

Gateway

To English

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Student's Book

1^{ère} Année du Cycle du Baccalauréat



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Map of the Book

Standards, Competencies and Skills

Units and Themes	Language Development		Communication				Culture		Connections	Learner training	Projects and Reviews
	Grammar	Vocabulary	Interpersonal	Interpreting	Reading	Writing	Speaking	Practices/Products			
1. Our Cultural Heritage	<ul style="list-style-type: none"> - Simple past. - Articles. 	<ul style="list-style-type: none"> - Cultural heritage vocabulary. 	<ul style="list-style-type: none"> - Express beliefs and opinion. - Ask and answer general knowledge questions. - Talk about cultural heritage 	<ul style="list-style-type: none"> - Predict topic - Listen for details. - Infer meaning from context. 	<ul style="list-style-type: none"> - Read for specific information. - Read for details. 	<ul style="list-style-type: none"> - Punctuation and capitalization - Write an e-mail. 	<ul style="list-style-type: none"> - Give and justify opinion and beliefs. - Talk about local and national cultural heritage. 	<ul style="list-style-type: none"> - Local, national and world cultural heritage. 	<ul style="list-style-type: none"> - History and geography - Civic education. 	<ul style="list-style-type: none"> - Learn how to better manage time. - Take notes. 	<p>Project 1: Prepare a portfolio</p>
2. Education	<ul style="list-style-type: none"> - Past continuous Vs past simple. - Used to. 	<ul style="list-style-type: none"> - Education and exams vocabulary (collocations) 	<ul style="list-style-type: none"> - Ask for and give advice. - Talk about education and exam preparation. - Ask and answer questions about educational matters. 	<ul style="list-style-type: none"> - Listen for general idea. - Listen for details. 	<ul style="list-style-type: none"> - Get main idea. - Look for specific information. - Locate referents. 	<ul style="list-style-type: none"> - Use brain storming and outlining. 	<ul style="list-style-type: none"> - Ask for and give advice. - Talk about education and exams. 	<ul style="list-style-type: none"> - Educational system in England. - Comparing English educational system to the Moroccan one. 	<ul style="list-style-type: none"> - Better preparation for exams (all subjects). 	<ul style="list-style-type: none"> - Prepare better for exams and tests. 	<p>Review 1: Units 1 and 2</p>
3. Media	<ul style="list-style-type: none"> - Present perfect simple. - Present perfect continuous 	<ul style="list-style-type: none"> - Media. vocabulary - Categorising vocabulary 	<ul style="list-style-type: none"> - Express surprise and interest. - Talk about different types of media. 	<ul style="list-style-type: none"> - Listen for details. - Listen for specific information 	<ul style="list-style-type: none"> - Get main idea of the text. - React to ideas in the text. 	<ul style="list-style-type: none"> - Write a personal letter with correct format. 	<ul style="list-style-type: none"> - Express surprise and interest - Present data via graphs. 	<ul style="list-style-type: none"> - Media preferences in USA. 	<ul style="list-style-type: none"> - Making surveys and using graphs (all subjects). 	<ul style="list-style-type: none"> - Learn dictionary skills (1). 	<p>Project 2: Conduct a survey</p>
4. Leisure and Entertainment	<ul style="list-style-type: none"> - 'enough' and 'too'. - 'going to' and 'will'. - Prepositions of time and place. 	<ul style="list-style-type: none"> - Leisure and entertainment vocabulary - Adjectives ending with 'ed' and 'ing'. 	<ul style="list-style-type: none"> - Express feelings and emotions. - Talk about different activities of leisure and entertainment. 	<ul style="list-style-type: none"> - Listen for main idea. - Listen for specific information - Guess word meaning from context. 	<ul style="list-style-type: none"> - Recognise main ideas. - Scan text for specific information. - Show general understanding. - Infer word meaning from context. 	<ul style="list-style-type: none"> - Write an e-mail with correct format. 	<ul style="list-style-type: none"> - Express feelings and emotions. - Talk about leisure and entertainment. 	<ul style="list-style-type: none"> - Leisure and entertainment in China and Japan. 	<ul style="list-style-type: none"> - Reading and writing an email (all subjects). 	<ul style="list-style-type: none"> - Read and write an email. 	<p>Review 2: Units 3 and 4</p>
5. Celebrations	<ul style="list-style-type: none"> - Passive voice - Relative pronouns. 	<ul style="list-style-type: none"> - Celebrations and festivals vocabulary. 	<ul style="list-style-type: none"> - Express promise. - Talk about different celebrations and festivals. 	<ul style="list-style-type: none"> - Listen to a radio program - Guess the topic. - Listen for general idea. - Listen for specific information 	<ul style="list-style-type: none"> - Read for the purpose of the writer. - Read for specific information. - Understand vocabulary from context. 	<ul style="list-style-type: none"> - Write an article following an outline. - Write a first draft. - Revise and rewrite. 	<ul style="list-style-type: none"> - Express promise. - Talk about different celebrations and festivals. 	<ul style="list-style-type: none"> - Festivals from other countries. - Moroccan festivals for foreign people. 	<ul style="list-style-type: none"> - Poster making (all subjects). 	<ul style="list-style-type: none"> - Learn dictionary skills (2). 	<p>Project 3: Make a poster</p>

