself**
- b. Hind looked at **hersel**in the mirror.
- c. I've hurtwith a knife.
- d. Mary went there by **myf**
- e. The door opened **elf** **herself**
- f. Hamid solved the **itsel** problem
- g. We **f** **himself** conducted the research.
- h. The kids stayed at home all **oursel** by **ves** **themselve** **s**

Writing



1. School questionnaire. P.17

1. How long have you been in this school?

I have been in this school for 2 years.

2. What do you like best about the school?

I like my classmates, some school subjects and some teachers.

3. What don't you like about this school?

I don't like the Library. It is small and it doesn't have books.

4. How often do you do your homework?

I always do my homework.

5. How many teachers do you have?

I have 9 teachers.

6. Can you use mobile phones at school?

No, I can't. it's forbidden.

7. What are some of the school rules?

There are some rules such as: we must respect our teachers.

we have to keep our school clean.

we have to come to school according to the timetable.etc

8. Is there a multimedia room in your school?

No, there isn't.

9. Is there a library?

No, there isn't.

10. How many school subjects do you have a day?

I have 3 or 4 school subjects a day.



Exercise 2: write a postcard to a friend. p.17



Dear Neil,

Thank you for your postcard. It was very nice to know about your school.

So it's my turn to tell you about my school. Its name is Mohammed VI High School. It has 16 classrooms and four big labs. There is a large yard where we practise sports. I like my classmates. They are friendly. I also like some teachers. They are helpful. I prefer some school subjects, for example English, Maths and Islamic Education. But I don't like the library because it is small, and there aren't necessary books. I have 9 teachers.

We can't use mobile phones. In addition, we have some other rules such as : we must keep our school clean. We must respect our teachers. And we have to come to school according to the timetable.etc. there is no multimedia room. I have 2 or 3 school subjects a day.

Bye for now,

Amine

Learning to learn

Good habits, bad habits

1. Discuss the following quotation:

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

- I read and remember
- I do and understand



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

a. Do you look over your English notebook?

Yes, I do. I always look over my English notebook.

b. Do you revise what you have learnt regularly?

Yes, I do.

c. Do you use a dictionary when you read in English?

I sometimes use it.

d. Do you participate in class?

Yes, I participate in some school subjects.

e. Do you do your homework while watching TV?

No, I don't. I do my homework first. Then I watch TV.

f. Do you revise alone or with friends?

Sometimes with my friends; sometimes I revise alone.

g. Do you use other sources (Internet, multimedia, TV, books to study English?

Of course, I use Internet and TV to improve my English

3. Copy the chart in your notebook

Good habits	Bad habits
<p>I usually look over my English notebook regularly. I always revise what I have learnt in my dictionary when I read English. I participate in class.....</p> <p>I use other sources to study English for example Internet, TV, etc.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>I never look over my English notebook while watching TV. I never revise what I have learnt.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



Cultural corner

2. Quick facts about Moroccan educational system

Moroccan children must attend school until the age of 15. Education is free for all children from 6 to 15.

The school year is 36 weeks long and is divided into two semesters.

Main school holidays are: sheep feast(5 days), the end of first semester(8 days), summer(12 weeks)

Children are required to attend school till 15, when they sit for a regional exam

After that, they can continue their studies in high schools or leave; others can go to technical institutions

There are 2 different types of secondary schools: middle and high

After the Bac exam, students can continue their studies in universities.

Crossword puzzle

Across: →

- 1. student
- 3. Pencil
- 4. Desk
- 5. Compactdisk
- 6. Paper
- 7. Dictionary
- 8. Teacher
- 10. Chalkboard
- 10. Map
- 12. Chalkbrush
- 14. Sharpener
- 16. envelope
- 18. copybook

Down: ↓

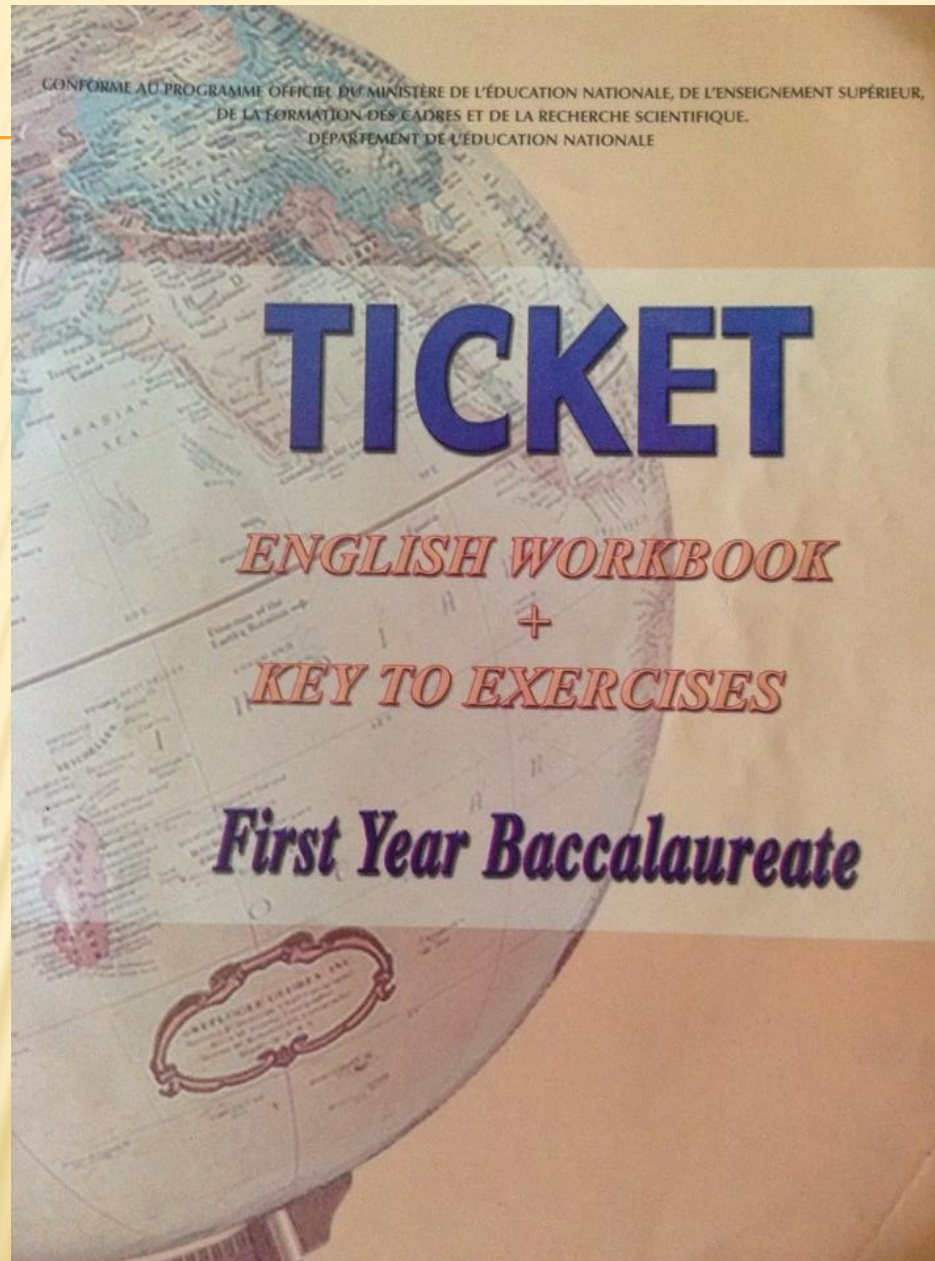
- 1. Calculator
- 5. Wastebasket
- 9. School bag
- 10. Scissors
- 13. Eraser
- 15. Computer
- 18. calendar



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

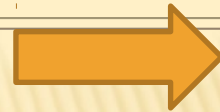


Unit 1



Unit 2: Society

Unit 2



Society

Starting up:

Reading: Homeless children find shelter in « Bayti »

Vocabulary: words and their definitions

Functional Practice: Expressions of complaints

Grammar: Articles (a/an/the); expression « used to »

Writing: Write sentences contrasting the past and the present.

Cultural corner:

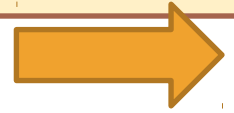
Learning to learn: Word formation

Review: Units 1 and 2

Workbook

Unit 2

Society



1. Look at this list of words and expressions and match them with pictures, 22

- 1. The children**
- 2. The jobless people**
- 3. The elderly people**
- 4. The adolescents**
- 5. The sick people**
- 6. The homeless people**
- 7. The disabled**
- 8. The poor people**

2. What help should we give them?

p.22

1. The children need parental care, shelter and education.
2. The jobless people need job.
3. The elderly people need care, protection.
4. The adolescents need care, places to practise their hobbies
5. The sick people need health care
6. The homeless people need shelter, home
7. The disabled need care and protection
8. The poor people need money

Unit 2

Society

Reading p.23

Task 1

- a. I was born in Casablanca.
- b. My parents did. They took care of me.
- c. No, I didn't have to work. I have to study



Task 1, p.24: Main ideas



Paragraph 1:

There are thousands of children who lived most of their time in the streets because of different social

Paragraph 2:

ti has worked with these children.

Paragraph 3:

More than 4970 children have benefited from the association's

various workshops and services

Task 2: Answer the questions, p.24

- a. Bayti helps children who live in the streets,
children of divorce, domestic violence,
poverty,
the forgotten ones, and the abandoned children.
- b. It offers them help, education and shelter.
- c. Bayti can offer a bed to 100 children.
- d. Najat Mjid founded Bayti in 1994.

Task 3: Sentence completion :p. 24

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



Task 4: the meanings of the compound words. P.24

Non-profit: without profit/money

Workshop: a room or building where things are made or repaired

Childhood: using machines

and/or tools
the time when someone is a child.



Vocabulary : Study these words. p. 25

Hospita when people are friendly and welcoming to guests and visitors.

To socia to spend the time, when you are not working, with friends or with other

Autonco the right of a group of people to govern itself, or to organise its own activities.

Divorc to end your marriage by an official or

the crime of stealing a vehicle and driving fast and dangerously for fun.

Joyriding to say that something is wrong or

To cover (a building designed to give) protection from bad weather, danger or attack.



Adolescence the period of time in a person's life when they are developing into an adult

Homeless without a home.

Generational Gap when older and younger people do not understand each other because of their different experiences,

Jobless unemployed/ without job. Mr.

Tolerance willingness to accept behaviour and beliefs which are different from your own, although you might not agree
the time when someone is a child.

Childhood not able to use part of your body or your mind because it has been damaged in some way



Task 2: Matching words (1-14) with their definitions (A-N)

Words	Definitions
1. Hospitality	k. Ability to welcome people offering them food and shelter
2. Adolescence	c. Period of life from 13 to 18 years old e. To spend time with others in a friendly way/house
3. To socialise	b. Independence a. A difference in ideas and behaviour between older and younger people
4. Homeless	

words	Definitions
7. divorce	g. Separation of husband and wife
8. jobless	j. Without an occupation
9. Joyriding	m. To drive a car for pleasure at high speed n. The capacity of respecting
10. Tolerance	the opinions, religion or behaviour of others l. Ability to express discontent, displeasure or unhappiness
11. To complain	d. Period of life from birth to 13 years old h. Somewhere to live in
12. childhood	i. A person having a physical or mental defect

Task 3: blank filling exercise, p.25

- a. To socialise**
- b. Generation gap / complain**
- c. Joyriding**
- d. Handicapped**
- e. Homeless/ shelter**



Functional practice p. 27

Task 1: Answer the questions:

a. Some parents complain about their children's behaviour. They complain that they don't take their advice.

They watch a lot of TV. They stay up playing computer games. They listen to strange music. They don't spend enough time studying.

b. Some children complain about their parents' severe criticism on their attitudes. They complain that they criticise their music and clothes as being strange.

They don't listen to them. They nag them about homework. They don't like their friends



Expressions of complaints:

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

Exercise 4, p.27: use the expressions to complain:

- a. Maybe you forgot to bring me back my book.
- b. I'm afraid I have a complaint about a CD player you have sold me. It didn't work.
- c. I'm sorry to have to say this, but the food was bad.
- d. I'm sorry to have to say this, but you are making a lot of noise.
- e. Don't get me wrong, but I think you should respect the time.
- f. I'm sorry to bother you, but you disturb me with that music.



Unit 2: Grammar analysis, p28

Task 1: indefinite and definite articles: 'a/an and the'

Task 5: fill in the blanks with 'a/an' or 'the' when necessary

a. This morning, I received.....**a** letter and.....**an** e-mail. **The** letter was from my school and.....**the** e-mail was from my friend.

b. Yesterday, I bought**a** shirt and.....**a** pair of jeans.
.....**The** shirt is black and.....**the** pair of jeans are blue.

c. We live in.....**an** old house in.....**the** center of.....**the** town.
There is**a** primary school near**the** house.

d. Water is vital for**X** life.



I used to do that, but I don't anymore, 28

What were Lucy's past holiday habits?

- She **used to spend** month on the beach every summer.
- She **used to get up** early and walk along the beach.
- She **used to have a swim** before breakfast.

Task 2:

- We use '**used to**' to talk about :
 1. habits in the past.



Task 3: sentence completion

a. When I was younger, I **used to** play a lot.

I used to
watch cartoons a lot

b. In primary school, I **used to** draw pictures. But now I don't.

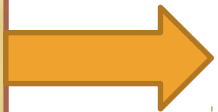
c. I **used to** do my homework after school.

 a. in the evenings, my family and

Task 4:

write a sentence for each picture

- 1. She used to be beautiful.**
- 2. He used to play with toys.**
- 3. She used to play with a tricycle**



Writing:

Past tools	verbs	Present tools
Cart	Travel	Car
Line phone	call / phone/	mobile phone /cell
Postman	deliver/send/write/li	phone
	communicate	Computer/lapt
	sten	op
radio	/watch/watch	TV dish
	Listen	



Writing : paragraph writing, p. 30

Our society in the past and present

Past :

- We used to travel by carts and on donkeys.
- We used to call each other through line phone.
- We used to send our letters via a postman.
- -We used to listen to music and news on the radio.

Present:

- Today we travel by many means of travel such as car, bus, train, ship, plane, etc.
- Now we can telephone each other with a new phone, mobile phone.
- nowadays, we can send our messages, letters by the computer.



As for music, movies, news, we can listen and watch them at the same time thanks to the

Process of writing:

- **pictures.**
- **Sentences.**
- **Paragraph.**



Linking words:

Addition	contrast
and in addition furthermore moreover also besides	but however in contrast although nevertheless despite



PARAGRAPH

In the past, people used to travel by carts and on donkeys.

Moreover, they used to call each other through line phone.

In

addition, they used to send their letters via a postman.

Besides,

they used to listen to music and news on the radio.

However,

today They travel by many means of travel such as car, bus, train,

ship, plane, etc. **Furthermore**, they can telephone each other with

A mobile phone. They **also** send their messages, letters by a computer. As for music, movies, news, they can listen and watch

them at the same time thanks to the television dish.

Learning to learn: **word formation**

Exercise 2, p.31

manhood

a. The state of being a man: **peaceful**

b. Full of peace: **cloudless**

c. Without clouds: **fearless**

d. Without fear : **powerful**

e. Full of power : **parenthood**

f. The state of being a parent:



Exercise 3: Guess the meaning of these words, p.31

- Childless : **without children.**
- Harmful: **full of harm.**
- Without clouds: **cloudless.**
- Motherhood: **the state of being a mother.**
- Joyful : **full of joy.**
- Neighbourhood: **the state of being a neighbour**
- Treeless: **without trees**
- Helpful: **full of help.**
- Voiceless: **without a voice**

CULTURE CORNER

What do they say about Morocco?

Task 1, p. 32

The four qualities Morocco is famous for are:

- **The warm welcoming.**
- **Hospitality.**
- **Tolerance.**
- **Moderation**



Review Units 1 and 2. p.35

Review your grammar:

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

- a. Hamid **used to smoke.**
- b. Rachid **used to collect stamps.**
- c. The Smiths **used to live in Morocco.**
- d. Leila **used to work.**



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

- a. Despite her parents' complaints, Fionna decided to live by...**herself**... in New York.
- b. I can't understand **her** when she speaks German with **me**....
- c. He should be proud of **himself**.....
- d. We came across a friend of **ours**.....
- e. Each plan has **its** merits.
- f. The friends enjoyed **themselves**...a lot at the party.



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

- a. Christopher Columbus (discover) America in 1492.
- b. We (spend) the previous weekend in the mountains.
- c. The kids (eat) breakfast hastily and (go) to the zoo around 9 this morning.
- d. (you/see) you yesterday's football match?
- e. We (not go) out at all yesterday.



D. Put the appropriate articles if necessary. lesson

- a. Brahim likes ~~X~~horses.
- b. Who's brokenred vase?
the
- c. It is so pleasant to read in
.....afternoon **the** after
lunch. ~~X~~
- d. **The**grocer opposite
library ~~X~~ always sells fresh
vegetables

Review your functions: p.36



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

The statements	The responses
a. I think watching TV is a waste of time	2. Quite the contrary! It's our main source of news.
b. Hitch- hiking is the cheapest way of travelling	1. You're right, but it may be dangerous sometimes.
c. It seems to me that tennis is the most popular sport.	4. I don't agree; football is certainly the most popular.
d. I find chatting on the net so exciting	3. I agree, it's very entertaining indeed.

2. How would you complain to these people? p. 36

Situation: a.

You: I'm sorry to have to say this, but the service wasn't good.

Situation: b.

You: I am afraid I have a complaint about that person. He is smoking in a non smoking compartment.

Situation: c.

You: I'm sorry to bother you, but your son has broken my window pane.



Review your vocabulary

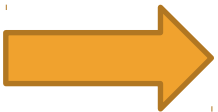
1. Replace the wrong underlined words with the right ones:

a. we're ~~having~~ / ~~taking~~ / .. a test
tomorrow ~~sitting for~~

b. Congratulations! You've ~~passed~~ your exams.

c. Hamza got quite good ~~marks~~ / at Maths
this year. ~~grades~~

d. Public schools are ~~run by~~ ~~the state~~ / ~~the government~~

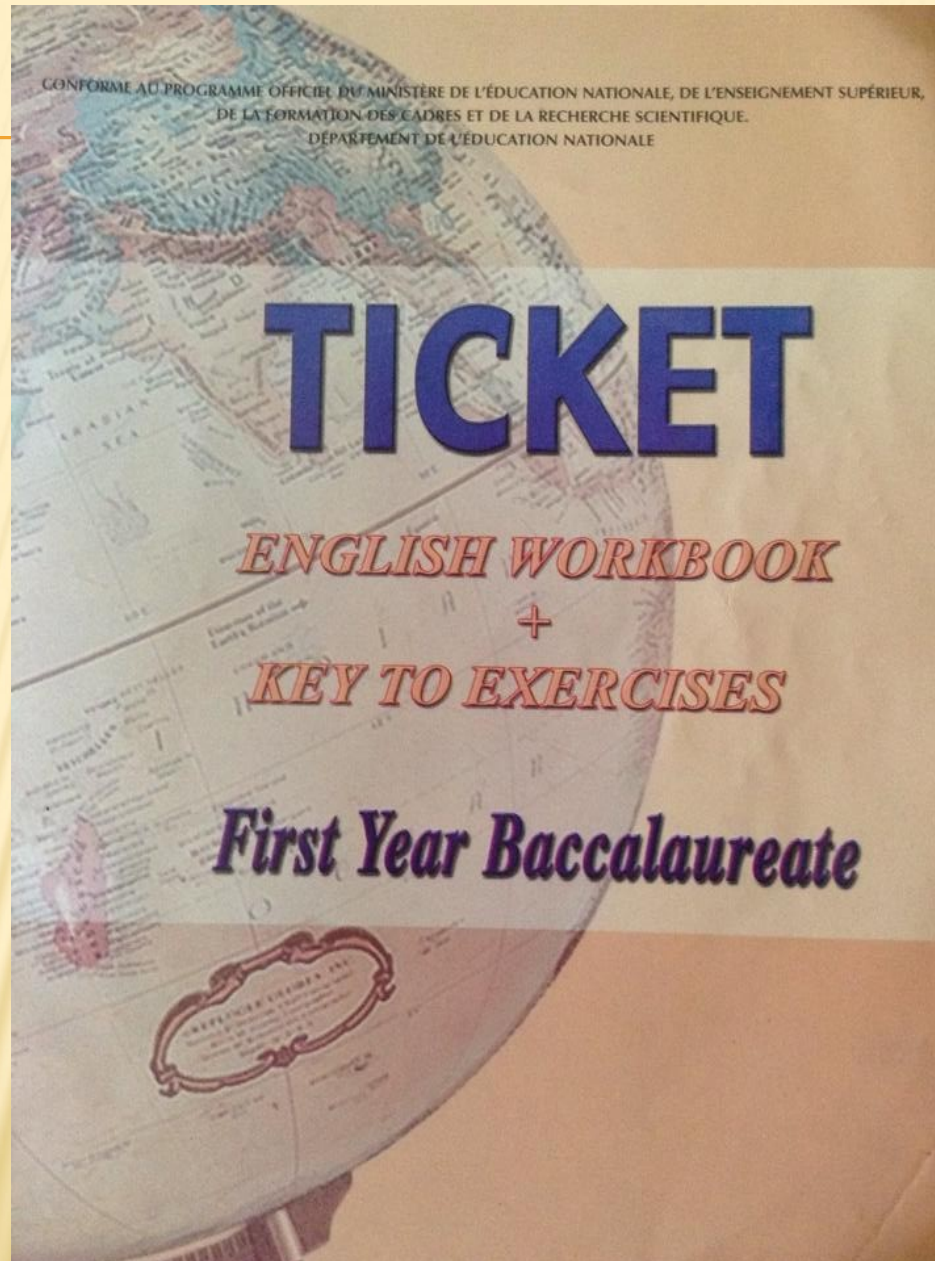


2. Below are arguments for and arguments against divorce. Fill in the chart

arguments for	arguments against
It is a wise solution to save children's future To put an end to problems before it is too late. It is the solution when there is no understanding.	to avoid psychological and social negative impact on children. Kids usually pay the price of divorce.



Unit 2



Unit 3: Health and welfare

Unit 3

Health and welfare

« He who has health, has hope. And he who has hope, has everything. »

Reading: Keep healthy

Vocabulary: *Types of sicknesses and specialists*

Functional Practice: *Asking for advice and giving advice*

Grammar: Question tag/*Present Perfect Tense / Modals*

Cultural corner:

English and fun:

Writing : *Informal letter*

Topic: *Write a letter asking your friend for advice*



Unit 3

Health and welfare

Health tips

1. Match the pictures (1_5) with the tips (a_e)

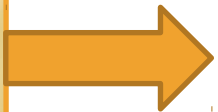
1. e

2. a

3. b

4. d

5.



2. Tick the good practices and cross the bad ones

Washing hands before and after meals. ✓

Brushing one's teeth after meals. ✓

Taking showers regularly.

Staying up late. ✗



Reading: **Keep healthy** , p.39

Task 1: Matching exercise

Statements	Subtitle of text
a. One important way to stay healthy is to diagnose your health problems as early as possible.	3. Body awareness
b. What you eat affects your energy, your ability to concentrate and your memory.	2. Your diet
c. All those hours of study mean that your brain gets a good workout, but it's also important to keep your body in shape by doing physical exercise.	1. exercising

Task 2: Choose the correct answer, p.40

1. Exercising gives good results if you.....
eat
varied
2. Diseases are lower in people who eat.....
prevent
food
3. If you are aware of your body changes, you will
diseases

.....



Task 3: Complete the c

a. **Exercising has a lot of benefits**

It helps the individual
feel better physically
and emotionally.
It can increase your
energy level

It gives the body a
good shape.
grow properly.

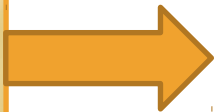
b. **By having a balanced diet, you will**

have strong and
healthy bones.
avoid dental

decay
know what is normal
to your body.

c. **Body awareness means**

report the changes to
parents and doctor.



Vocabulary, p.41

Exercise 1: Match the pictures (1-6) with the sentences (a-f)

- 1. e. He's got a headache.**
- 2. f. He's got a stomachache.**
- 3. b. She's got a fever.**
- 4. d. He's got a backache.**
- 5. c. He suffers from flu.**
- 6. a. He's got toothache.**




Exercise 2: Match numbers (1-6) with letters (a-f), p.41

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

Exercise 3: Find the nouns from these words, p.42

Adjective /Verb	Noun
Fit	Fitness
Obese	Obesity
Recover	Recovery
Diagnose	Diagnosis
Prescribe	Prescription
Aware	Awareness
Operate	Operation
Grow	Growth
Prevent	Prevention
Able	Ability

Exercise 4: Fill in the blanks with the appropriate form of words from the table

- a. You are a bit **obese**; you should go on a tough diet to lose some weight.
- b. You don't need a doctor's
.....to buy some medicines such as aspirin and cough syrup. **prescription**
- c. I've just learnt about your illness. I wish **recovery**
Prevention you speedily.....
- d.is better than cure. **fitness**
- e. Leila does aerobics to improve her..... **diagnosis**
- f. The doctor is
.....what is wrong with the patient.
- 

Functional Practice: Asking for / Giving advice, p.44

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

- **Advice request 1: B.....**
- **Advice request 2: A.....**



Exercise 2: Read the letters again and answer these questions, p. 45

- a. The boy is worried **early**
about..... **hair**
- b. The girl is worried **spots**
.....on her face.
- c. They **a piece of** readers to
give **advice**.....



Exercise 3: Fill in the chart with expression from the letters and the replies, p.45

Asking for advice	Giving advice
Please tell me what I can do.	You'd better...
What should I do?	If I were you, I would/ wouldn't
What can I do?	You should...
What do you advise me to do?	I advise you ...
	Why don't you...



Practice, p.45



Exercise 1:

What advice can you give to someone who

1. is getting fatter and fatter?

You: I advise you to go on a diet.

if I were you, I would practise sport regularly.

2. suffers from insomnia?

You: you should see a specialist.

3. has poor appetite?

You: why don't you try some syrup to improve your appetite.

4. has toothache?

You: You'd better see a dentist.

Grammar analysis, p.46



Exercise: Choose the appropriate verb form:

a. My brother**visited**.....London last year.

b. Shall we leave now?

– No, I ...**haven't packed**...my luggage yet.

c. I ...**bought**.....this car in 1991.

d. Can I help you? You ..**have been driving**..for 3 hours.

e. ..**Have**.....you ..**ever been**.....to Spain?

f. Brahim isn't at home. He...**has just left**.....

g. You'...**ve done**..... your homework, haven't you?

h. You are still busy! You ..**have been doing**..this homework
since 10:00

Modals : **must**, **may** can't, p. 47

Task 1:

- A. **Must** expresses **certainty**
→ expresses **possibility/uncertainty /doubt**
.. expresses
- B. **May, Might, Could** expresses **impossibility**
→
.....
- C. **Can't**
→
....



Exercise 2: complete the grammatical summary,
p.47

a. We use ' **must** ' to say that we feel sure
something is **true/certain**.

b. We use ' **can't** ' to say that we feel sure
something is **impossible**

c. We use ' **may** ' to say that something
is **perhaps true / possible**



Exercise 3: Fill in the gaps with 'must', 'can't' or 'may': p.47

- a. They have moved into my neighbourhood for very long. Theyknow many people.
must
- b. You've been working hard all day long. Yoube very tired.
must
- c. I'm not sure, but itrain tomorrow.
may
- d. Janebe feeling bored with her work. She does the same thing everyday.
must
- e. This restaurantbe a good one; it's always empty.
can't
- f. Aichago with us; she hasn't decided yet.
may
- g. This jacket isn't good quality; itbe very expensive.
can't
- h. 'Who's that boy?' – 'I don't know; hebe Latifa's brother.'
may
- i. She got a terrible mark at school; her parentsbe very angry.
must

WRITING

Health

Terrible headaches

Acne spots

Bad backache

Curly hair

Fatness

Poor appearance

Family problems

My father doesn't let me travel alone

My mother doesn't allow me
watch my favourite TV

My brother/ sister takes my clothes all the time

My mother orders me to do a lot of housework

Expressions of asking for advice:

Tell me what I can do

What do you advise me to do?

What should I do?

Writing : Personal/Informal letter, p.48

.....

.....14, Almassira Avenue

..... Hammam

Mar

Thursday, December 5th, 20

·Amine.....

Dear.....,

I must apologise for not having written before
these days I have a problem I can't solve it
now
alone. That's why I am writing you this

Well, letter to help me find a solution. My

parents don't let me use the internet:.....
Please tell me what I can do.

.....

.....

Adil

Mohammed Hamdi Senhaji



CULTURE CORNER

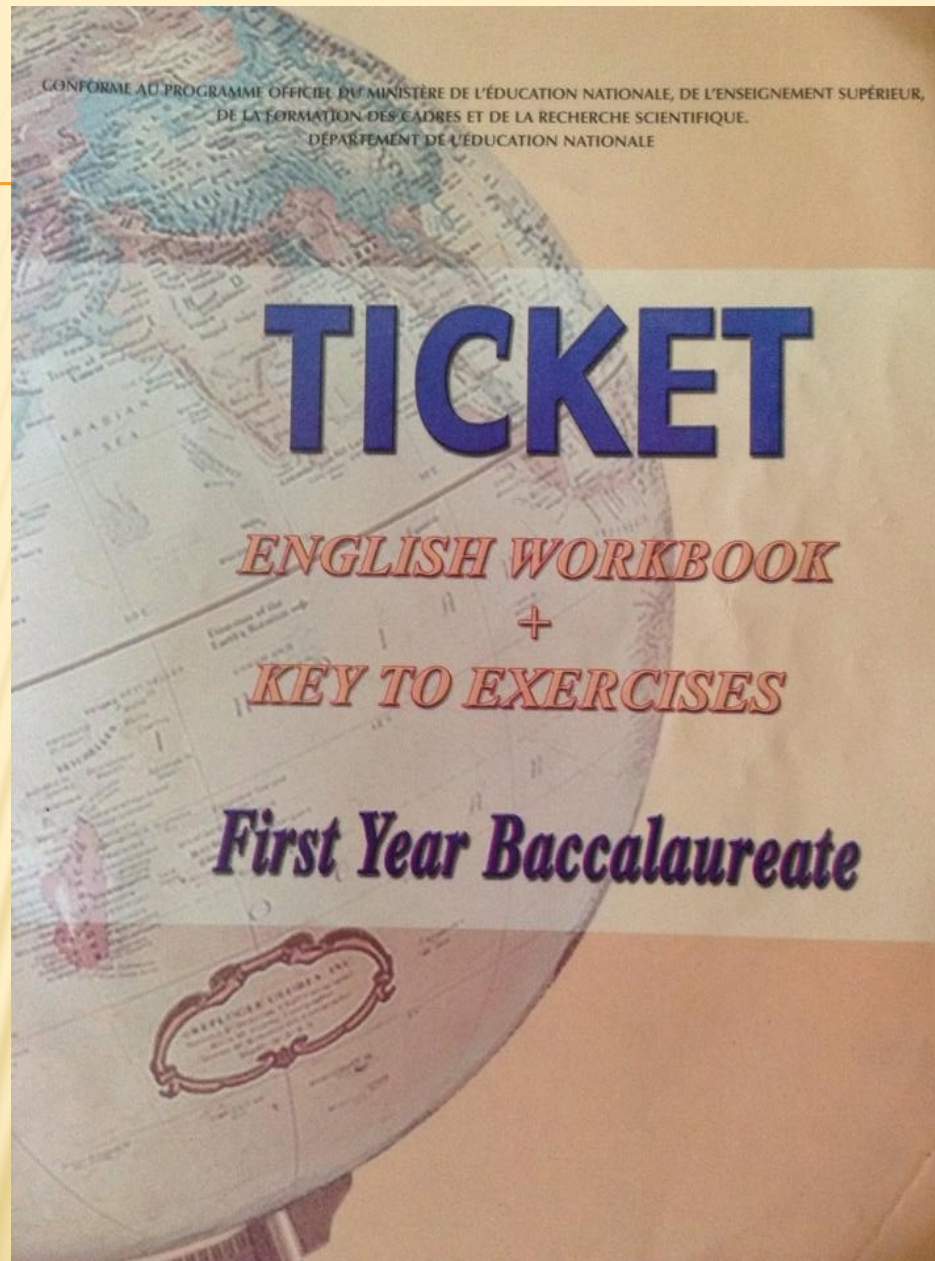
1. In USA
2. Some Moroccans view fat men as rich and prosper; wheras, they see women as beautiful and fertile.
3. I think obesity is bad because it causes a lot of health problems such as heart disorder, cancer, etc.

ENGLISH AND FUN

1. She hides the TV remote control
2. To make her husband move and do some activity
3. It's a good and clever idea
4. Because he is obese



Unit 3



Unit 4: Environment and ecology

Unit 4

Environment and ecology

Starting up:

Reading: Waste! Waste! Everywhere!

Vocabulary: *words associated with waste*

Functional practice: *Making a suggestion; Accepting / Declining(Refusing)*

Grammar: *Prepositions / too Vs enough*

Writing: *paragraph writing*

Topic: *Which energy do you think is the safest and most reliable (nuclear or solar)?*

English and Fun

Review: *Units 3 and 4*

Workbook



Starting up

Let's save the environment! P. 53

1. Describe the pictures:

Picture 1: beautiful view

There is a

There are green tall
splendid nature.

There is green

There is a long path to walk along.

The place is clean. so the air must be

Picture 2: ugly view

There are useless vehicles of

There is waste and garbage. So the air

can't be good. It must be terrible.

degradation of the nature because of waste.

- 2.** Synonyms of waste are: garbage, trash, throwaway, rubbish
- 3.** Waste harms the environment in many ways, for example, it poisons the air. There is a terrible smell. It makes the environment look bad and the beauty of the environment is degraded.

Reading, p.54

Before reading task:

a- Who is responsible for making our cities dirty?.

I think we, as citizens and the municipality are the responsible.

b- What are the best ways to deal with waste?

The best ways to deal with waste are not to produce

it to reduce the amount of waste, to recycle it.



Reading the text task:

The text is about

(a) how we can deal with waste.



Exercise 2: True / false statements.

Justify your answer: p.55

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


False . When something is thrown, we lose natural resources.

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

True. We can do better things with so-called 'waste'. We need to see 'waste' as a 'resource'.

c. The best way to economise energy is

Task 3: p. 55

- a. The purpose of the writer is to talk about recycling and reusing waste.
 - b. By recycling waste we can save energy and limit rubbish dumps.
 - c. Nowadays, the majority of countries dispose of waste without caring of its danger.
- 

Follow up, p.55

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

I think that my neighbourhood is very dirty because neighbours do not put their rubbish in special bins. They just throw plastic bags full of rubbish everywhere. The people in charge in the municipality do not do their job well. They don't put enough bins in the neighbourhood. Sometimes the lorry which takes rubbish doesn't come regularly.

I personally suggest that the government should sensitise people about the danger of rubbish on our health. The local municipality

Vocabulary, 56

Exercise 1: Complete the map with words associated with waste



Exercise 2: Match the words with their definitions

The words	The definitions
1. Degradation	f. causing to be less moral or less deserving
2. Disposable	d. designed to be thrown away after use e. action of getting rid of something
3. Disposal	h. waste c. send out smoke, smell etc....
4. Expanding	
5.	

The words	The definitions
7. Law	a. rule made by authority, especially a government
8. Recycle	j. treat something already used so that it can be used again.
9. Prosperity	l. success or wealth. m. ruin the value or pleasure of something. i. general view or studies k. poisonous.
10. Spoil	g. rubbish.
11. Surveys	

Exercise 3: Fill in the blanks with the appropriate words from exercise 2 above: p.56



- a. In big cities, cars and buses pollute the air as they ..**give off**...smoke.
- b. The ..**degradation**....of the environment is due to the amount of ..**garbage**....and**trash**..thrown away by people and factories.
- c. As factories are..**expanding**, waste is produced more and more.
- d. According to some **surveys** carried out by some environmentalists, pollution and man-made disasters are an obstacle to a country's..**prosperity**.



Functional Practice, p.59

Exercise 2: Complete the chart

<u>Making a suggestion</u>	Accepting	Declining /Refusing
Why don't we go...	Why not?	Yes, ...but...
How about..	That's a great idea.	I don't think it's a good idea.
Why not go...	That's a good idea.	Idea,
Let's..	Yes, let's..	No, let's not.



Exercise 3: Fill in the blank, choosing the correct answer from the given list, p.59

Rachid: Hi Yassine! Let's **.go..**to the Minaret over there.

Yassine: No, let's **.not go...**to the Minaret. It's a little far, Rachid.

Rachid: Then why **don't we**.go to the movies?

Yassine: Good idea, Rachid! **Let's** invite Sophia to go with us!

Rachid: Hi Sophia. We're going to the movies tomorrow. Why **..don't you** come with us?

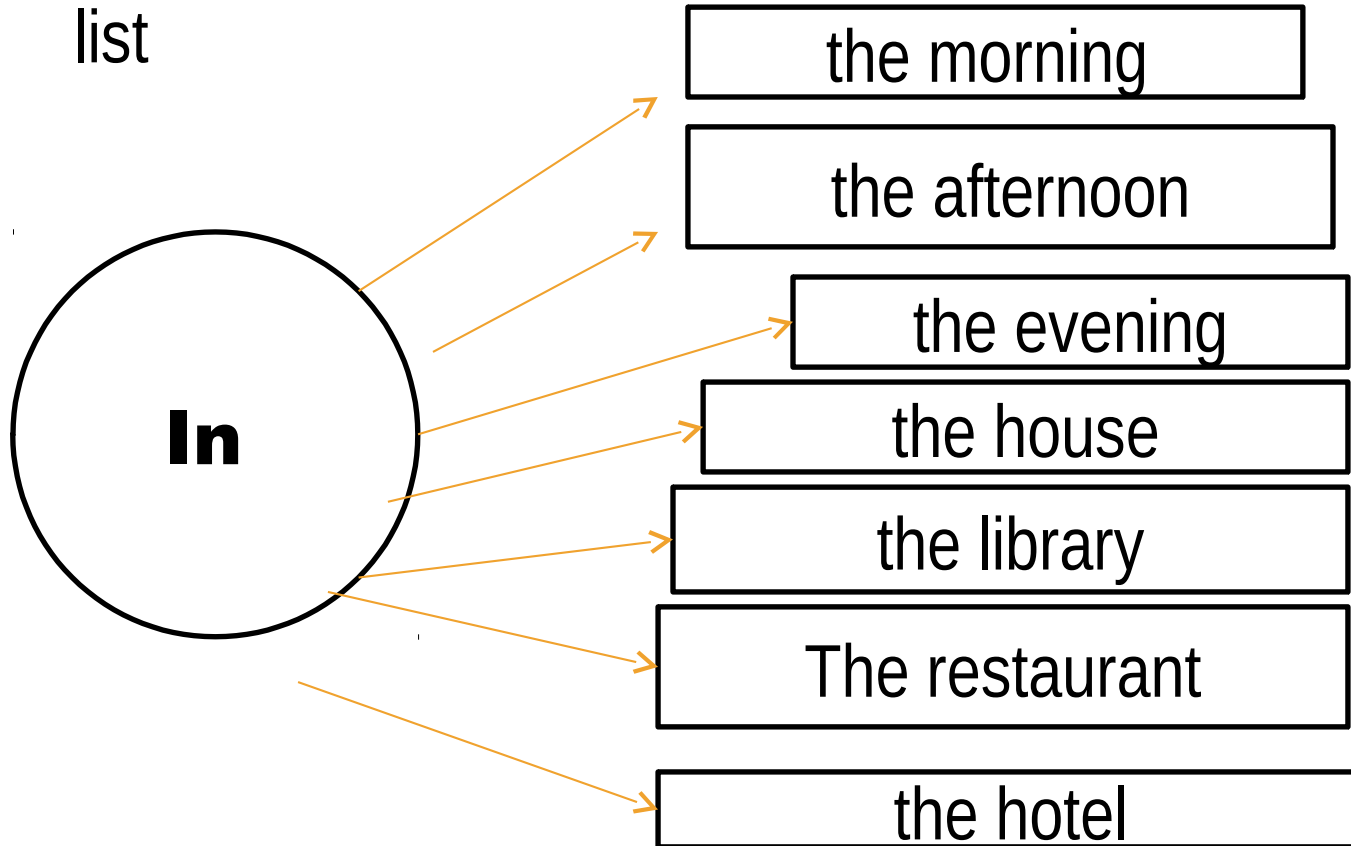
Sophia : the movies? No, I don't want to go to the movies.