<p>6. Health and Welfare</p>	<ul style="list-style-type: none"> - Modal auxiliaries. - Conditional types '0' and '1'. 	<ul style="list-style-type: none"> - Health and welfare vocabulary - Collocations. 	<ul style="list-style-type: none"> - Express & respond to complaints. - Talk about health & healthy habits and practices. 	<ul style="list-style-type: none"> - Listen for main idea. - Listen for specific information - Listen and take notes. 	<ul style="list-style-type: none"> - Predict the main topic. - Read and check information. - Recall. 	<ul style="list-style-type: none"> - Write a personal letter. 	<ul style="list-style-type: none"> - Express ideas and opinions about health and welfare. 	<ul style="list-style-type: none"> - Child health in different parts of the world. 	<ul style="list-style-type: none"> - Health and healthy food (all subjects) and practices (science/sport) - Website evaluation (all subjects) 	<ul style="list-style-type: none"> - Evaluate websites. 	<p>Review 3: Units 5 and 6</p>
<p>7. Ecology</p>	<ul style="list-style-type: none"> - Conditional type 2. 	<ul style="list-style-type: none"> - Vocabulary related to ecology - Word derivation - Context clues 	<ul style="list-style-type: none"> - Express hopes and wishes. - Talk about some ecology problems. 	<ul style="list-style-type: none"> - Predict topic. - Listen for main idea. - Listen for details. - Listen for specific information 	<ul style="list-style-type: none"> - Get the main idea of the text. - Read for specific information. 	<ul style="list-style-type: none"> - Write a formal letter 	<ul style="list-style-type: none"> - Express wishes and hopes. - Discuss ecology problems. 	<ul style="list-style-type: none"> - Ecology problems around the world. 	<ul style="list-style-type: none"> - Ecology problems (science/geography). - Use context clues to understand new vocabulary (languages) 	<ul style="list-style-type: none"> - Use context clues to build up vocabulary. - Make a brochure. 	<p>Project 4: Make a brochure</p>
<p>8. Society and Social Problems</p>	<ul style="list-style-type: none"> - Reported speech (1) - Phrasal verbs (1). - Reflexive pronouns. 	<ul style="list-style-type: none"> - Social problems vocabulary. 	<ul style="list-style-type: none"> - Express suggestion. - Talk about some social problems. 	<ul style="list-style-type: none"> - Predict topic. - Listen for specific information - Listen for main ideas. - Listen for details. 	<ul style="list-style-type: none"> - Read for specific information. - Get main ideas. - Read for general idea. 	<ul style="list-style-type: none"> - Write an article 	<ul style="list-style-type: none"> - Express suggestions. - Discuss social problems. 	<ul style="list-style-type: none"> - Social problems in different parts of the world. 	<ul style="list-style-type: none"> - Make posters. (all subjects) - Practise problem solving. (all subjects) 	<ul style="list-style-type: none"> - Raise consciousness to avoid road accidents. - Practise problem solving. 	<p>Review 4: Units 7 and 8</p>
<p>9. Human Rights</p>	<ul style="list-style-type: none"> - Phrasal Verbs (2). 	<ul style="list-style-type: none"> - Human and child rights Vocabulary. - Suffixes. 	<ul style="list-style-type: none"> - Express apologies. - Talk about human and child rights. 	<ul style="list-style-type: none"> - Guess the topic. - Listen for specific information - Listen for details. 	<ul style="list-style-type: none"> - Predict topic. - Read for general ideas. - Read for specific information. - Read and infer specific information. 	<ul style="list-style-type: none"> - Write a report. 	<ul style="list-style-type: none"> - Express apologies. - Discuss human child rights. - Give a public speech. 	<ul style="list-style-type: none"> - Human and child rights in different parts of the world. 	<ul style="list-style-type: none"> - Learn about public speaking and deliver a public speech (all subjects). - Write a report (all subjects). 	<ul style="list-style-type: none"> - Learn public speaking skills. - Give a public speech. - Use suffixes. 	<p>Project 5: Prepare and deliver a public speech</p>
<p>10. Travel</p>	<ul style="list-style-type: none"> - Reported speech (2) 	<ul style="list-style-type: none"> - Travel vocabulary. - Guessing meaning from context. - Word derivation. 	<ul style="list-style-type: none"> - Express possibility. - Talk about travel and tourism. 	<ul style="list-style-type: none"> - Listen for main idea. - Listen for details. - Listen for specific information 	<ul style="list-style-type: none"> - Read for general ideas through questions. - Read for specific information. - Read for details. - Guess vocabulary from context. 	<ul style="list-style-type: none"> - Write a biography 	<ul style="list-style-type: none"> - Express possibility. - Discuss types of travel, travel attractions and problems. 	<ul style="list-style-type: none"> - Local travel attractions. - Negative sides of international tourism. 	<ul style="list-style-type: none"> - Learn how to use reference sources (all subjects). - Write a biography using different sources (languages/history). 	<ul style="list-style-type: none"> - Learn how to use reference sources for searching information. 	<p>Review 5: Units 9 and 10</p>