Let's go..to the circus. There are nice acrobats there.



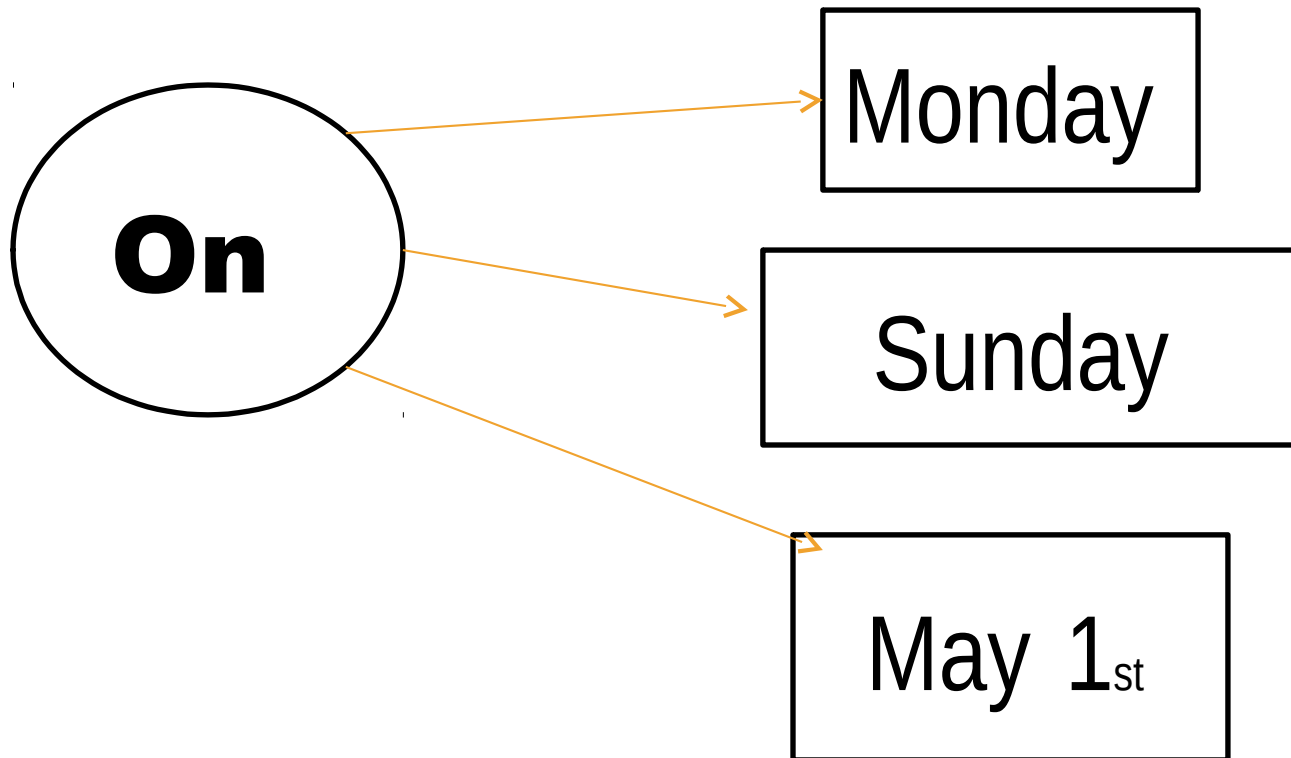
Grammar: Prepositions of time and place, p.60

Exercise 1: Complete the diagrams with an expressions from the list

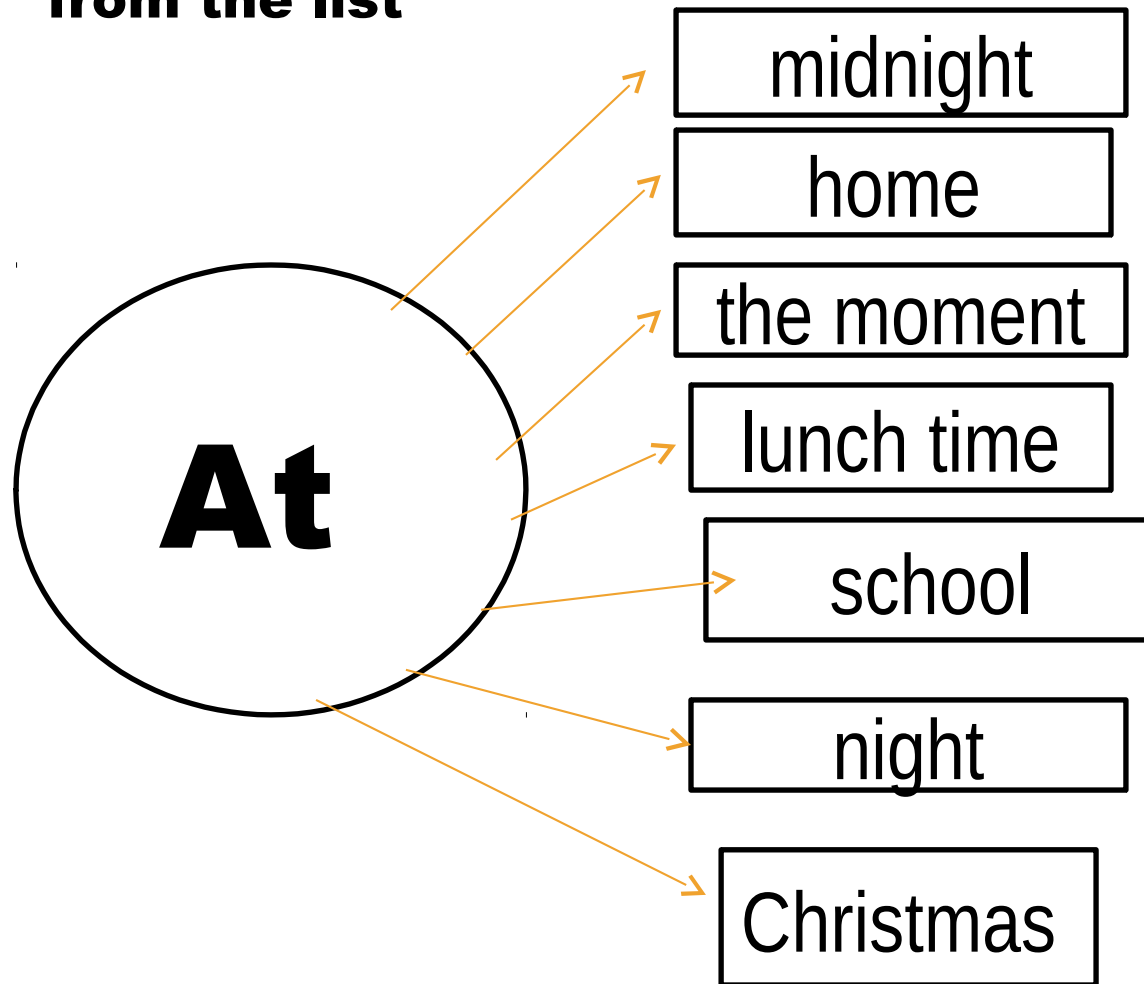


Grammar: Prepositions of time and place, p.60

Exercise 1: Complete the diagrams with an expressions from the list:



Exercise 1: Complete the diagrams with an expressions from the list



Exercise 2: Fill in the gaps with: in- at- on- for – from- over- with- to
p.60

- a. My mother bought me a new dressthe store. **in**
- b. I found my car keysmy pockets. **at / in**
- c. I saw the horse jumpthe fence. **over**
- d. Maria livesher parents
a small house. **with in**
- e. Every morning, I take the bus school. **to**
- f. I sometimes have a siestathe afternoon
.....the sitting-room. **in**
- g. My teacher drives school
every day. **in to**
- h. We went Marrakesh
....vacation. **to on**


Exercise 3: p. 60

- a. The boat sailed **under** the bridge.
- b. The students get **into** the bus.
- c. The cat is **between** the dogs.
- d. The ducks swim **across** water.
- e. The kittens are sitting **in** the basket.
- f. The mouse is **under** the table.
- g. The boy jumps **over** the box.
- h. The man dived **into** the water.



Too or enough?

Exercise 2: Fill in the blanks with too or enough. p. 61

- a. The student cannot buy the book. It isexpensive. **too**
- b. The students could not finish the test. It waslong. **too**
- c. I could not answer the question. It wasn't easy..... **enough**
- d. We can't all get into this car. It isn't big..... **enough**
- e. The woman can't hear the television. It isn't loud..... **enough**
- f. The man cannot see the sun. The sky isn't
ar.....

Exercise 3: combine the pairs of sentences using too or enough,
p.61


- a. The customer cannot drink the juice. It's very sour.
- The juice is **too** sour for the customer to drink.
 - The juice isn't sweet **enough** to drink.
- b. The boy cannot reach the shelf. He's very short.
- The boy is **too** short to reach the shelf.
 - The boy is not tall **enough** to reach the shelf.
 - The shelf is **too** high to reach.
- c. This maths exercise is very difficult. The students can't do it.
- This maths exercise is **too** difficult to do.
 - This maths exercise isn't easy **enough** to do.

- d. Voltaire's Candide is very challenging. Students can't grasp it.
- Voltaire's Candide is **too** challenging for students to grasp.
 - Voltaire's Candide isn't easy **enough** for students to grasp.
- e. He's very poor. He can't satisfy all his needs.
- He is **too** poor to satisfy all his needs.
 - He isn't rich **enough** to satisfy all his needs.

Writing: paragraph writing, p.62

Exercise 1: chart completion

Advantages of solar energy	Advantages of nuclear energy
<p>It's cheap.</p> <p>It's autonomous.</p> <p>It's a system of electricity.</p> <p>It doesn't solve the problem of energy.</p> <p>It's self-sustaining.</p> <p>It's free, safe and renewable.</p> <p>It's economical.</p> <p>It provides possibilities of employment.</p> <p>It doesn't cause fires.</p>	<p>It doesn't emit gases.</p> <p>It's cheap, inexpensive.</p> <p>It doesn't harm the environment.</p> <p>It requires small place to produce electricity.</p> <p>It can tackle both global warming and the suffering of the environment.</p>



PARAGRAPH- WRITING

Task 3, p. 62

Which do you think is the safest and most reliable source of energy, nuclear or solar? Write a paragraph giving your opinion, using *Both nuclear and solar energies are important and necessary in the development of the economy of a country. However, I think solar energy is the safest and the most reliable energy because of many reasons. First, it's safe and renewable. Second, it is clean . Moreover, it is non- polluting.*

Learning to learn, p63

Exercise 1:

Put the correct punctuation marks in the numbered spaces, p. 62

It was about midnight when the telephone rang, waking Jim - the receptionist. 'Hello' an excited voice was saying over the telephone. ' This is Mrs. Simpson . Please come to my room quickly; I have been robbed of a valuable necklace. Do you hear me?'



English and fun, p.64

1. The title of the unit: Environment and Ecology.

- a. Rubbish**
- b. Garbage**
- c. Ozone layer**
- d. Nuclear energy**
- e. Drought**
- f. Natural disaster**
- g. Ecology**
- h. Greenpeace.**
- i. Toxic smoke**
- j. Global warming**



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



Review Units 3 and 4

Review your grammar:

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

Thousands of People Injured on Scooters
Thousands of people ~~have suffered~~
injuries so far this year while using the new, ~~has risen~~
lightweight scooters. The number of injuries
..... ~~occured~~ along with the popularity of
the scooters since the last stastistics. Most of
the injuries ~~broke~~ when children ~~do not~~
the scooters and nearly one-third of the
children ~~realise~~ bones. People obviously
..... ~~do not use~~ that scooters can be
dangerous. Those who sell these scooters
..... ~~recommnd~~ using safety equipment
such as helmet, wrist guards and elbow and

B. Fill in the blank choosing the correct modal verb from the list, p. 66

1. **Can** you speak any foreign languages?
2. Rachid **must** get tired of his job. It is so boring.
3. Where's Bill? He **may** be in his office. I saw him there this morning.
4. Take an umbrella. It **might** rain later.
5. Soufien **must** go to hospital; he has terrible influenza.
6. **Can** you do this Math exercise for me? I've already tried it, but I've found it too difficult.
7. Jane was overtired and looked sleepy. She **must** have worked days and nights.



Review your function:

1. Your friend: these days I have a terrible backache. He is seeking for an advice.
Give him some. You:

.....

2. Your friend: I don't know which doctor or specialist to visit? Suggest one to him.
Your friend: my advise is to go to: why don't you visit see a doctor Dr. Bradhi Jawad?

.....

.....

You:

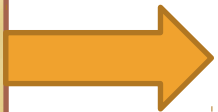
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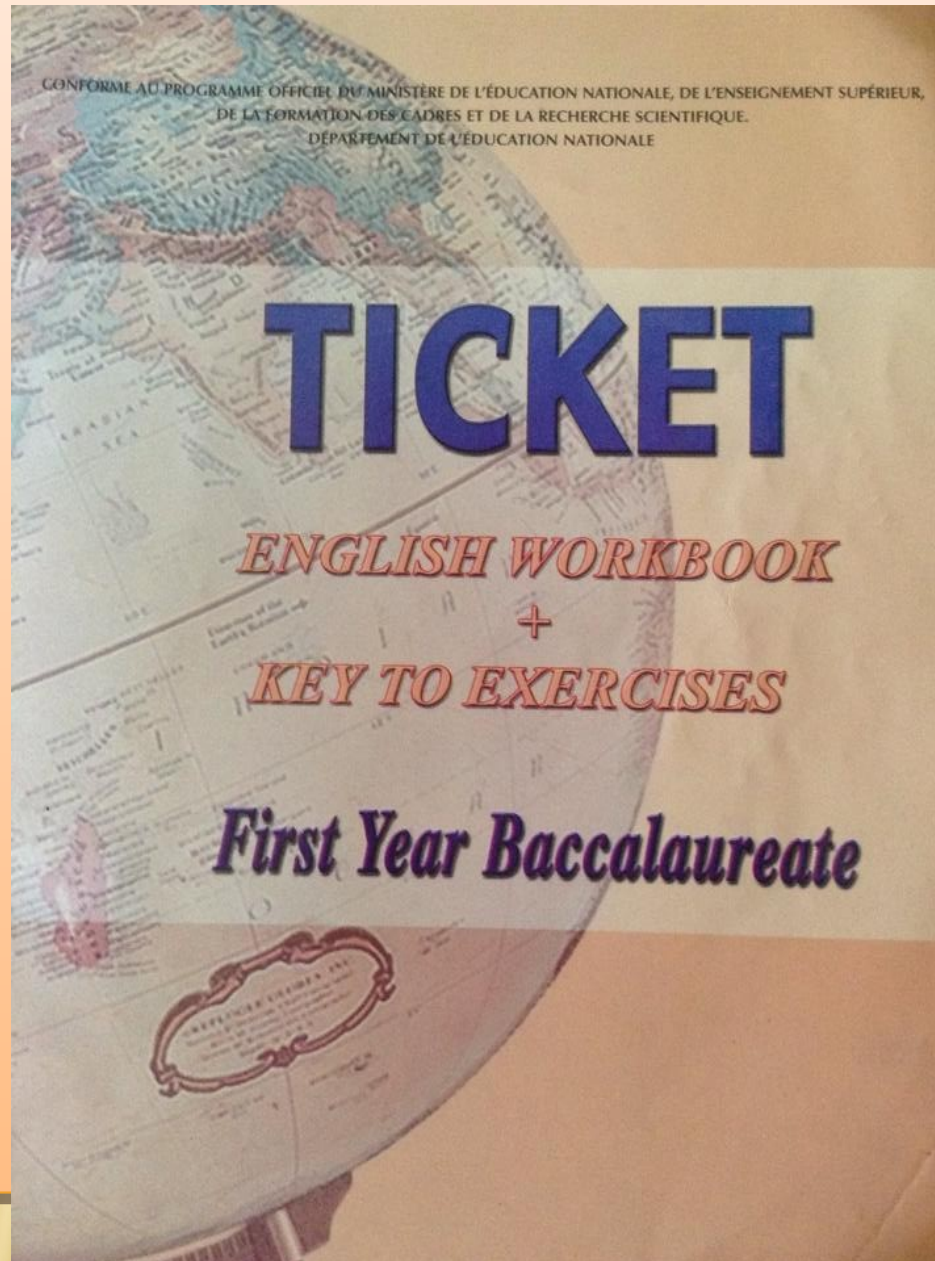
Review your vocabulary: p.66

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

Environment	Health
Environmental preservation	Body building
Nuclear energy	Fast food
Global warming	Medical examination
Solar panels	Curly hair
Disposable products	Chronic diseases
Environment activists	



Unit 4



Unit 5: Entertainment

Unit 5

Entertainment

‘ all work and no play makes jack a dull boy’

Starting up:

Reading: *Types of pastimes*

Vocabulary: *Words associated with leisure*

Functional practice: *Expressions of interest and indifference*

Grammar: *Past Continuous Tense*

Writing: *Film review*

Topic: *Write a film review*

Learning to learn:

English and fun

Workbook



Starting up: Enjoy your life!

1. What is leisure? p. 68

a. What other words can you associate with leisure?

- Entertainment
- Pastime
- Hobby
- Free time activities

B. what are the benefits of leisure?

- Relaxation of the mind, body and soul
- Development of the individual



**What are the words used in the definition
contrasted to leisure?**

➤ **Work**

➤ **Study**

➤ **Family obligations**



2. How do you occupy your leisure time?

- **I seldom hang around with my friends.**
- **I usually surf the net.**
- **I never collect stamps.**
- **I sometimes read novels.**



- a. My favourite leisure activity
is.....I want
to like it more than anything else
b. to see other places, meet new
people, make new friends and
break the routine.....

.....



Reading

Before reading task, p. 69

- **Sam likes football.**
- **Sara likes shopping**
- **Mr. Nassir likes movies**



Reading task:

1. What are the synonyms of '**leisure**' the three people use? P. 70

➤ **Pleasure**

➤ **Passion**

➤ **Pastime**



2. Fill in the chart from the three passages, p.70

Name	Leisure Activity	Reasons
Sara	shopping	She feels happy. her stress gets reduced. She gets fun from
Mr. Nassim	Movies	Movies relieve shopping He feels good stress while watching
Sam	football	movies build muscles It helps and strength



3. Multiple choice exercise:

a. I don't buy anything and
....through the shops.

- walk slowly from aisle of the shop to the other

b. From then on, I was.....

- completely interested

c.and I was to
get one in the end

- glad and pleased

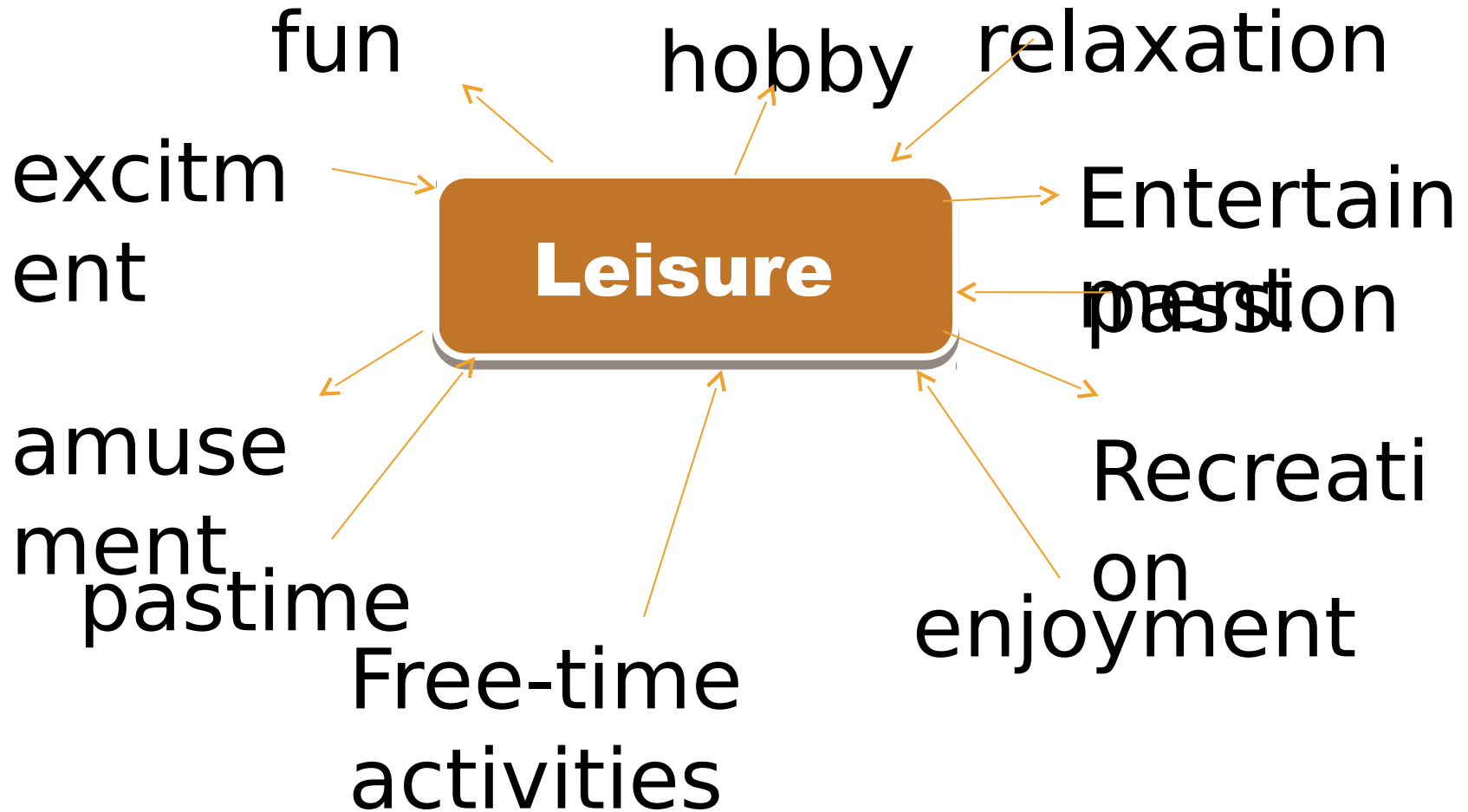
4. These sentences are false. Correct them according to the text, p.70

- a. Shopping is one of Sarah's pleasures.
- b. Sara buys clothes thinking about style and colour
- c. Mr. Nasir has started loving movies since he was five years
- d. Mr. Nasir adores action and detective movies
- e. Mr. Nasir's family like his pastime. They like watching movies with him
- f. Sam enjoys playing football and watching matches
- g. Sam never misses any of Manchester's matches



Vocabulary:

1. complete the map with words associated with leisure



2. Match these places with their definitions, p71

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



3. Fill in the blank with words from the list, p71

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

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

Functional Practice: Interest/ indifference

Exercise 3: Complete the table, p. 74

Expressing interest	Expressing indifference
How interesting! wow! That sounds exciting! Super! How great! 	So what? I don't care. Why tell me?

Practice

**1. Complete the exchanges showing interest or indifference,
p. 74**

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

Reda: **So what?**.....

CD players are out of date now.

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

Rose: **Wow! Super!**.....

How long are you staying?

Zineb: a couple of days.

← Rosa: Enjoy yourself, then.;

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

a. Your classmates are going on an excursion.

You:...**wow! That sounds exciting!**.....

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

You:...**I don't care.**.....

c. Michael Jackson has got married.

You:...**Why tell me?**.....



Grammar analysis:

The Past Continuous Tense

1 Read each passage and choose the suitable meaning of the sentence given, p. 75

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

C. She broke her arm **during**.....the tennis match.

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

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



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

	Affirmative	Negative	Interrogative
Singular	I was working. You were working. He was working . She was working. It was working.	I wasn't working. You weren't working. He wasn't working. She wasn't working. It wasn't working.	Was I working? Were you working? Was he working? Was she working? Was it working?
Plural	We were working You were working They were working	We weren't working. You weren't working. They weren't working	Were we working? Were you working? Were they working?

Practice

1. Put the verbs between brackets in the simple past form or the past continuous form, p.76

- a. Ali: What (you, do) **were you doing** when the accident occurred?
Brahim: I (try) **was trying** to change a light bulb.
- b. Sebastian (arrive) **wasn't** at Susan's house a little before 9:00 pm, but she (be, not) **was studying** there. She (study) **was also watching** in the library for her final examination in French.
- c. Sandy is in the living room watching television. At this time yesterday, she (watch, also) **called** television. That's all she ever does!
- d. Peter: I (call) **weren't** you last night after dinner, but you (be, not) **was working** there. Where were you?
Jane: I (work) **was watching** out at the fitness center.
- e. I (watch) **was** a mystery movie on TV when the electricity went out. Unfortunately, I couldn't see the end of the movie. **wasn't listening**
- f. Sarah (be) **was crossing** when John told me what happened, **struck** she didn't hear anything because she (listen, not) **wasn't**
- g. A ship (cross) **was crossing** the Atlantic when it (strike) **struck** an iceberg.

2. Give the correct form of the verbs, p.76

a. When I walked into the post office yesterday, several people were busily typing, some were talking, some was yelling, some were waiting on the phones.

The boss was yelling, waving, were complaining directions, and customers to be helped. One customer

..... at a secretary and his hands. Others

2. Give the correct form of the verbs, p.76

When I went to Jamaa Elina, a
couple of sellers
..... were bargaining
..... were hunting and
..... were arguing to sell their goods
to tourists who
..... were performing
..... were watching for
souvenirs. A couple of men
..... over the
price of a leather belt. Acrobats
..... attractive

Writing

1. Read the film review and fill in this film specifications,
p.77

Film specifications:

Title of Film:...EYE OF THE EAGLE.....

Director:....PETER FLINTH.....

Country:....DENMARK.....


Length:....92 MINUTES.....

Special effects:.....
wonderful scenery
realistic effects
active imagination and
costumes
.....



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

Title of Film:	Bullets and Ridley Scott
Director:	156 minutes
Length:	Denzel Washington and Russel Crowe the bullets war between the gangsters. It's about the pursuit of a criminal Frank Lucas by a clever inspector, Richie Roberts.
Main Actors:	
Story:	Bullets and bloodshed



3. Write a film review for your school magazine, p.77

« Bullets and bloodshed » was an awesome, thriller movie of 156 minutes, directed by Ridley Scot. The participation of the superstars like Denzel Washington and Russel Crowe makes it on the top of the box -office. The thing I liked best about it was the bullets war between the gangsters. Bullets and bloodshed should be the title. It's about the pursuit of a criminal, Frank Lucas by a clever inspector,

Learning to learn

- **The three ways to understand 'difficult' words.
P.78**
- 1. Asking the teacher or classmates.**
- 2. Looking up the word in a dictionary.**
- 3. Understanding the meaning from the context.**



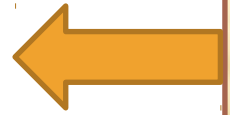
Practice, p.78

1. **The throng**: a crowd; a very big group of people
2. **Spread**: moved from one place to another.
3. **Pregnancy**: time when the baby is formed in his mother's womb.



English and fun

Leisure Cross Puzzle:



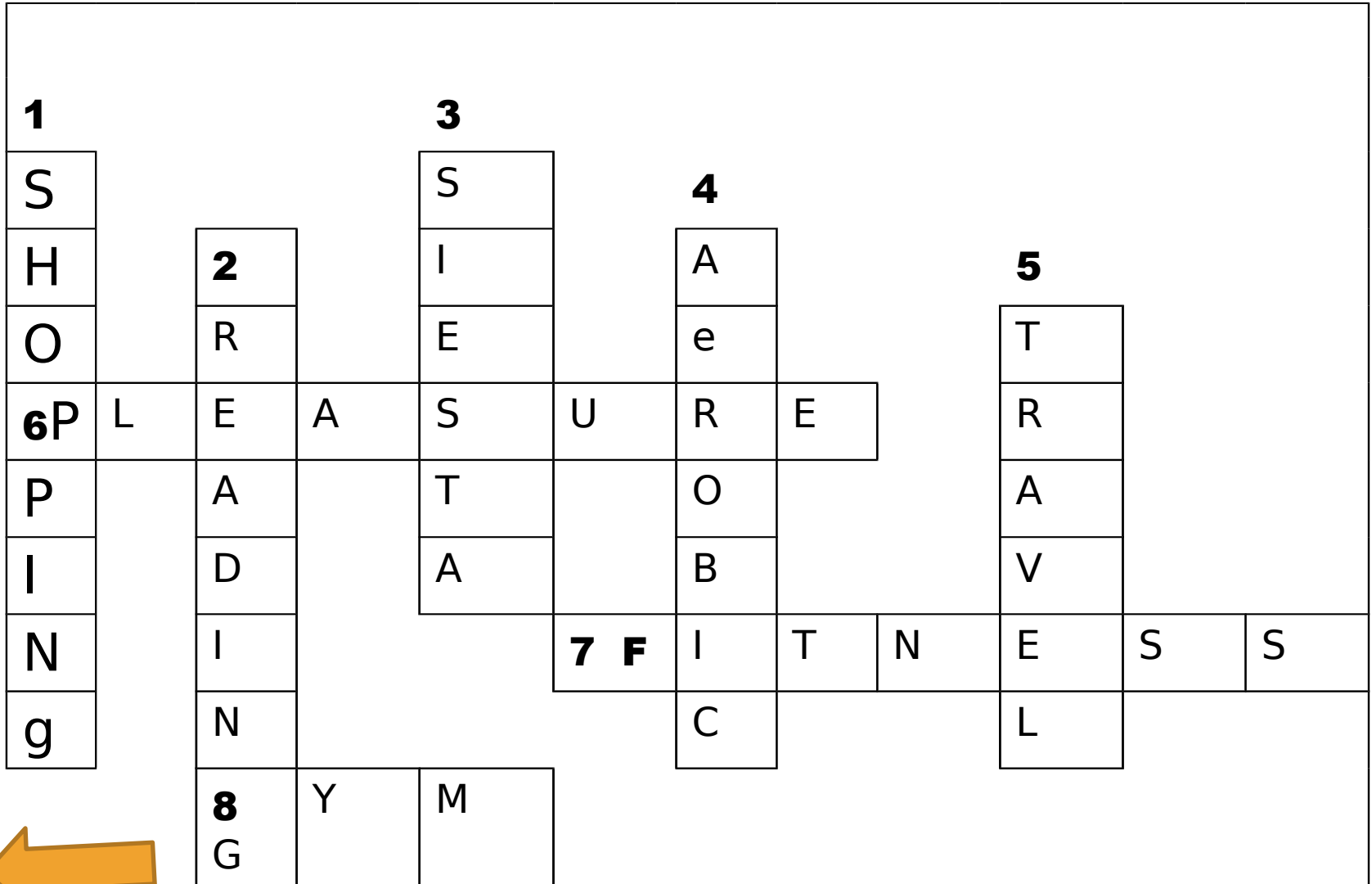
Down: ↓

1. Shopping
2. Reading
3. siesta
4. Aerobic

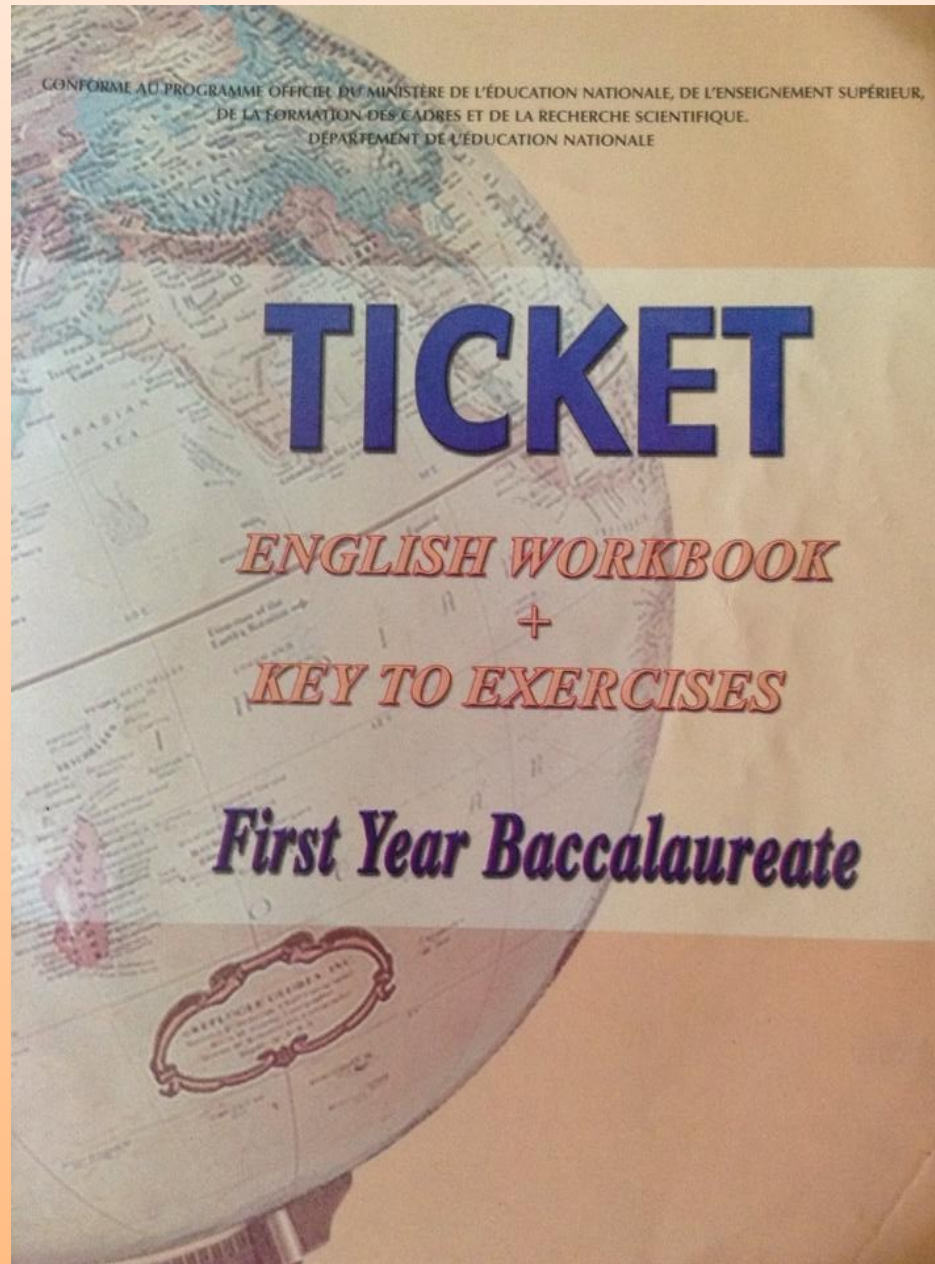
Across: →

6. pleasure
7. fitness.
8. gym

Leisure Crossword Puzzle, P.79

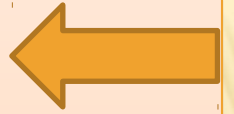


Unit 5



Unit 6: Mass Media

Unit 6



MASS MEDIA

Medium: means of communication.

Media: plural of medium

Mass: general public.

Starting up:

Reading: Mass media shape our view of the world

**Vocabulary: *Words and their definitions (meanings)*
*/Adjectives***

Functional practice: *Adjectives expressing feelings, emotions and attitudes*

Grammar: *The passive voice*

Writing: *e-mail*

Topic: *Write an e-mail about a film review*

Review: *Units 5 and 6*

Workbook

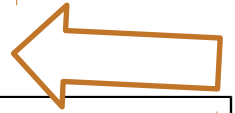
Reading

Reading task, 83

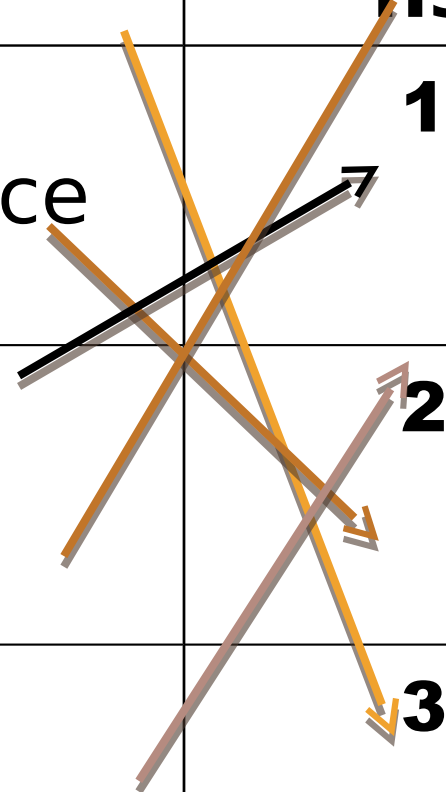
2. List of all the mass media mentioned in the text:

- **The television**
- **The newspaper**
- **The radio**
- **The computer**
- **The flier(s):** a small piece of paper with information on it about a product or event.

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

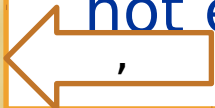


The main ideas	The paragraphs
a. Mass media are so important that they influence our ideas and behaviour.	1
b. Mass media are found everywhere in the industrialised world.	2
c. Mass media include both news and entertainment.	3
d. Mass media present a wide	4



4. Decide if these sentences are true or false and justify your choice. p. 83

- a. Handmade signs are not included in mass media. → **False**
- *'From a handmade sign to an international news report'*
- b. News media is often used to mean the press. → **True**
- *'It is often used interchangeably with « the press »'*
- c. The difference between entertainment and news is not clear. → **True**
- *'The distinction between news and entertainment can at times be fuzzy'*
- d. If a fact is not reported through mass media, only a few people know about it. → **True**
- *« if a situation doesn't make the news, it simply does not exist for most people »*



Task 5

- a. In general usage, the term used to refer to only « large companies or groups, publishers..... »
- b. There is no standard for how large the audience needs to be before communication becomes « mass » communication
- c. The journalists and management
- d. They have a powerful influence



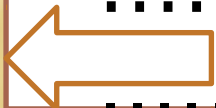
Follow up

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

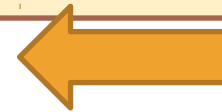


I think TV.....is the most popular
mass media because many people like
children, celebrities, teenagers and powerful influencers
in the public. Take for example, news..
When people hear a bad news they quickly react badly..
For example; when children watch terrible movie,
they can't sleep all night.....

.....
.....
.....,
.....
.....



Vocabulary



words	Definitions/ meanings
Task 1, p.84	
1. Sitcoms	a. A group of associated television or radio channels.
2. Chat show	b. Commercial promotion of a product or service.
3. Phone in	c. a television or radio programme in which stars and celebrities are invited to talk informally about various topics.
4. Fliers	d. a radio or television programme where listeners or viewers telephone the studio and participate in the programme.
5. Paparazzi	e. An article presenting the opinion of the editors or publishers
6.	f. Spectators, listeners or viewers.