Unit 1 Our Cultural Heritage

Content of the unit Standards, Competencies and Skills

Interpersonal Communication

- express beliefs and opinion.
- ask and answer questions about general knowledge.
- talk about cultural heritage.

Presentational Communication

- Speaking: give and justify opinion and beliefs, talk about local and national cultural heritage.
- Writing: learn about punctuation and capitilisation, write the answer to an e-mail.

Interpretive Communication

- Listening: predict topic, listen for details, infer meaning from content.
- Reading: read for specific information, read for details.

Culture: Practices and products

- learn and give information about local, national and world cultural heritage.
- Project work: prepare a portfolio about national cultural heritage.

Learner training

- learn how to better manage time.
- take notes.

Language development

- practise the use of the past simple tense.
- review and practise using definite and indefinite articles.
- learn vocabulary related to cultural heritage.

Connections

- activate previous knowledge about Moroccan history and cultural heritage (history and geography, civic education).

B. The pictures in activity A represent different aspects of our cultural heritage. Classify them according to the following categories (an example is given for each category).

Historical monuments and architecture	Food, clothing and customs	Arts and crafts	Geography and landscape
<ul style="list-style-type: none"> • Volubilis • Hassan II • Hassan III • Hassan IV • Hassan V • Hassan VI • Hassan VII • Hassan VIII • Hassan IX • Hassan X • Hassan XI • Hassan XII • Hassan XIII • Hassan XIV • Hassan XV • Hassan XVI • Hassan XVII • Hassan XVIII • Hassan XIX • Hassan XX 	<ul style="list-style-type: none"> • Mint tea • Desert Dress • traditional wedding 	<ul style="list-style-type: none"> • Carpet making • Pottery • Attidus • Riding • Seven bracelets 	<ul style="list-style-type: none"> • Oasis • Atlas mountains • Lemon trees • • •

C. Which of the things above (the pictures and the table) can you find in your area?

BOOST YOUR LISTENING SKILLS

An audio chat on the net: Welcome in Morocco

- A. With your partner, discuss these questions, then share your ideas with the whole class.
 - Do you use the internet? Where and what for?
 - What do you think young people do at a cybercafé?
 - Many of them go to the cybercafé to chat. Who do they chat with? What do they chat about? What language do they use?
 - Do you/ they use English to chat with foreigners?
- B. You are going to listen to an audio chat between Amine and Helen. Guess what they are going to chat about.
- C. Listen and check your answers.
- D. Listen again and say whether the following statements are true or false. Then listen another time to correct the false statements.

Statements	T	F	Correction of false statements
1 Helen is going to visit Morocco for the second time.			
2 Amine lives in Marrakech.			
3 Amine and Helen have chatted before.			
4 Amine and Helen are using text chat to communicate.			
5 Helen wants to know about the history of Morocco.			
6 Amine is a tourist guide.			
7 Helen is visiting Morocco next winter.			

Unit 1

BOOST YOUR COMMUNICATION SKILLS

Expressing opinion and beliefs

A. Here are some useful expressions of opinion and beliefs.

Expressions of opinion & beliefs	
Questions	Answers
- In your opinion, what/who/where/why.....?	- I think that
- What do you think	- In my opinion
- As far as you are concerned, what/ who/ where / why.....?	- As far as I'm concerned,
- What/Who do you believe	- To my mind,
- What are your views about	- For me,
- Don't you think that	- I believe that
	- It seems to me that
	- As I see it
	- I feel strongly that
	- I would say that

B. Communication activity 1.

Amine told Helen: **"In my opinion, the best place to start with is Marrakech because it's a rich place culturally and historically speaking."** Do you agree with him?

1. Choose another place that you think is the best place for Helen to start with, then compare with your partner's choice.
2. Use one of the expressions in the table above to express your opinion and give at least one reason to justify your opinion.