2. Read and match, p. 84

Ordinary adjectives	Strong adjectives
Very good	terrified
Cold	furious
Frightened	brilliant
Angry	boiling
Hot	terrible
Very bad	freezing



Functional Practice:

Task 1, p. 86

happy	مسرور	angry	غاضب	frustrated	محبط
confident	واثق	shocked	مصعوق	embarrassed	مرتبك
surprised	مندهش	depressed	مضطهد	mischievous	مزعج
ecstatic	فرح جدا	frightened	خائف	disgusted	مشمئز
cautious	حذر	confused	مرتبك	enraged	غاضب
smug	معجب بنفسه	sad	حزين	ashamed	خجول
hopeful	متفائل	annoyed	متضايق	overwhelmed	مندهش
disappointed	مخيب	exhausted	منهك	jealous	غيور
Lovestruck		guil	مذنب	bored	مضجر
	ضربة حب	suspicious	مشبوه	anxious	مهموم
		hysterical	هستيري	sh	خجول
				lonely	منعزل



Task 3, 87

Fill in the blanks with an appropriate adjective

- a. I thought my parents were going to buy me a motorcycle. Imagine howI was when I only got a bicycle.
disappointed
- b. B. I was reallywhen I saw Hassan II mosque. It is so big and well built.
ecstatic
- c. Don't be so I'm sure the exam will be easy.
anxious
- d. I was totallywhen I saw the bus coming towards us at high speed.
frightened
- e. She can't help feelingwhen I get better marks.
jealous
- f. I will be reallywhen this hard work ends.
exhausted

Grammar analysis

1. study these sentences and complete the chart, p.88

a. Facts **are reported** in the press by journalists.

b. The word 'press' **is used** to refer to news media.

c. The top story **is picked** from many

Object	Action	Agent
Facts	are reported	journalists
The press...	is used.....	..x..
The top story	is picked	x
The public	is being influenced	the media
.....

2. Go back to the reading text and underline verbs in the passive form, p.82

Paragraph 2: is used, is often used

Paragraph 3: can be, are included, are reported, is given, is devoted, is

Paragraph 6: is considered, determined.



3. Change the following sentences from the active form to the passive form, p. 88

a. They make shoes in that factory.

➤ Shoes **are made in that factory.**

..... **was built in 1934**
b. They built that mosque in 1934.

➤ That mosque **will be finished by the students by June**

c. The students will finish the course by June.

➤ The course **are being repaired this month.**

e. They have finished the new product design.

➤ The new product design

has been finished

f. They were cooking dinner when I arrived.

➤ Dinner

was being cooked when I arrived.

g. Someone will speak Arabic at the meeting.

➤ Arabic

will be spoken at the meeting.

h. Someone is going to prepare tea.

➤ Tea

is going to be

prepared.

Writing:

2. Look at the following typical e-mail page.
Write in front of each sentences the
appropriate letter (A, B...), p. 89

D

1. → G

2. → C

3. → F

4. → E

5. →

6. → A

7. → B

7. →



Writing: an e-mail about a film review:

From Khaoula@hotmail.com

To X@hotmail.com

Subject: film review

Hello!

I think it would be a good idea if you came with me to the movies. You would really enjoy it. The film was very wonderful. But it's OK. Thanks to this review, you have an idea about the movie.

The title of the movie is Titanic. It's about the sinking of a huge ship. But the real story is about an unbalanced love relationship between a couple. The film was produced by Tom Crus and It's set in England. The thing I liked best was the strong attachement of the actor towards the success. I also liked the music. The thing I didn't

Learning to learn

SMS LANGUAGE

1. Hi Amal. How are you? Thanks for the message for my birthday.
2. You are welcome. I want to see you as soon as possible for advice.
3. Ok. Great , but mybe before evening because I'm busy in the evening
4. Perhaps on Saturday, we could go to the library.
5. OK. See you on Saturday at three in the afternoon at school.



Review Units 5 and 6

Review your grammar: p.95

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

I (read) a
newspaper when Shella (call)
..... When the phone (ring) , I
(pick) the receiver and
(start) talking to her. While we
(have) a
conversation, someone (knock)
..... at the office glass. As I (be)
busy (talk), he (go)
..... away.



B. Rewrite the sentences in the passive voice:

a. Mr. Billy takes care of the garden.

➤ **The garden is taken care of by Mr. Billy.**

b. Somebody built this mosque last year.

➤ **This mosque was built last year.**

c. They speak English in that shop.

➤ **English is spoken in that shop.**

e. The postman gave me the box.

➤ **I was given the box by the postman.**

➤ **The box was given to me by the postman.**

f. Our grandma will look after the children.

➤ **The children will be looked after by our grandma.**

g. Someone saw the criminal in the district yesterday.

➤ **The criminal was seen in the district yesterday.**

h. Someone cleans the pavement once a week.

➤ **The pavement is cleaned once a week.**

Review your functions:

1. Express your interest or indifference about the following

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

You:..**so.what?**.....

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

You:..**How great!**

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

You:..**How interesting!**..

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

You:..**I don't care.**



Review your vocabulary:

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

- day ? → a**daily**.....newspaper or a magazine
- week? → a**weekly**.....newspaper or a magazine
- Month? → a**monthly**..... newspaper or a magazine
- three months? → a**periodical**..... newspaper or a magazine
- year? → a**yearly**.....newspaper or a magazine



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

TV	Radio	Internet	Newspaper
Soap opera	News	Website	Headlines
Chat show	Soap opera	e-mail	Front page
Reporter	Wave	Chat room	Editorial
Sitcoms	reporter		Journalist
Commercial			Column
			Article



3. Use the adjectives below to describe the TV programmes

Adjectives	TV programmes
unrealistic	documentaries
entertaining	Science fiction films
boring	Cooking shows
interesting	Contest shows
funny	Soap operas
awful	commercials

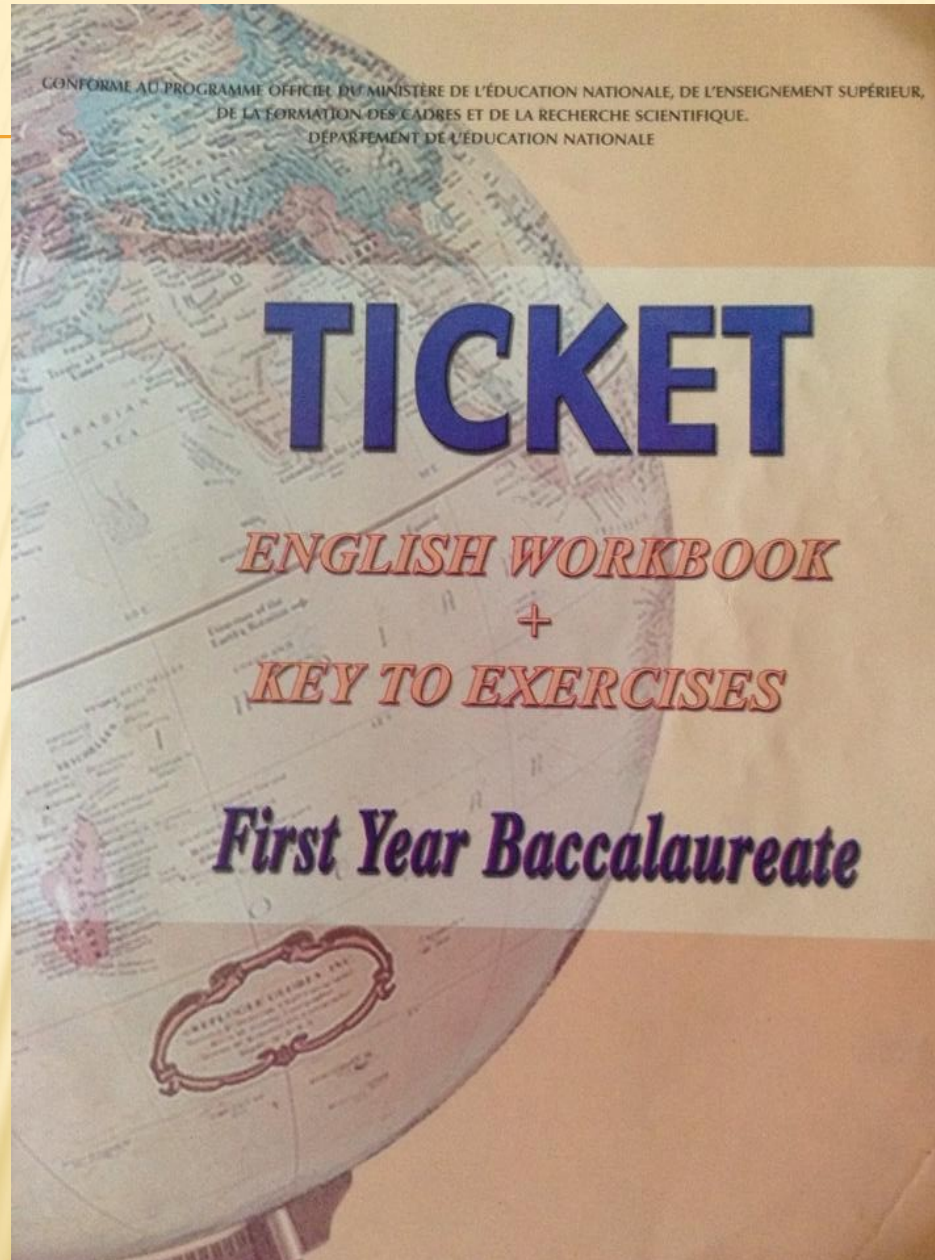


4. What qualities do these hobbies require?

Hobbies		Qualities	
	Imagination	Intelligence	Strength
Poetry	✓		✓
Sculpture	✓		✓
Weightlifting	✓		✓
Surfing	✓		✓
Hunting	✓		✓
Rugby			✓
Acting			
Dancing			



Unit 6



Unit 7: Celebrations

Unit 7

Celebrations

'the more you praise and celebrate your life, the more there is in life to celebrate'

Oprah Winfrey

Reading: Mother's Day

Vocabulary: *verb formation / noun formation*

Functional practice: *Apologising*

Grammar: *Relative clauses*

Writing: *Informal letter*

Topic: *Write a letter to answer Laura's question at the end of the letter*

Learning to learn: *Forming words!*

Workbook



Starting up celebrations

There are three types of celebrations:

- **Religious**
- **National**
- **International**



Religious celebrations:



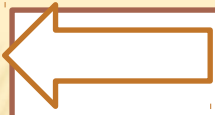
- Ramadan
- Aid asghir
- Sheep feast
- The almouloud feast (the messenger's birthday)

National celebrations:

- The throne feast
- Independence feast
- The Youth feast
- The Green March feast

International celebrations:

- New year
- Labour Day
- Women's Day
- Mother's Day
- Valentine Day



READING

MOTHER'S DAY

2. Read the statements and answer the following questions, p. 100

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

➤ they celebrate it on the second Sunday of May.

b. How does Rama celebrate Mother's Day?

➤ to prepare favourite breakfast for their mothers. They serve it in bed.

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

➤ to show respect and affection

3. Complete these sentences according to the text, p.100

- a. In some countries, both Women's Day and Mother's Day **are celebrated on the 8th Day of March.....many children**
- b. One day before Mother's Day, **draw cards, themselves**
.....
.....



Follow up

Complete the map, p. 100

Activities:

- Boys throw water to each other.
- they set fire in the street and play around it.
- Girls put lakhoul in their

Gifts

- They cut their hair
- Fathers buy toys to their children.
- Children play with toys.
- They also buy

A Moroccan Celebration:

Achoura

Special food and drinks:

- Mothers cook couscous with the last piece of the sheep meat and vegetables.

- They prepare tea and cake.

Other customs:

- Parents give to guests.
- They pay visits to family.
- they send dishes

Vocabulary:

1. Find words or expressions which mean the same as: p. 101

a. Observed (statement A): **celebrated**

..... **gifts**

b. Presents (statement B): **honour**

.....

c. Respect (statement C):..... **worry**

d. Feel anxious and restless
(statement D):.....



2. Use the words you have just found to complete the sentences, p.101

- a. My parents always **worry**about me when I travel alone.
- b. A reception was given in**honour** of the champions.
- c. On Valentine's Day, lovers exchange flowers, cards and other **gifts****celebrated**
- d. Mother's Day is notthe same way all over the world. Each country has its own way of celebrating it.



3. The following words in the list have been omitted from the text. Put each item in its appropriate place, p. 101

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

New Year's Day is the first day of theyear. People in almost every countrythis day as a holiday. The celebrations are bothand serious. Many people make New Year's resolutions to.....bad habits or to start good ones. Some think about how they have lived during the past year and lookto the next twelve.....

calendar

celebrate

festive

give up

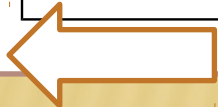
forward

months



4. What are the verbs from the following nouns?

Nouns	Verbs	Nouns	Verbs
Gift	give	recitation	recite
Donation	donate	contemplation	contemplate
Adoption	adopt	honour	honour
Recognition	recognise	greetings	greet
Devotion	devote	prayer	pray
Ignorance	ignore	dependence	depend



5. Put the words in brackets in the appropriate form, p. 101

- a. During the last ten days in Ramadan Muslimsand seek God's pardon. **contemplate**
- b. Thein celebrations differ from one country to another depending on the religious tendencies of people. **greetings**
- c. Some religious people all over the worldChristmas and do not celebrate it at all. **ignore**
- d. Life is **gift**.....from God, so we have to preserve it.
- e. The Indians in Mexico city gather in front of the temple toMother Guadalupe. **honour**



Functional Practice: Apologising, p.103

I'm so sorry!

1. Read the dialogue and answer the questions, p.103

a. Why does Latifa apologise to Hind?

→ Latifa apologises to Hind because she has spoilt the book she has lent her.

b. What does she say to her to apologise?

→ she says: 'I am very sorry, Hind'

Expressions of apologising:

- I'm so sorry.**
- I must apologise...**
- It was my fault to...**
- I am terribly /awfully / very / sorry...**
- I can't tell you how sorry I am.**
- sorry, I didn't mean to...**



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

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

4. What do you say in these situations:

Situation a:

- You could not come on time to an important meeting. Apologise to your friends.
- You: **I am terribly sorry for not coming on time.**

Situation b:

- You spill coffee on your friend's clothes. Say sorry to him.
- You: **sorry, I didn't mean to do it.**

Situation c:

- You can't help your classmate with his math exercises because you are tired. Apologise to him/her.
- You: **I am terribly sorry. I can't help you.**

Situation d:

- Your friend has promised to accompany you to the movies, but he is sorry for not coming. How does he say it?
- Your friend: **I am awfully sorry for not coming with you.**

Situation e:

- A student has come late for class. What does he say to his teacher?
- Student: **sorry**, sir for being late.



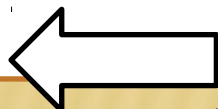
Grammar Analysis

Relative clauses/ pronouns

The man who...

2. Complete the chart, p.104

	Main clause	Relative pronoun/a dverb	Relative clause
Sentence a	The novel is mine Najib Mahfoud	which	is lying on that shelf novels are
Sentence b	won the Nobel Prize	whose	translated into many they perform
Sentence c	Muslims prefer to go to mosque	where	languages their prayers
Sentence d	Valentine's Day is a day	when	lovers give flowers to each other



3. Fill in the blanks with the right relative pronouns/adverb (who- which-where-when-whose), p. 104

- a. May 1st is a day **when**people in many countries honour workers.
- b. The old man **who**lives next to my door has just died **whose**
- c. My neighboursson is my close friend, invited me to go with them on a picnic. **which**
- d. Samia is celebrating her birthday,coincides **where** with Valentine's Day.
- e. Students go to the librarythey look for information in reference books.



4. Rewrite the sentences correctly, following the example:

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

➤ *Valentine's Day is a celebration **when** people give presents to the ones they love.*

a. April Fool's Day is an occasion. On this occasion, we play tricks on our friends.

➤ *April Fool's Day is an occasion **when** we play tricks on our friends.*

b. Students will have higher marks. They will be awarded prizes.

➤ *Students **who** will have higher marks will be awarded prizes.*

c. You have been listening to Beethoven. He is one of the greatest composers.

➤ *You have been listening to Beethoven **who** is one of the greatest composers.*

Writing: informal letter

1. Read and identify these elements:

a. Address Washington, USA

b. Date December 20th

c. Greeting Dear
hello;

d. . Reference to last letter First paragraph

e.. Body of the letter Second paragraph

f.. closing and salutation
Please give my best wishes to your fa
Your best pen-friend
Laura



Writing: informal letter



2. Write a letter answering Laura's question at the end of her letter.

Follow the model, p.105

44, Rabat Street,
Martil,
Morocco.

Wednesday March
11th, 2013

Dear Laura,
Hi,

Thank you very much for your last letter. I was very happy to learn about Halloween celebration; and I am glad to tell you about one of our strange celebrations: Achoura. in Morocco, Achoura is considered to be a social and religious occasion observed by many people, young as well as old. Moroccan families gather to share special foods and drinks. Some of the most popular foods include couscous with dried meat of the sheep of Aid Lakbir and dried fruits Children have the chance to buy gifts. They play with toys especially 'Taarija » a traditional musical instrument . Some children run in the streets spraying water on each other. Some superstitious women go to fortune tellers to fortell their future. Rich people give alms to the poor. Other wealthy families send large dishes of couscous to mosques.

please give my best wishes to your family

Your best pen-friend,
Mehdi.

5, Kabila Street
Chbar,
Martil,
Morocco.

Dear Laura,
Hello.

Monday, March 6th, 2012

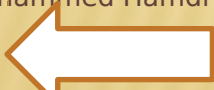
Thanks a lot for your last letter. I was happy to learn about some of an American celebration and I am so excited to tell you about one of our celebrations which is a bit similar to Halloween.

there is no doubt that every nation has its own celebrations to be proud of , to express its happiness. Our society also has such occasions. One of these celebrations is Achoura. It is on the 10th of Moharrem (lunar year). During this celebration, boys make a big fire in the street. They play with toys. Girls put khole in their eyes; they also cut their hair. Mothers, with the help of their daughters, make delicious foods such as couscous with dried meat of the sheep of great feast. Little girls have the chance to make their first cooking. They make small tajines and eat them themselves. Members of each family get together around a table on which there are dried fruit , cakes and tea.

so how do you find Achoura? Answer me soon.

please give my best wishes to your family

Your best pen-friend
Widad.



27, Hassa I Street,
Al waaziza,
Martil,
Morocco.
March 11th

Dear Laura,
Hi.

Thank you for your letter. I was very happy to learn about Halloween and I'm glad to tell you about one of my favourite celebrations: Achoura.

well, each year, on the 10th of Muharram (lunar year), families and friends gather to have special meals like dried fruits with tea, couscous with 'Gaddid', dried meat kept from Sheep feast for this occasion. It is also a religious occasion for rich people to give alms to the poor. We call it 'zakat'. As for children, they move freely from house to house singing traditional songs and collecting money and sweets from adults. They also spray water on each other for fun. Girls play with traditional musical instruments such as 'Taarija' and drums to show their happiness. Girls also put khol in their eyes and apply henna in their hands and feet. In the evening, boys set a big fire and dance around it to protect them from evil.

well, as you see, there are a lot of common points between the two celebrations: Halloween and Achoura. That's all for now.

please take care of yourself and write me soon.

Your pen-friend
Itare.

Mohammed Hamdi Senhaji



Writing: informal letter

2. Write a letter answering Laura's question at the end of her letter.

Follow the model, p.105

101, Annassim Street,
Martil,
Morocco.

Dear Laura,
hello.

March
11th, 2015

Thank you for your letter. It was a pleasure to know more about Halloween; and I'm so glad to tell you about each celebration. Achoura is celebrated on the 10th of Muharram (lunar year). Families gather for special meals (couscous with dried meat, dried fruits with strong tea). Children enjoy this occasion to play with dolls, plastic guns, and they set a big fire and start dancing around it during the evening. That's all for now.

Your best friend,
Amine.



Learning to learn

Forming words!