C. Communication activity 2.

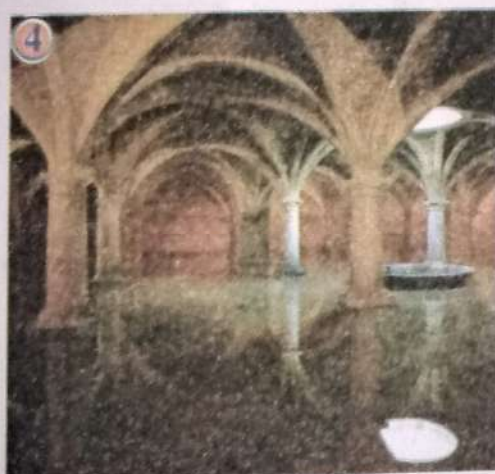
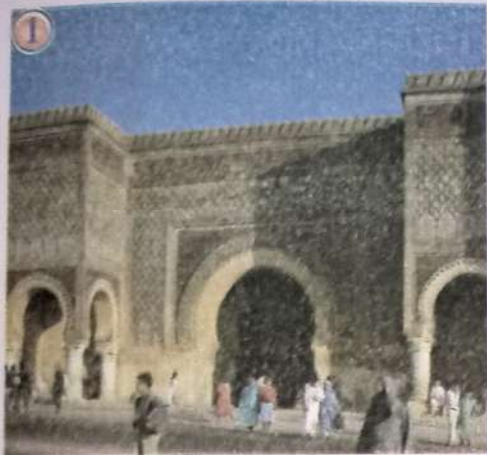
In pairs, ask and answer questions about your opinion/beliefs concerning the issues below. (Student A asks her/his partner about one of the issues ; Student B gives her/his opinion and provides at least one reason to justify).

1. The best means of communication.
2. The best Moroccan place to spend a quiet holiday.
3. The most delicious Moroccan dish.
4. The most famous Moroccan athlete.

D. Communication activity 3: Open discussion.

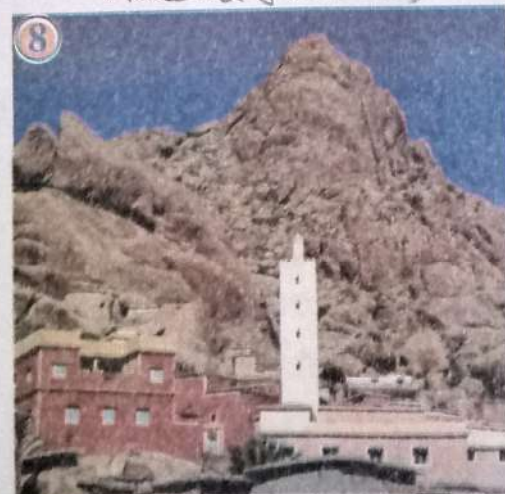
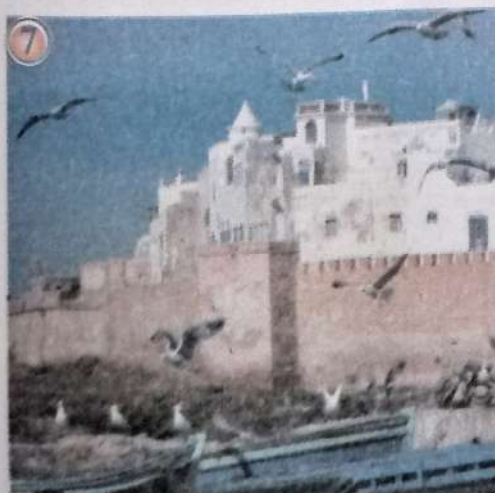
With a partner, discuss the following questions, then share your ideas with the whole class.

- Do you recognise any of these places? Which one represents or is nearest to your area?
- Do any Moroccan or foreign tourists visit your area? Why or why not?
- What do you think they like about it?
- In your opinion, what do they find very special about it?
- According to you, what should they visit or do when they come to your area?



Tinana Gardens

Gve of Hmales



Unit 1

BOOST YOUR GRAMMAR (through reading)

I. Review the simple past tense

A brief history of Morocco

Before gaining its independence in 1956, Morocco resisted outside invasion while serving as a meeting point for Berber, European, Arabian, and African civilizations and cultures throughout history.

a. In the 12th century BC, the first of these foreign invaders were the Phoenicians, who established trading centres at several points along the North African coast. The Carthaginians later took over these Phoenician colonies and expanded them as part of the powerful Carthaginian Empire. In the second century BC, the Romans governed North Africa for almost six hundred years. After the Romans, the area was invaded first by the Vandals in 429AD and later by Byzantium in 533AD.

c. The Almohads were followed by the Marinids (1258-1420), the Wattasids (1420-1547) and the Saadis (1554-1659). The Alaouite Dynasty eventually gained control in 1666. They succeeded in stabilizing their position, and while the kingdom was smaller than previous ones in the region, it remained quite wealthy.