1. noun- forming suffixes:

-ment	-ity	-ation	-tion	-hood	-t
develop ment	unity	communic ation	revolut ion	neighbour hood	gift
improvement government	nation purity quality opportunity	assimilati on degradation celebration information generation decoration donation invitation proclamation	recogn ition	brotherho od motherhood	height light thief weight height
	community mortality possibility				



3. adjective-forming suffixes:

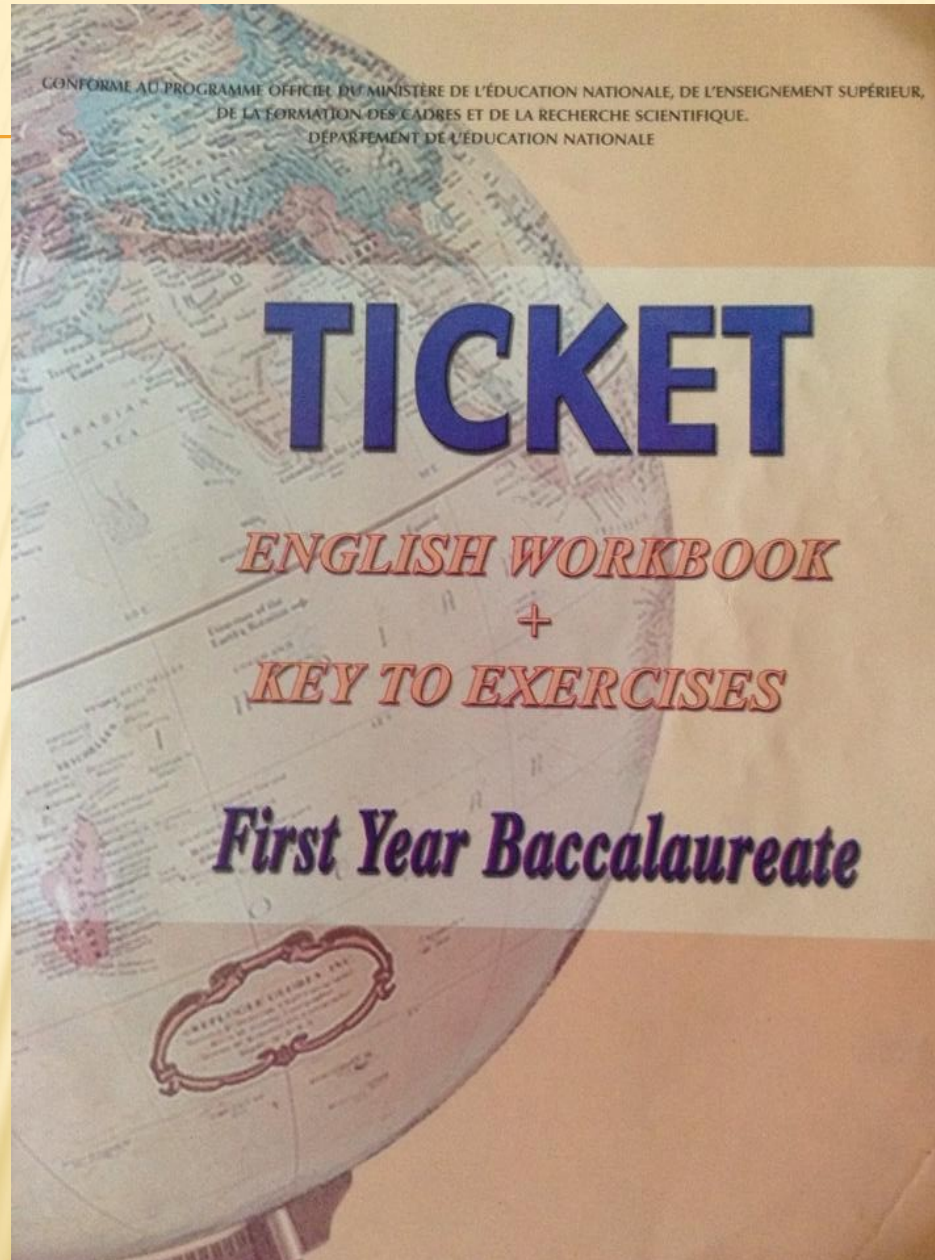
-al	-ical	-able	-ful	-less	-y
natio nal	practica l	accept able	careful	careless	eas y
regio nal	logical exterior psychological	debat able enjoyable	harmfu l helpful	harmles s homeless	winy angry cloudy



5. Find the appropriate suffixes to give the correct form of the words in brackets, p.106

- a. My neighbours were sothat they helped me out of my dilemma.
reliable
- b. Why don't you have a siesta? You lookand.....
sleepy **restless**
nutritional
- c. Fish is well- estimated for its
eatable/ edible **salty**
- d. 'This tajine is really not: it's too..... Please don't put too much salt next time,' said the customer.to the waiter.
additional **practical**
- e. Students with good behaviour will be awardedmarks.
- f. Adel is my best student because he always gives..... ideas and suggestions.

Unit 7



Unit 8: Our cultural heritage

Unit 8

Our cultural heritage

Reading: *Marriage ceremony in Imilchil*

Vocabulary: *Word related to Moroccan human values*

Functional practice: *Expressions of possibility*

Grammar: *Phrasal verbs / Conditional types Zero and One*

Writing: *Biography*

Topic: *Write a biography of one of the people suggested*

Review: *Units 7 and 8*

Workbook



Reading:

1. Read the text and choose the correct answer, p.110

The purpose of the writer is **(c) to describe the wedding ceremonies in Imilchil**



2. Re-read the text and match the ideas with their corresponding paragraphs, p.111

Ideas	Paragraphs
a. The traditions related to marriage in imilchil.	1
b. The importance of Imilchil festival for the nearby tribes.	4
c. The myth of Isli and Tisli.	3
d. The symbolic meaning of offering milk and dates.	



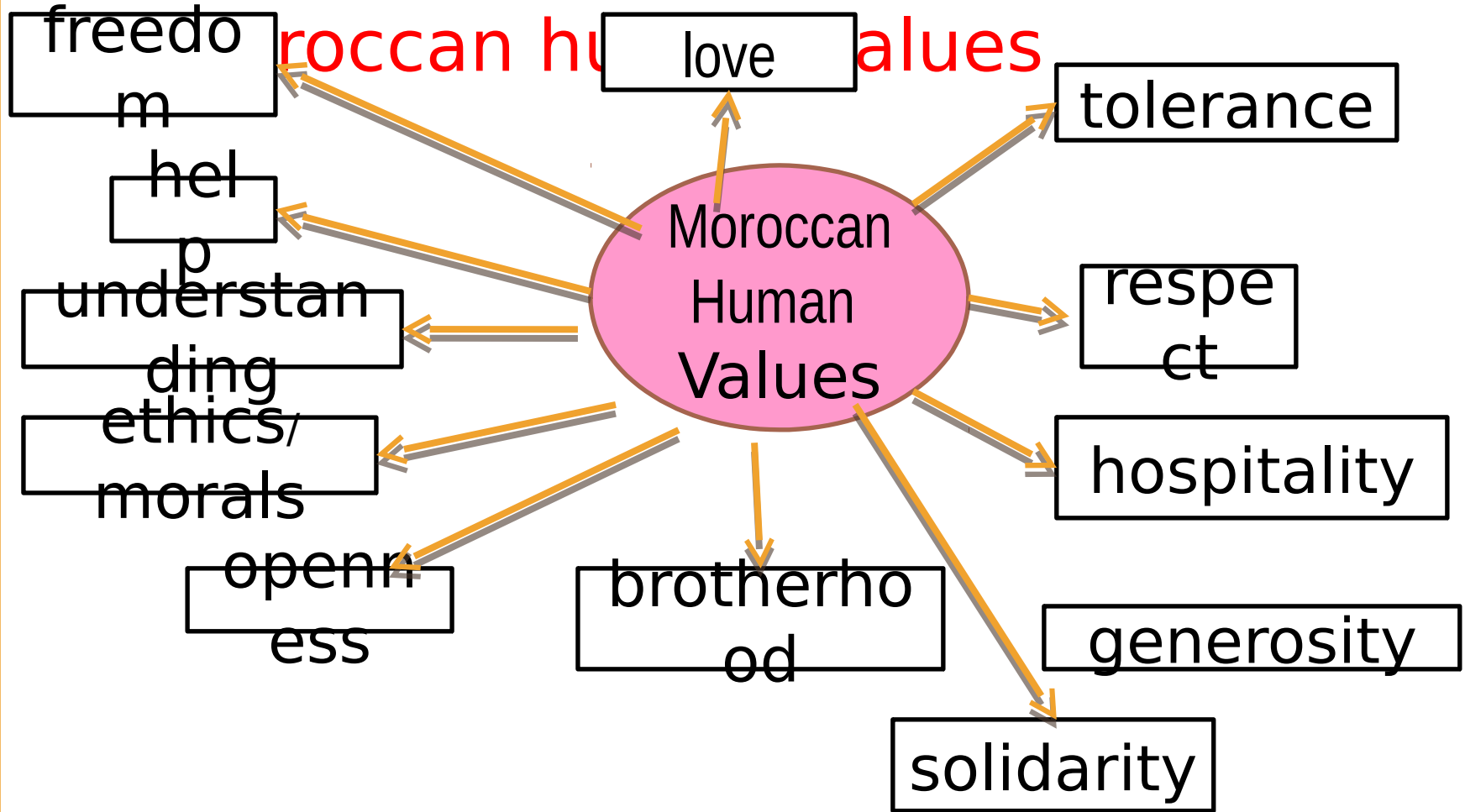
3. Find words or expressions meaning the same as, p. 111

- a. happens (paragraph 1): **takes place**
..... **ward off**
- b. prevent (paragraph 2): **host**
..... **approve**
- c. one who receives guests (paragraph 3):.....
- d. agree (paragraph 4):
.....



Vocabulary: P. 112

1. Complete the map with words related to Moroccan human values



2. Match the words on the left with their definitions on the right, p. 112

the words	their definitions
1. fantasia	f. Artistic competition of horse riding.
2. folklore	d. Traditional beliefs, music, dances, etc.
3. culture	e. Arts, traditions and the way of life of a particular society.
4. bazaar	a. A shop selling a variety of goods and artistic pieces.
5. hospitality	c. Generous reception and entertainment of guests.
6. saint	b. Holy person.



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

Morocco has been influenced by African, Arab, Berber, **cultural**, Jewish, and European
It is well-known for its excellent shopping **bazaars** centers and..... **hospita**lity. Moroccans are known for their..... and **hospita**lity. Whenever a visitor comes in, he is served a cup of mint **tea** as symbol of kindness. **folk**....., an exciting festival of horse **riding**, is held everywhere especially during a 'mussem'- a festivity celebrating the memories of aor 'wali'. It is an example of traditional..... in Morocco that dates back in time and includes horses, costume, and music.

Functional Practice: Possibility

1. read the dialogue and answer the questions, p.

115

- No, Sally is not sure that Sophia **could be** in the library. **Perha**.....in the library.
- No, Sally **ps** is not.she is with Mary.



Expressions of possibility:

- **Perhaps** : Perhaps Sally is with Mary.
- **Could** : It could rain today.
- **May / might** : my father isn't at home; he may/might be at work.
- **possible** : It's possible Morocco will qualify for the next world cup finals.

2. Respond to the following situations, p. 115

Situation a.

They will find a cure for AIDs by 2014.

→ You: **It's possible** that they will find a cure for AIDs by 2014.

→ You: they **may** find a cure for AIDs by 2014.

Situation b.

Morocco will win the next African Cup.

→ Morocco **might** win the next African Cup.

→ Morocco **could** win the next African Cup.

Situation c.

America will have a woman president before 2015.

→ **Perhaps** America will have a woman president before 2015.

Situation d.

By the year 2020, there will be a colony on the moon.

→ There **may** be a colony on the moon by the year 2020.

Situation e.

Palestinians are going to establish their own country soon.

3. Match the sentences with what they express, p. 115

The sentences	Functions
1. Could you open the window, please?	f. request a.
2. Shall we have a walk outside?	a. suggestion e. permission
3. May I open the window?	b. e. apologising
4. You should save energy.	e. possibility
5. I can't tell you how sorry I am.	

Grammar Analysis: Phrasal verbs (verb+particle)

A. Study the sentences and match the phrasal verbs in bold type with their synonyms

Sentences with phrasal verbs	Synonyms of Phrasal verbs
1. Poverty brings about social problems.	Cause to
2. The teacher advised the student to go on with his hard work.	continue/ keep on
3. When Leonardo Da Vinci finished the Mona Lisa, it appealed to all tastes.	attracted to
4. John's car is very old; it always breaks down .	stop functioning bear, collapse, etc
5. Moroccan people put up with different religious and ethnic sensibilities.	finds a solution
6. Chimneys of factories poison the air when they give off toxic smoke.	use all of choose
7. My friend is so intelligent that he figures out every riddle I give him.	invented, created
8. If we don't save water, we will use it up .	
9. When shopping for watermelon, I like to pick	

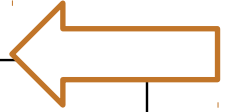
B. Fill in the blanks with the right phrasal verb from the list, p.116

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

- a. Vehicles too much toxic smoke in the air. **give off**
- b. Can you how I got your address? **figure out**
- c. Smoking cancer and lung diseases. **brings about**
- d. Our teacher is so kind that he usually students' mistakes. **put up with**
- e. The witty girl a good pretext so as not to put herself in a bad situation. **makes up**



c. Find out the meaning of the following phrasal verbs, p. 116



Phrasal verbs	The meanings
	distri
a. hand out	but
b. hand in	mit
c. put out	exting
d. rely on	ish
e. do up	deepen
f. back up	d on
g. break into	beau
h. eat up	support, encourage
i. put on	somebody
j. take off	enter by force
	finish eating
	wear clothes / dress up
	undress / leave the ground

Grammar Analysis: Conditional types: Zero and one

If you open a school you close a prison

1. Study the following sentence:

Victor Hugo

If you heat water to 100 degrees, it boils.

If-clause

Main

2. Read these sentences and answer the questions, p. 117

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

a. How many clauses are there in each sentence?

➤ **there are 2 clauses**

b. Do verbs have the same form?

➤ **Yes, they have the same form.**

c. In which tense are they conjugated?

➤ **They are conjugated in the simple present**

3. Complete the chart as suggested, p. 117

Conditional Zero

If	if+ subject+ simple
Main clause:	present + subject present + object



4. Complete with the right words, p. 117

- A. If there **is**an eclipse **can't see** in the day,
we**are**.....the sun.
- B. When you**pours**.....in Rome, do
as the Romans do. **is**
- C. Water if you turn the
tap
- D. People don't look at the sun if
there..... a solar eclipse.



If you work hard

-If students **study** hard, they **will**

1. Study these sentences:

-If it's sunny next weekend, our school **will go** on a picnic.

-Fatima **will get** slim if she stops eating fatty food.

-If it **rains** this month, farmers **will be** glad.

a. how many clauses are there in each sentence?

➤ There are 2 clauses.

b. Do they have the same form?

➤ The verbs do not have the same form.

2. Complete the chart as suggested, p. 118

Conditional type One

If clause:	If + subject+ simple
Main clause:	present + object simple future + object



3. Choose the correct verb form,

p.118

- a. If you **eat**an apple every day, you'
ll be very healthy.
- b. If you don't protect elephants, **wi**
they **bulys** become extinct.
will see
- c. He will pay higher insurance if he
will havea sports car.
- d. Shebetter if she turns
don't study
on the lamp. **will eat**
gets
- e. Youheart disease if you
eat too much meat

Writing: Biography

1. Re-arrange the scrambled biography, p. 119

1. **b**

2. **a**.

3. **f**

4. **c**

5. **d**

6. **h**

7. **i**

8. **g**

9. **e**

10. **j**

2. Which indicators in the text have helped you to re-arrange the biography? P. 119

Time expressions:

- **1930-2000,**
- **from 1959 to 1964,**
- **back in Morocco,**
- **between 1964 and 1968,**
- **from 1970 to 1976. when he died**



A biography of Mohammed Abu-Talib

Mohammed Abu-Talib (1930- 2000) was a great scholar. He received both primary and secondary education in Fez before he went to the USA on a scholarship. There, from 1959 to 1964, he attended courses at prestigious universities such as Alabama, Howard and Georgetown University. A few years later, he studied linguistics and literature at Heidelberg University (Germany). Back in Morocco he taught English at Lycee Moulay Idriss, Fez. He also taught English and Spanish at the Faculty of Arts and Humanities of Fez between 1964 and 1968. From 1970 to 1976 he was chairman of The English Department at Rabat Faculty of Arts and Humanities. He is considered the spiritual father of Moroccan Association of Teacher of English (MATE). When he died, he was mourned across the country. We will always remember him for his love and passion for teaching.



Writing: Biography

3. write a biography of one of the people on the page, 120

Chaïbia was born in Chtouka, a small village near **El Jadida**, Morocco. She was married at the age of 14 before becoming a widow at 15. She was influenced by works of artists from the working method which was based on spontaneity and experiment. The painting of Chaïbia is considered as **naïve**. Her favourite paintings are of women and rural places.

The biography of Hicham El Guerrouj

Hicham El Guerrouj was born on the 14th of September in 1974 in Berkane, Morocco. He is a Moroccan former middle distance runner. He is the current holder of the 1500 meters, mile and outdoor 2000 meters world records as well as a double Olympic gold medalist.

Hicham El Guerrouj 's the first international triumph was at the age 17 when he was the third in the 5000 meters of the 1992 junior world championship in Seoul, behind Haile Gebrselassie of Ethiopia and Ismail Kirui of Kenya.

other performances were in 1996,2000

he is a member of the international olympic committee today and an ambassador for peace and sport



Learning to learn:

Tips for writing a paragraph

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

Example:

Read the text and fill in the chart, p. 121

Topic sentence	Moroccan folklore is extremely diverse ➤ It varies not only from one
Supporting ideas	area to another but each tribe, nomadic or sedentary, ➤ has its own repertoire, colourful or romantic aspects of the setting, folk ➤ The Moroccan traditions mark traditions Moroccan imperial cities.
Concluding sentence	Moroccan folklore is greatly appreciated worldwide.

Culture corner

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

Do's:

- a. If you are a guest, it is polite to wait until your host or hostess starts eating or suggests you should do so. It shows consideration.
- b. Always chew and swallow all the food in your mouth before taking more or taking a drink.
- c. Chicken and pizza may be eaten with fingers.
- d. Always say 'thank you' when served something. It shows appreciation.
- e. When eating a bread roll, break it off into pieces before buttering. Eating it whole looks impolite.
- F. When eating soup, tip the bowl away from you and scoop the soup up with your spoon.
- g. When finishing, place your knife and fork together.



Don'ts

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

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

- Eat and drink while walking down the street.
- Put milk and sugar in your tea and coffee by yourself.



2. task:

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



English and fun

**Read this Amazigh riddle and answer the question:,
p.122**

« The raven provides for the dove, and the dove provides for the chicks. »

The raven refers to **kettle**

The dove refers to the **tea-pot**

The chicks refer to the **glasses**




Review Units 7 and 8

Review your grammar: p. 124

A. Fill in the blank with the correct phrasal verb. Pay attention to the verb tense, p.124

Go on – bring up – give up – put up with – take off

1. The plane whichfrom Madrid will land at Casablanca Airport on time.
takes off
2. You mustsmoking. It is harmful to your health.
give up
3. I can'tpeople shouting at me.
put up with
Go on
4.walking until you see a small sign on your left. There is the school where I study.
brought up
5. A long time ago people
children with very little money.