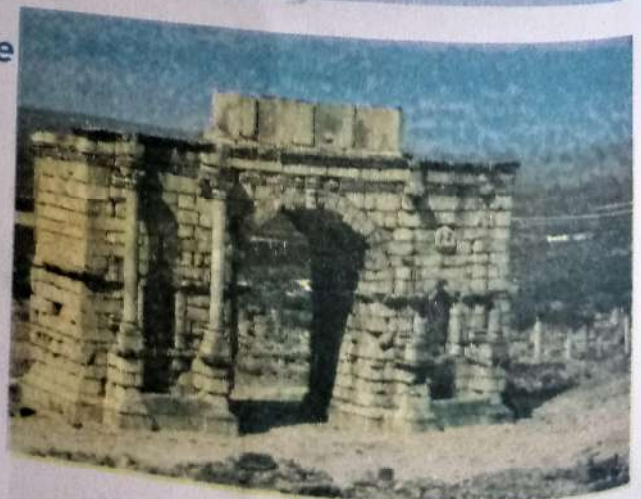
b. The coming of the Arabs to Morocco in 682AD marked the end of Byzantine dominance. Christian and pagan inhabitants of the land converted to Islam during this period. The country soon broke away from the control of the distant Abbasid caliphs in Baghdad under Idris Ben Salih who founded the Idrisid Dynasty. Morocco became a centre of learning and a major power. It reached its height under a series of Arab and Berber dynasties that succeeded the Idrisids; notably the Almoravids (1062-1147) and the Almohads (1147-1258) who ruled most of Northwest Africa, as well as large sections of Spain (Al-Andalus).

d. European attacks on Morocco began in 1415, when Portugal captured Ceuta, and ended with the Portuguese defeat at the battle of Ksar el Kebir (Alcazarquivir) in 1578. In the 19th and early 20th centuries, the strategic importance and economic potential of Morocco once again attracted the European powers, causing an intense, often violent, rivalry among France, Spain, and Germany. Finally, in 1912, most of Morocco became a French protectorate while a small area became a Spanish protectorate.

e. Nationalist feelings began to surface in the 1930s, becoming more militant after World War II, and in 1956 Morocco gained its independence.

A. From the list below, select and copy the appropriate heading for each paragraph.

1. Morocco after the Almohads.
2. Morocco's struggle for independence.
3. European invasions of Morocco.
4. Early Islamic Morocco.
5. Roman and sub-Roman Morocco.



Unit 1

B. Review the simple past form of verbs.

- Underline all the verbs in the simple past in paragraphs a, b and c.
- Classify the verbs according to the following three categories:

Verb to be	Regular verbs	Irregular verbs
was	established	took
was	governed	became
	founded	began
	learned	
	headed	
	succeeded	
	gained	
	remained	

C. More irregular verbs.:

- Complete the following tables with the infinitive (in table 1) and the simple past tense (in table 2):

Infinitive	Simple past
1. go	a. went
2. find	b. found
3. write	c. wrote
4. speak	d. spoke
5. see	e. saw
6. fly	f. flew
7. think	g. thought
8. read	h. read
9. lead	i. led
10. meet	j. met

Infinitive	Simple past
a. mean	1. meant
b. bind	2. bound
c. get	3. got
d. ride	4. rode
e. give	5. gave
f. draw	6. drew
g. fight	7. fought
h. set	8. set
i. send	9. sent
j. hide	10. hid

D. Adverbials used with the simple past tense.

- Choose two verbs from each table and write four complete sentences using the following adverbials: yesterday / last weekend / when I was ten / in 2002 / two months ago.

E. What did you do yesterday?

- With your partner, ask each other questions about things you did yesterday. Your questions must be yes/no questions.

Example: Student A: Did you play football yesterday? Student B: Yes, I did. / No, I didn't.

- When your partner answers a question with yes, ask her/him more questions about that activity.

- Take two or three word notes for every answer.

Example: 1. Football. No. 2. TV. Yes. 3. Football match.
4. Liverpool/Manchester City. 5. Liverpool. 2/1

Unit 1

- Report your partner's answers using your notes.
Example: Rachid didn't play football yesterday but he watched a football match on TV. The match was between Liverpool and Manchester City. Liverpool won the match 2 to 1.

F. Word search.

Find the irregular verbs in the word search boxes. There are 10 irregular verbs horizontally, vertically or diagonally:

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

II. Review the definite and indefinite articles

~~A.~~ Read the text and circle the correct article: "a", "an", or "the".

Jihane was sound asleep when (1) **a - an - the** alarm clock rang. She got up and rushed to (2) **a - an - the** kitchen for breakfast. She had (3) **a - an - the** class at 8:00 and had to take (4) **a - an - the** bus to school. She got there just in time. Jihane does not go home for lunch. So, as usual, she had (5) **a - an - the** sandwich at (6) **a - an - the** school cafeteria. After that she went to (7) **a - an - the** nearest cybercafé to write (8) **a - an - the** e-mail to (9) **a - an - the** friend from Germany. At 2 o'clock she went back to school. She had French and Maths that afternoon. When school finished, she got on (10) **a - an - the** bus and went back home. Before she went to bed, she had to do (11) **a - an - the** homework her French teacher gave her.

~~B.~~ Read the grammar summary, then fill in the blanks with: "a", "an", "the" or "Ø" for no article.

1. Marrakech is one of the most famous cities in the South of Morocco.
2. Samir went to USA last month. He went on business trip. He stayed at hotel in city centre. hotel was quite expensive but comfortable.
3. Last week, I met old friend of mine in supermarket. He told me he was working in Casablanca.
4. While we were on plane to Ouarzazate, we flew over Atlas Mountains. view was fantastic.
5. I must go early to bed tonight. I've got exam tomorrow.

BOOST YOUR CULTURAL AWARENESS

A. In pairs, read the following texts. Each of you reads only one text, answers the questions about it and writes the answers in short notes in part A in the table below.

World Cultural Heritage 1

Kathmandu valley is well known for its ancient art and architecture. Among the 130 monuments are pilgrimage centres, temples, shrines, bathing sites and gardens- all sites of veneration for both Hindu and Buddhist religious groups.

Kathmandu in Nepal is situated at an altitude of 1,336 masl (meters above sea level). UNESCO has described Kathmandu as a unique "living heritage site" unparalleled in the world. It has fascinating sightseeing opportunities with hundreds of ancient temples, places, monasteries, Buddhist stupas and artistic centres. The main sites within the city are in Durbar Square where the temples and old palace built between the 12th and 18th centuries are located. The Kathmandu Valley has been divided into seven monumental zones, all concentrated within a radius of 20 km. It is difficult to find such a collection of heritage sites anywhere else in the world.

Kathmandu is also recognised for its religious co-existence among followers and places of worship. Because Hindus and Buddhists visit both religious sites, it is often difficult to differentiate between them.

World Cultural Heritage 2

The incredible Machu Picchu, a World Cultural Heritage Site in Peru, was discovered by archaeologist Hiram Bingham in 1911. The granite stone remnants of a 15th-century Incan civilisation are situated high in the Andes at an altitude of 8,000 feet.

The magical setting for this sacred city gives you mixed feelings of mystery and eternity. Because more than 300,000 tourists come to Machu Picchu every year, there is concern in Peru about destruction of the Inca roads and pollution of the ruins. However, the government of Peru is interested in the financial benefits that tourism provides to a weak economy, so the government and the preservationists have different priorities.

Moreover, at one time, a company wanted to build cable cars to replace the buses that now carry tourists up a narrow, twisting road to the top of the mountain where Machu Picchu is located. Fortunately, this plan, which would have destroyed the fragile natural habitat, was rejected.

Questions	A. Your answers	B. Your partner's answers
1. What is the name of the world cultural heritage you read about?	I remember I think it is Kathmandu valley	
2. In which country is it?	In my opinion it is in Hindu	
3. What category of cultural heritage does it belong to?	I think that it belongs to a kind of architecture	
4. How old is it?	I think it is ancient	
5. What makes it so important?	Kathmandu is a unique living heritage site	
6. Can you compare it to a Moroccan cultural heritage?		

Unit 1

B. Work in pairs and share the information you took from the text. Use the same questions in the table to ask your partner. Take notes of your partner's answers and complete part B in the table.