B. Match the main sentence with the relative clause, p. 124

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

C. Put the verbs between brackets in the correct form, p. 124

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



Review your functions

A. Match the phrases with the responses, p. 124

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

B. Complete with the correct option, p. 125

1. I am **sorry**that I'm late, but there is a train strike on at the moment.
2. Pleaseme for interrupting you. I didn't realise you were busy with someone else.
forgive
3. Please send myto the meeting as I shan't be able to attend.
apologies
4. I mustyour pardon; I mistook you for somebody else.
beg
5. I know I shouldn't have made those harsh remarks. I deeplywhat I said.
regret



Review your vocabulary

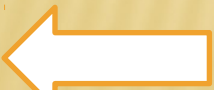
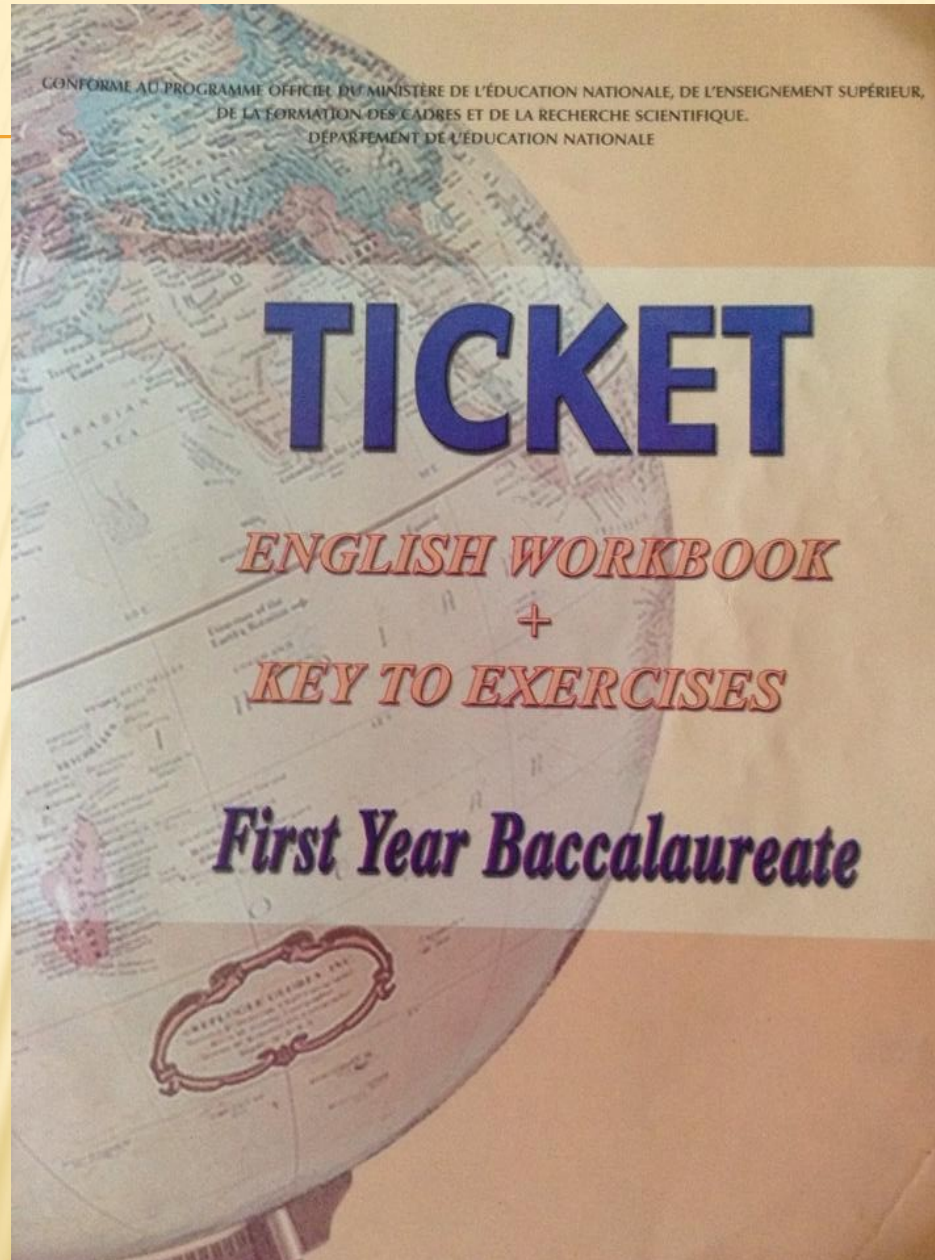
Fill in the gaps with the correct words from the list, p. 125

Hospitable – tolerance – festivals – cultural

millions of tourists visit Morocco for many reasons. Firstly, it is known for its..**cultural**..diversity. And artistic richness..**Festivals**....and ceremonies are held throughout the year across the country. Secondly, the Moroccan people are...**hospitable**. They like to entertain visitors from different origins, nationalities, and religions. They thus show a high spirit of..**tolerance**...towards other cultures.



Unit 8



Unit 9

Human Rights

Unit 9

Human Rights

Reading: The Universal Declaration of Human Rights

Vocabulary: *Terms with their definitions*

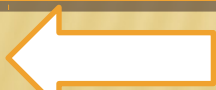
Functional practice: *Wish Vs. hope*

Grammar: *Reported speech / Conditional type II*

Writing: *Formal letter*

Topic: *Write a formal letter to the president of a human rights association*

Workbook



Starting up

1. a. Look at the poster, p. 126 and describe it

The message is that Human Rights make our lives safe, just and equal.

b. the three slogans are :

- **Human rights protect us from discrimination and unjust**
- **It's a safer world when you know your rights.**
- **Human Rights – the most important lesson of your life!**

For me, the most important slogan is:

it's a safer world when you know your rights.



2. Look up the meanings and synonyms of the word 'right' in the dictionary, p. 127

Right: 1. **correct**:

e.g: You got three answers **right** and two wrong.

2. **correctly**:

e.g.: Why does he never do anything **right**?

3. suitable or desirable, or as it should be:

e. g.: He's the **right** person for the job.

e.g. :I think you've made the right decision.

4. important

e.g.: She knows all the **right** people.

5. right (MORALLY ACCEPTABLE)

e.g.: I don't believe they should have put him in prison. It isn't **right**.

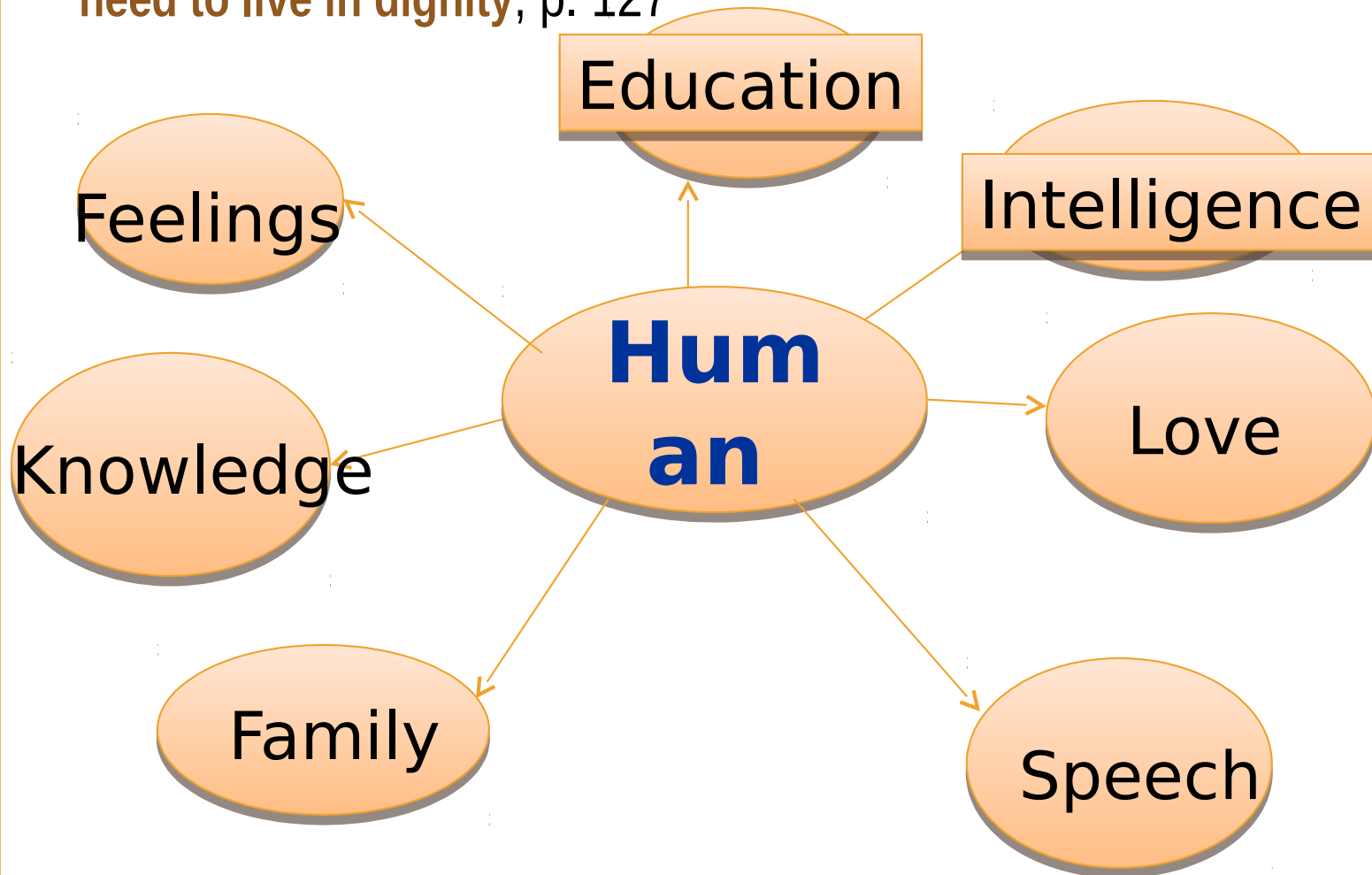
6. what is considered to be morally good or acceptable:

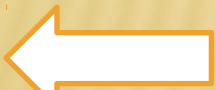
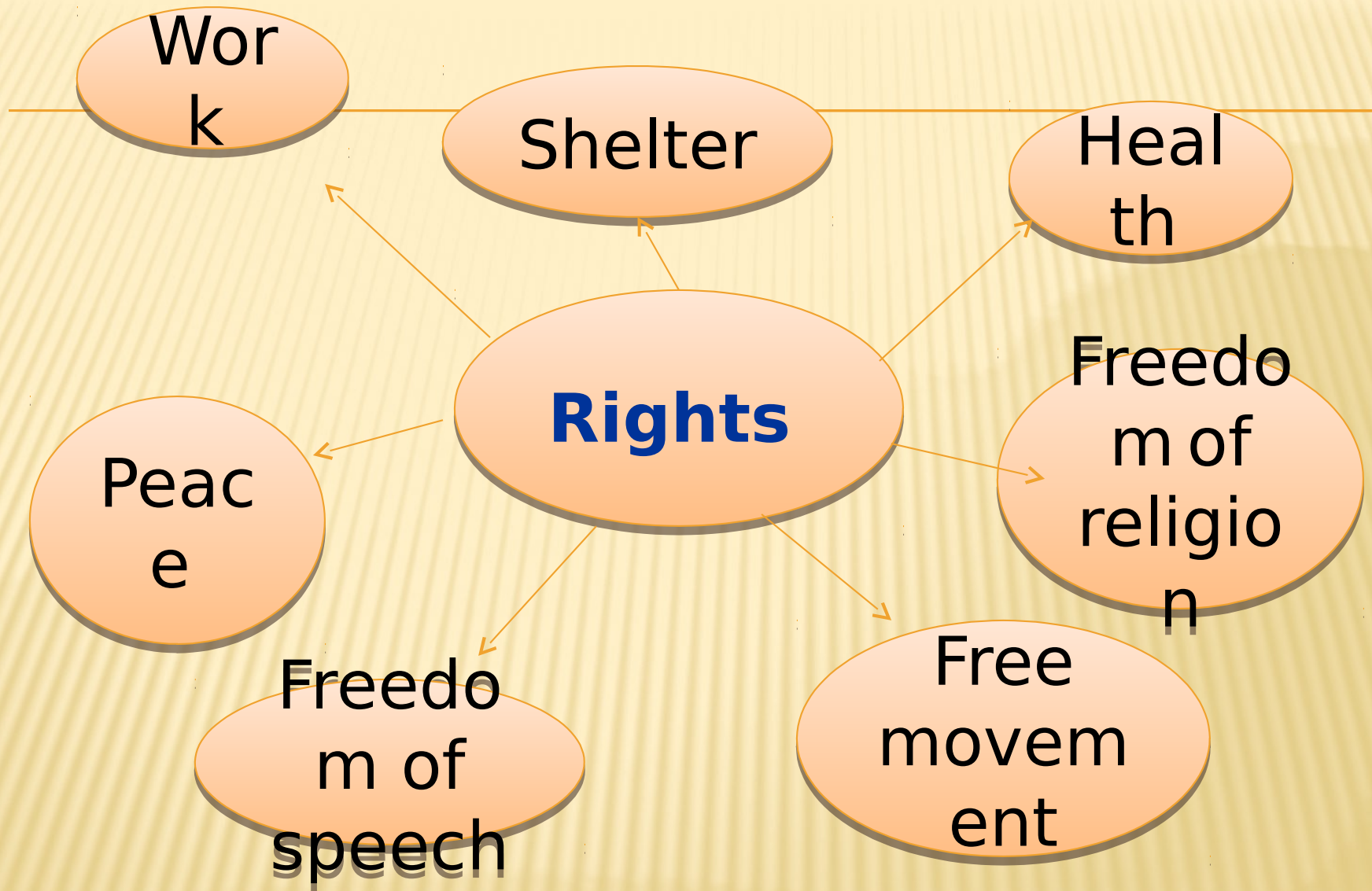
e.g.: Your conscience should tell you the difference between **right** and wrong.

7. right (HEALTHY) **healthy, or working correctly**:

e.g. : Since eating that food last night, I haven't felt quite **right**.

3. Complete the chart with the most important rights you think human beings need to live in dignity, p. 127





Before reading activity

**Answer the questions,
p. 128**



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

The **Universal Declaration of Human Rights (UDHR)** is a declaration adopted by the United Nations General Assembly.

The Declaration arose directly from the experience of the Second World War and represents the first global expression of rights to which all human beings are inherently entitled.

It consists of 30 articles which have been elaborated in subsequent international treaties, regional human rights instruments, national constitutions and laws.

The International Bill of Human Rights consists of the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and Political Rights and its two Optional Protocols.

In 1966 the General Assembly adopted the two detailed Covenants, which complete the International Bill of Human Rights; and in 1976, after the Covenants had been ratified by a sufficient number of individual nations.

2. When was UDHR written?

➤ **On 10 December 1948**

3. Where was UDHR written?

➤ **at Palais de Chaillot, Paris**

4. Who wrote UDHR?

➤ **the General Assembly**

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

➤ **Equity and reconciliation commission**



Reading task

1. Match the pictures with articles, p.128

Picture 1:

Picture 2:

Picture 3:

Picture 4:
Article: 23 ~~Article: 7~~ Article: 8 Article: 19

Picture 5: Picture 6: Picture 7:
Article: 12 ~~Article: 20~~ Article : 21 ~~Article: 16~~

Picture 8:

Picture 9: Picture 10: Picture 11: Picture 12:
Article: 1 Article: 27 Article: 26 Article: 17

11:

Picture 12:



2. Articles related to social and economic rights , articles associated with political and civic rights, p. 130

social and economic rights		political and civic rights	
Article:1	Article: 22	Article:1	Article: 11
Article:2	Article: 23	Article: 3	Article: 13
Article:4	Article: 24	Article: 5	Article: 14
Article: 12	Article: 25	Article: 6	Article: 15
Article: 16	Article: 26	Article: 7	Article: 19
Article: 17	Article:27	Article: 8	Article: 21
Article:18	Article:28	Article: 9	Article: 30
Article: 20	Article:29	Article: 10	



3. Decide if these sentences are true or false and justify from the text, p. 130

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

(Article 8)
→ **True.**

b. Prisoners are free to move in and out of the country.
For innocent people, not prisoners

Article 13
→ **False.**

c. All people are equal before the law.

(Article: 7)
→ **True.**

d. All people are free to change their nationality.

(Article: 15)
→ **True.**

VOCABULARY: 1. Match up the terms (1-+ 10) with the definitions (a-j), p. 130

The terms	The definitions
1. Death penalty or capital punishment	f. the ultimate punishment
2. Mistreatment or maltreatment	d. Inflicting physical or mental pain on purpose.
3. dignity	j. The quality of being worthy of esteem
4. Amnesty International	b. An international human rights organisation which works to stop torture, execution, and imprisonment of people arrested for their opinions.
5. Universal Declaration of Human Rights	a. A document which defines and describes the rights of people.

The terms	The definitions
<p>6. Incommunicado detention</p>	<p>c. Imprisonment without visits permitted from lawyers and family members</p>
<p>7. Prisoner of Conscience</p>	<p>h. a non-violent person arrested and jailed for expressing his or her opinions peacefully</p>
<p>8. non-violent political action</p>	<p>g. Ordinary prisoner protesting peacefully against government actions or policies.</p>
<p>9. the Convention on the Rights of the Child</p>	<p>i. A list of special rights children in every nation should enjoy.</p>
<p>10. Human</p>	<p>e. what all persons should be allowed just because they are human.</p>

2. Fill in the gaps with appropriate words from the list, p. 131

« when the United Nations (UN) conven
tion wrote the..... being
it had to decide who exactly a..... is. Here is
the definition: A child is every human..... d under 18
years old.

Government must..... resp
ect and follow the rights
we (as kids) are given in this convention without any kind
of..... langu
age. You and/or parents' race, colour,
sex, and religion do not matter. Neither do
your opinions on things, if you have a disability, different
or where you came from. d To sum it up: All kids must be..... t
exactly the same, no matter how..... they are! protected

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

Functional Practice: A wish for a better world

1. study these examples and complete the chart

accordingly, p. 132

In our present world	In my dream world
Many children don't go to school.	I wish good luck to all children. I wish that all children could go to school.
Human rights are violated everywhere.	I wish freedom to all people. I wish human rights were respected everywhere.
Soldiers sometimes kill civilians.	I wish prisoners' rights were respected. I wish a safe world to all. I wish that soldiers never killed civilians.
Prisoners' rights are not respected.	I wish our environment wasn't degraded. I wish many people benefited from health care.
Women cannot do all	

2. Use '**wish**' or '**hope**' to write sentences about the following situations, p. 133

a. Immigrants suffer from racism in many parts of the world.

➤ I **wish** immigrants **didn't suffer** from racism.

b. You will sit for the exam next week. You are well prepared.

➤ I **hope** you will succeed in the exam.

c. I am really lazy; I don't work hard.

➤ I **wish** I **worked** hard.

d. I don't speak German; I am hopeless at languages.

➤ I **wish** I **spoke** German.

e. It is raining a lot and we don't have an umbrella.

➤ I **wish** we **had** an umbrella

f. My friend lived in a small village, and he doesn't like it.

➤ He **wishes** he **didn't live** in a small village.

g. We plan to go out tomorrow. The weather seems to be fine.

➤ I **hope** the weather will be fine.

Grammar Analysis: Reported speech

2. Finish the sentences, using reported speech, p. 134

- a. Nadia ~~said~~ teacher **would** go...to the movies
- b. The teacher **asked** me **to open** the window
- c. Peter ~~told~~ me that
- d. Alice ~~complained~~ that **he** always **did** his best
..... **in the exams**
- e. Yesterday, Amal ~~asked~~ me
..... **whether I was**
- f. My mother ~~told~~ me **not to read** the book
- g. The teacher ~~told~~ me **to play** football
- h. Our father ~~asked~~ **to remember** my homework
..... **in the garden**
..... **us to be** quiet



If I were, I would...

Conditional type 2: Exercise

1. – There are 2 clauses. No, they don't.
 - The situation is not possible.
2. **Option C:** unlikely, untrue or contrary to fact in the present.
3. **Combine the following ideas by forming sentences with if, p. 134**
 - a. If there were more recreational facilities, I wouldn't feel bored.
 - b. If my parents bought me a car, I would explore Morocco.
 - c. If there were /was no crime in our city, every one would feel peaceful.

Writing : Formal letter

1. Read these extracts from newspapers. They are about human rights violations in different parts of the world, p. 135

1. Children are forced to work long hours in carpet factories for little money; they cannot go to school.

Article 26

2. The government punishes a couple for having a second child.

Articles 12 and 1

3. A criminal is held in prison for months without being charged or judged.

Article 9 Article 11

4. Women in some countries are not allowed to attend school or hold jobs.

Article 23 Article 26

Writing : formal letter

- Tell him/her about the news.
- Tell him/her about the article from the UDHR that it violates.
- Suggest to him/her what action they should do.
- Respect the following format letter:

44 Nassim Avenue
Marti

Morocco

May 7th, 2015

04, Resistance Avenue,
abat,
Morocco.

Dear Mr. or Mrs.

I read the news that most children can't have the chance to go to school because of poverty. That's why they are forced to look for a job to survive.

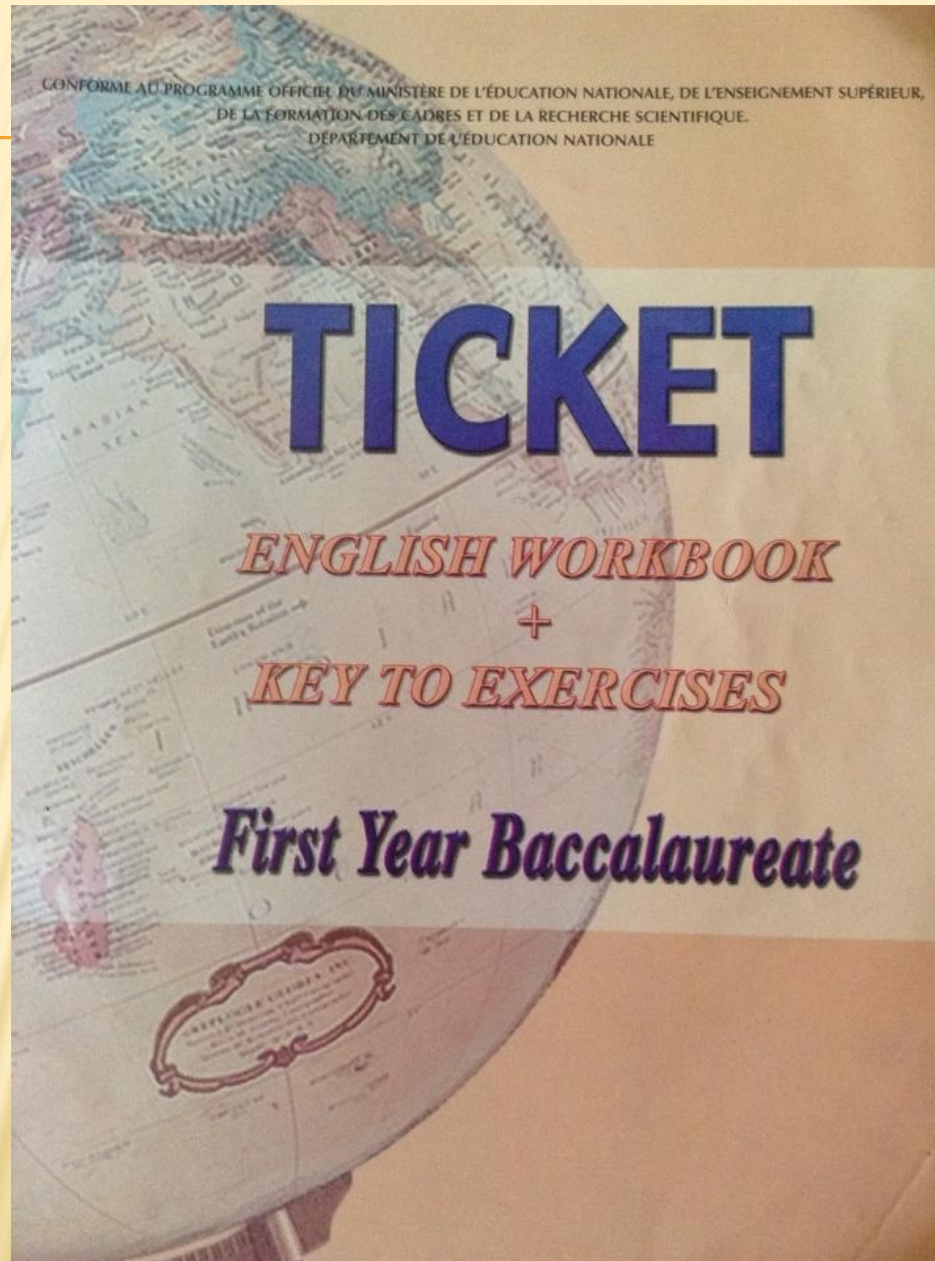
But in the UDHR, we find in the article 26 that children have right to go to school. Therefore, because of such violation, I write to you so that this article is violated. You could take action against this violation and try to find solution to this problem.

Personally, I suggest that government should help poor families or give grant to children who like to study.

Yours sincerely,
Hassan

Mohammed Hamdi Senhaji

Unit 9



Unit 10

Travel and holiday

Unit 10

Travel and holiday

Reading : *Travelling ... the best education!*

Vocabulary: *Holiday activities*

Functional practice: *Asking for promises / Giving promises / Expressing surprise*

Grammar: *Future: (will, going to)*

Writing: *Informal letter*

Topic: *Write a letter to Julien answering his questions at the end of the letter and inviting him to visit your hometown.*

Learning to learn : *A study system*

Culture corner: *Travel habits in the UK*

Project work: *Are you a good citizen?*

Review: *Units 9 and 10*

Workbook

Starting up

Describe the pictures, p. 139

- objects, people, and the actions.
- Words related to the theme of travel and holiday:
vacation – travel – luggage /
baggage – journey, etc.



Answer the questions:

1, What is your favourite place for vacation?

➤ My favourite place for vacation is Ifrane.

2. Which means of transport do you use when travelling?

➤ when travelling, I use the car.

3. Can you name a few benefits of travelling? Why do you travel?

➤ there are many benefits of travelling, for example:

▢ I break the routine.

▢ I meet different people

▢ I make new friends

▢ I see other cities.

▢ I learn new things

4. How do you feel after a vacation?

➤ I feel happy after the travel.

Reading:

2. Answer these questions, p. 141

- a. To the mountains.
- b. At Najat's relatives' house / they will hich-hike.
- c. No. Never.
- d. The mother is for but the father is against.



3. Fill in this chart with arguments why Mr. Chbihi hesitates to let his daughter travel alone, p. 141

Mr. Chbihi hesitates because..

Samia insists because..

Samia has never travelled alone.

Travelling develops the personality.

He can't think of his daughter hitch-hiking.

She'd like to be independent.

Samia may have accommodation problems.

Travelling is the best education.

She is too young

She likes to meet new people

She wants to have a change

4. Pick phrases from the conversation that match these definitions.

P. 141

- a. to inform a person about some news:.....
to break the news to someone
- b. To be independent:.....
to rely on oneself
-
to afford
- c. To be able to pay for something:.....
to hitchhike.
-
if I were you, I'd.....
- d. To ask a person for a free ride:.....
-
- e. In your place:.....

The final question:

If you were Mr. Chbihi, would you allow Samia to travel with her friends?



Follow up:

- a. Have you ever travelled alone?
- b. Have you ever hitch-hike?
- c. If you could spend a few days away from your family, where would you go?
- d. Think of three reasons why would you travel alone.
- e. Do you agree that travelling is 'the best education'?



Vocabulary:

1. Match the pictures with the activities, p. 142

1. Go swimming .
 2. Cycle or go cycling.
 3. Go surfing.
 4. Camp or go camping.
 5. Sunbathe.
 6. Do some sightseeing or go sightseeing
 7. Go to the zoo.
- Outdoor activities

2. Fill in the blanks with the suitable verb, p. 142

- a. Last month, I my parents at the airport. The plane
- b. Overexcited, the kids without saying goodbye.
- c. The train of the station a few minutes later than its usual departure time.
- d. We at the hotel, put out our baggage in the room and went sightseeing.
- e. They early on the trip to avoid traffic jams.

3. Match these words with their definitions, p. 143

Words	Their definitions
1. Trip	d. journey.
2. Excursion	c. short journey made by a group of people for pleasure.
3. flight	b. journey by air.
4. voyage	a. journey by sea.
5. picnic	e. journey on which food is carried to be eaten outdoors.



4. Use some of the words from exercise 3 to fill in the gaps, p. 143

- a. Thewas really superb
except for the high waves.
voyage
- b. The other day, we went on ato
the forest. It was fantastic even if we
forgot to take some sandwiches with us.
picnic
- c. Last year my father took a non-stop
.....from Casablanca airport to
New York.
flight
- d. Every spring holiday , we go on a/
...../
trip journey excursion



Functional Practice:

<u>Asking for p</u>	<u>Giving promi</u>	<u>Expressing s</u>
e'll meet there, won't you?	Yeah, I promise	really?
You won't break	I won't of	What a surprise!
your promise,	do as a promise.	Incredible!
Do you promise it?	I promise it.	Unbelievable

Practice

Complete these exchanges following the tips between brackets, p. 145

a. Elma: Look Dad, I've been top of my class!

Incredible! / Unbelievable! (express surprise)

Father:
I'll buy you a new mobile phone. Does this please you?

Do you promise it?
Elma: Super! (ask for promise)

I promise.
Father: (make a promise)

b. Elma: Tom Cruise will attend the Marrakesh cinema festival!

Unbelievable! / Really? (express surprise)

Elma: I'll try to go and see him.

We'll go there together, won't we? (ask for promise)

Yeah. I promise

Elma: (make a promise)

Grammar analysis: future tense

1. Read the conversation and answer this question, p. 146

Which of the boys is likely to change his holiday plans? Justify?

a. Yassine is likely to change his plan
(it depends/ maybe)

Adil is firmly determined. (already obtained a visa)
Adil uses 'I'm going to'

c. Yassine uses 'I will'

2. Complete this grammatical summary, p. 146

We use...	When ...
<u>going to + verb</u>	We have already planned and organised a future
<u>will + verb</u>	We talk about a simple future act or volunteer to do something

3. Choose the most appropriate future form, p. 146

- a. My friend Melissa and I watch an action film. Would you like to join us?
are going to
- b. Lisa is at the grocer's: she buy some milk, some bread, and some coffee.
is going to
- c. John: Wow, it's freezing out there.
Jane: I some coffee to warm up. Do you want a piece of cake as well?
will make
John: Coffee sounds great! But I
.....have dinner with my friends later, so I'd better
am going to
skip the cake
- d. I visit my brother in Marseille next year. Maybe I should take a French class.
will get
- e. I have a dictionary in the other room. I it, and we can check the right spelling of this word.

4. Put the verbs in the correct form, p. 146

- a. Have you cleaned the car? Not yet; I.....to clean it tomorrow.
- b. oh, I've left the door open, I..... and shut it.
- c. I've bought Latifa a new dress, do you think shelike it?
- d. What.....you.....to wear for the party tonight?
- e. Rachid should cut out cigarettes; otherwise, he.....have lung cancer.

Writing: Informal letter

Pre-writing:

1. Read the letter and spot the mistakes, p. 147

1) next → ...**last**.....

2) World → **the world/ over the world**.....

3) Who → ...**which**.....

4) Not → ...**nor**.....

5) See → ...**seeing**.....

6) By → ...**bye**.....

2. Answer these questions, p. 147

a. Where is Julien from?

→ from France.

b. What is his hometown called?

→ Menton

c. What makes his hometown a beautiful place?

→ The landscape/ the weather / the mountains.

**3. Write a letter to Julien,
answering his questions at
the end of the letter and
inviting him to visit your
town / city. P.147**



Yassmin
e Street,
Martil,

May 18th, 201

Dear Julien,

se to your last letter, I am going to tell you about my hometown

Well, Martil is the name of my hometown. It is situated at the north coast of Morocco. The name comes from the river that crosses the valley, formerly known as Rio Martin, during the Spanish protectorate period in the first half of the 20th century. The river ends into the Mediterranean Sea, at the sea resort of

Martil. First, the sea is splendid. The people are nice and hospitable. Second, there are high mountains inside Morocco and all over the world, and that is due to several reasons. Besides, there are places worth seeing such

as the church, the big mosque. All these factors make of Martil a wonderful place to spend quiet and
ble holidays.

Bye for now
Nadia



Learning to learn

A study system: "M.U.R.D.E.R"

Study these learning strategies and discuss them with a partner.



✓ **Mood** Set a positive mood for yourself to study in.

Choose a convenient time,

✓ **Understand** Take any information, a relaxing place and position along to understand the chapter or unit.

Focus on one difficulty or one series of exercises.

✓ **Recall** After studying the chapter or unit, put what you have learned into your own words



A study system: "M.U.R.D.E.R"

Study these learning strategies and discuss them with a partner.

✓ **Digest** Go back to what you didn't understand and reconsider the information.

✓ **Enlarge** Contact external expert sources (e.g. other books, teacher, classmate, the web, an encyclopedia, etc) if you still cannot understand it. Ask yourself any relevant questions concerning the studied material as to grasp everything related to it.

✓ **Review** Go over the material again to grasp everything related to it. Strategies help you understand and retain information.



Culture corner

Travel habits in the UK

How are the British travel habits different from the Moroccan ones?

Read and find out.

the British have travel habits a bit different from ours. Single youngsters, for instance, would rather travel on their own or with their friends than be accompanied by their families. Besides, during holidays, British people get lodged in hotels, guest houses or go to camp sites. They rarely resort to relatives for accommodation.

One more thing. British youngsters like

Project work Units 9 and 10

Are you a good citizen?

How can you be a good citizen?

Find out the meaning of citizenship in a dictionary or on the web.

Make a Citizenship folder where you can keep your work.

Learn how to be a good citizen. Read about what good citizens do in the following table and tick (✓) or cross (✗) your part.



Good citizens do the following	What about you?
Help to keep their community clean and safe.	
Are proud of their country's culture and traditions.	
Take care of their country's air, land and water.	
Use polite manners, cooperate, and use kind words.	
Respect other people's	

Review Units 9 and 10

Review your grammar:

A. Put the verbs into the correct future for: (*will+verb/ going to + verb*)

a. Yassine: I (visit) **am going to** visit Marrakesh next Monday. I have got a job interview there.

Hassa: Really!? My family lives in Marrakesh! I (give) **will give** you my parents' phone number.

When you get there, just call them and they (help) **will help.**

b. Bill: Do you think the Republicans or the Democrats **will win** the next election?

Brain: I think the Republicans (win) the next election.

Jane: No way! The Democrats (win) **will win**.

c. Amal: We (go) **are going to** the beach this weekend. We have already rented a house. Would you like to join us?

Zineb: Great! But I don't have a swimming suit.

Amal: No problem. I (lend) **will lend** you one.



Review your function:

A. What wishes can you make for these people? P. 150

a. *a sick friend.*

→
.....
I wish him quick recovery

b. *a couple who are getting married.*

→
.....
I wish them a happy marriage.

c. *a person who is going to sit for an exam.*

→

.....
I wish them a

d. *someone friends who are going on a trip.*

→
.....
pleasant trip.



B. What promises can you give these people to help them solve their problems, p. 150

a. Ahmed would like to buy a CD, but he doesn't have enough money.

➤ I promise to lend you some money.

b. Najat is too busy to water the flowers in her garden.

➤ I'll water your flowers. It's promise.

c. Your neighbour isn't free to post a letter.

➤ yeah, I promise it.

d. Your classmate will be absent tomorrow; he needs you notebook.

➤ sure. I promise to give you my notebook

Review your vocabulary:

A. re-arrange the letters to find one word related to the theme of '**travel**', p. 150

a. not as in a diet **destination**

→ **luggage**

b. glue gag: → **journey**

c. jury one: → **passport**

d. pop stars: → **passengers**

e. gasp sneers:

→

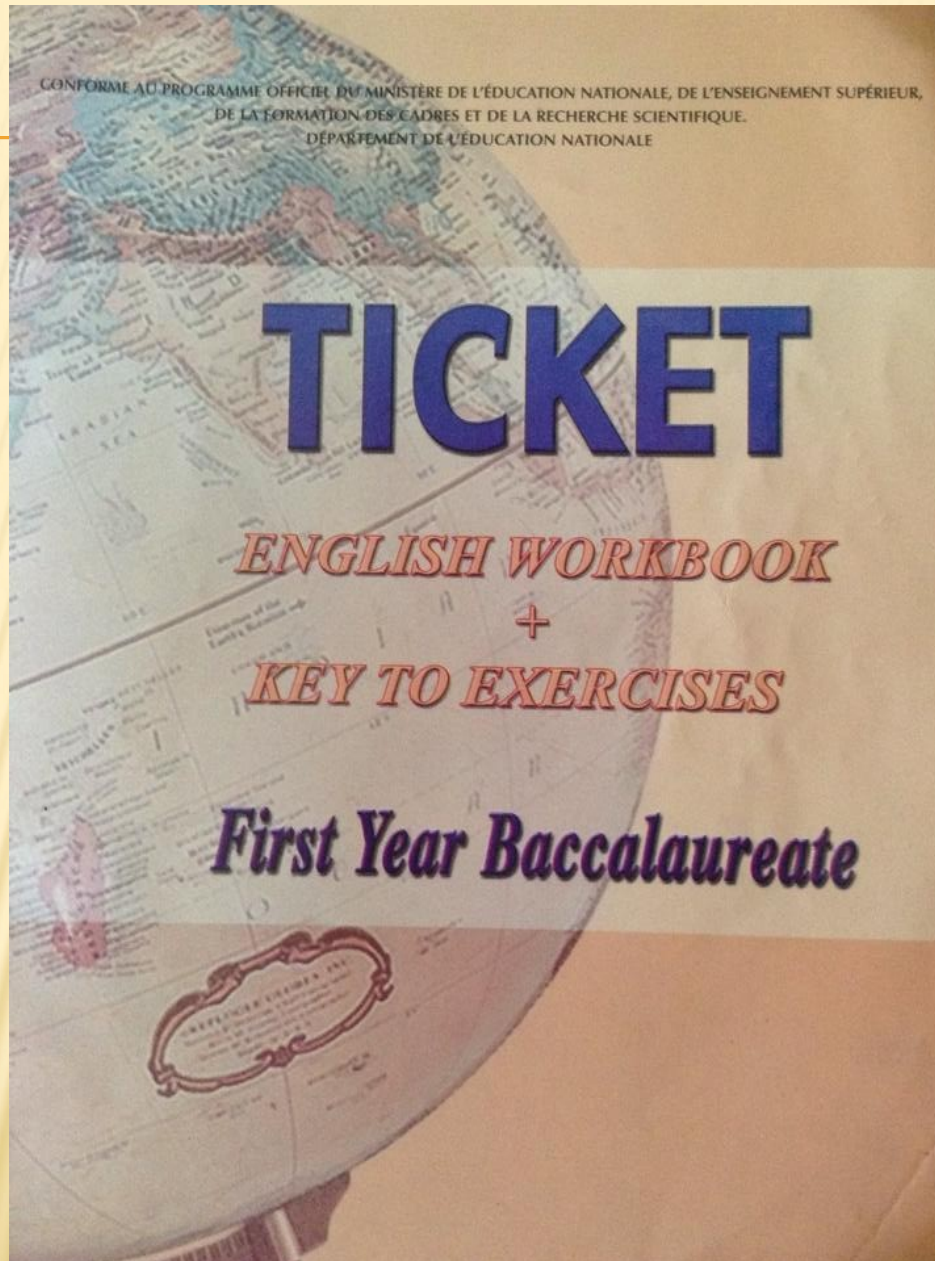


B. Match the words with their definitions, p. 150

The words	Their definitions
1. Society	f. A group of people that shares distinctive cultural traits
2. Democracy	g. A political system in which the citizens elect their representatives.
3. Declaration	e. A document whose signatories express their agreement with a set of objectives and principles
4. Ratification	b. Acceptance and commitment to a treaty by a country
5. Starvation	h. The process of dying due to lack of food
6. Apartheid	d. A political policy in South Africa where black are forbidden to live in areas where white people live
7. Refugee	c. Person who has left his country because of war, famine or persecution.
8. discrimination	a. Any distinction, exclusion or preference based on race, colour, sex, language or religion.



Unit 10



The end of the programme

Realised by

Mohammed Hamdi Senhaji