BOOST YOUR WRITING SKILLS

Punctuation and capitalisation

A. Match the punctuation marks with their appropriate names.

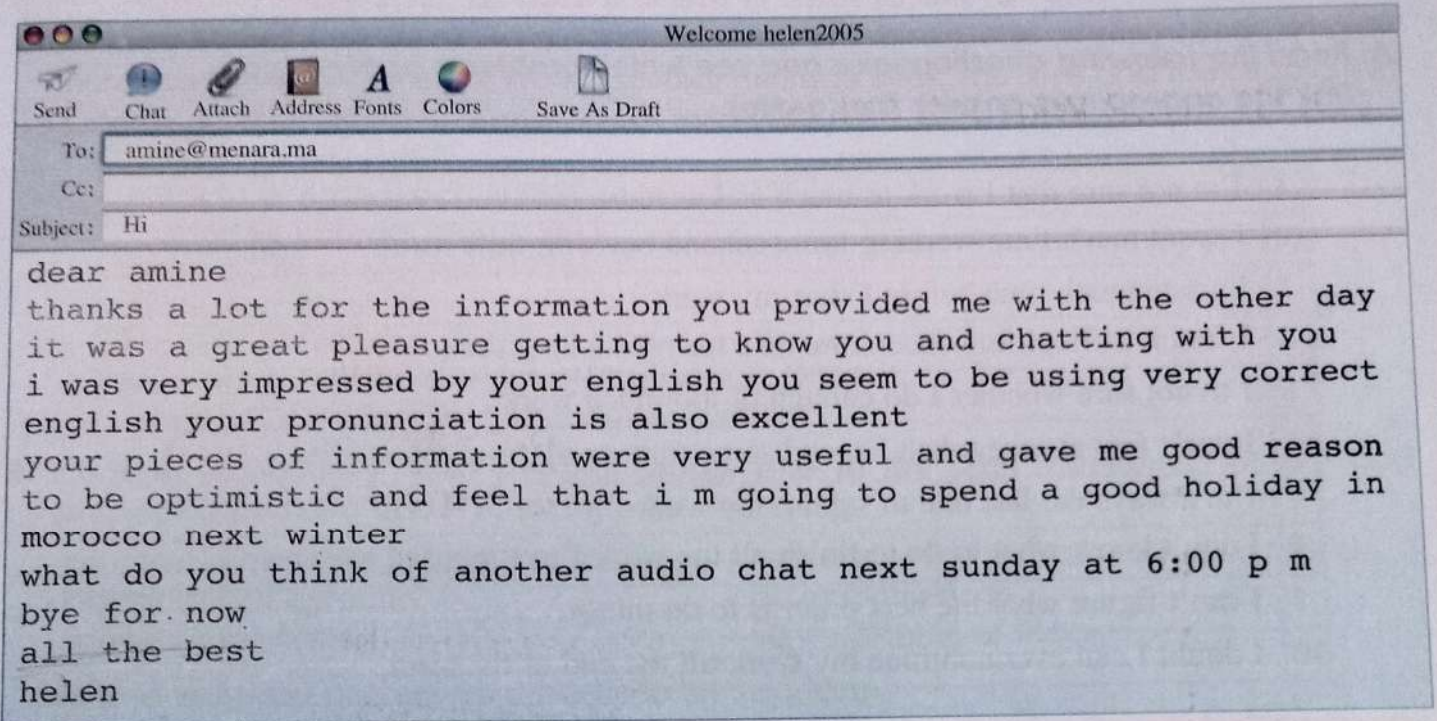
,
.
?
!
,
:
;
"..."

inverted commas (quotes)
apostrophe
semi colon
colon
full stop (period/ dot)
exclamation mark
question mark
comma

B. Read the grammar summary, then rewrite the following sentences with the correct capitalisation.

1. harry potter (.....)
2. arabic, french, english. (.....)
3. morocco/moroccan, france / french (.....)
4. ramadan, halloween. (.....)
5. January, february. (.....)
6. monday, tuesday. (.....)
7. wireless communication (.....)
8. mars, venus. (.....)
9. maria is a student in this high school. (.....)
10. i read an interesting article yesterday. (.....)
11. this is a very nice city. (.....)
12. big ben (.....)

C. Helen wrote Amine the following email but she didn't take care of punctuation and capitalisation. Rewrite the e-mail and include the correct punctuation and capitalisation.



D. Write a short e-mail responding to Helen's e-mail. Pay attention to punctuation and capitalisation.

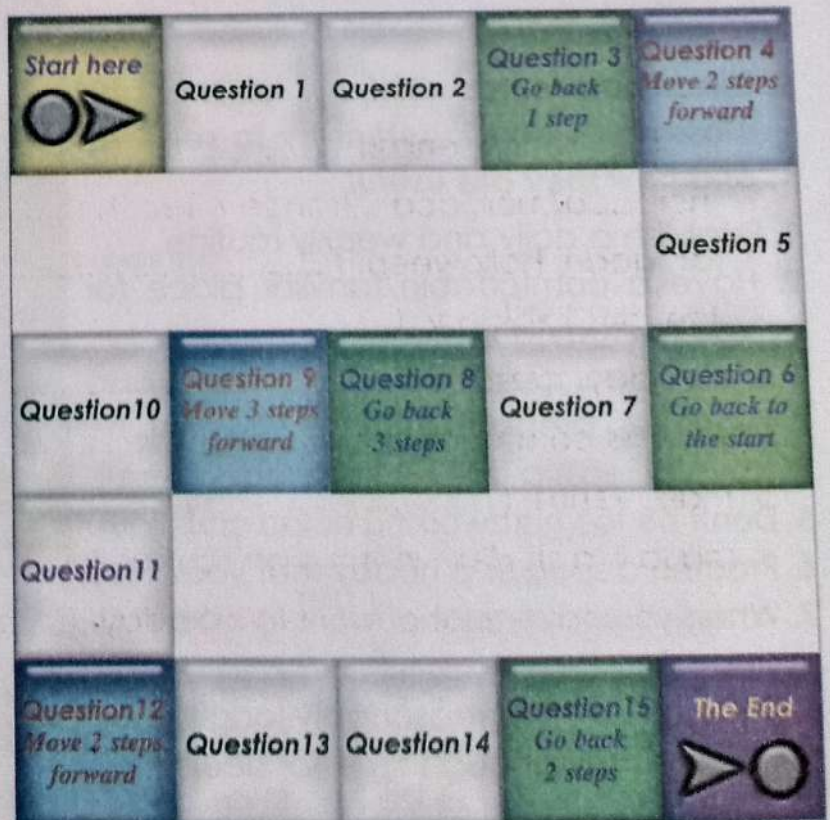
BOOST YOUR KNOWLEDGE OF OTHER SUBJECTS

Let's play a game about Morocco

Instructions.

- There are 15 questions about Morocco in the present and in the past.
- Play the game in groups of three.
- Two students play and one student is the referee.
- The referee reads the questions and checks the answers from page 38.
- The two students play in turns.
- Every wrong answer makes the player go backward 1, 2 or 3 steps; or go back to the starting point.
- Every correct answer makes the player move 1, 2 or 3 steps forward.
- The first player to get to the end is the winner.

(You have 20 minutes to play the game).



LEARNER TRAINING

Good use of time is the first step to success

A. Read the following questionnaire and see which problems apply to you. Tick the appropriate answer (Yes or No).

		Yes	No
1	I'm not sure that I work as much as I need to.		
2	I spent much time working last weekend but with little result.		
3	I waste much time before I start my work.		
4	I find it difficult to concentrate on a task for a long time.		
5	I'm not sure whether I do enough or too much work.		
6	I don't feel at ease when I spend some time away from my studies.		
7	I'm always the last one to submit my work.		
8	I don't know what to do to finish all the work I'm supposed to.		
9	I can't figure what the best order is to do things.		
10	I doubt I can ever continue my work till the end of the term.		

B. Compare your answers with those of your partner.

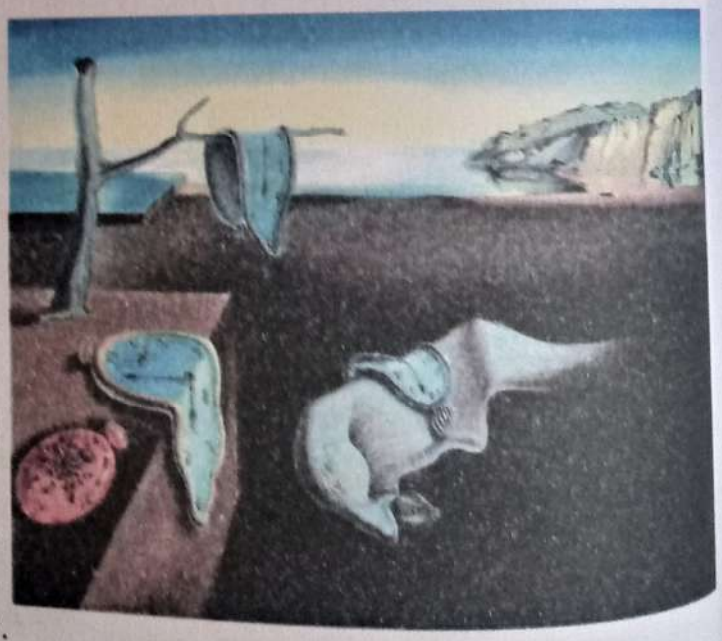
C. With your partner, decide which three problems in the questionnaire trouble you most.

D. Discuss your problems with your teacher and other classmates.

Golden tips:

E. Discuss these tips with your teacher and classmates and together try to see why and how they are useful.

1. Establish a daily and weekly routine.
2. Have a comfortable/familiar place for you to study at.
3. Make clear objectives for the tasks and plans you prepare.
4. Have at least a free half day each week.
5. Don't be too hardworking or too ambitious.
6. Practise a sport or a hobby that you enjoy.
7. When you have a lot of work to do but little time, order tasks according to importance and priority.
8. Have a rest after reasonably long periods of work.
9. Give yourself enough time for sleep.



BOOST YOUR PROJECT WORK SKILLS

A portfolio about a Moroccan world cultural heritage

A. Did you know?

Morocco currently has eight World Cultural Heritage Sites. The sites and their inscription dates as world cultural heritage are as follows:

- Medina of Fez (1981)
- Medina of Marrakech (1985)
- Ksar of Ait-Ben-Haddou (1987)
- Historic City of Meknes (1996)
- Archaeological Site of Volubilis (1997)
- Medina of Tétouan (formerly known as Titawin) (1997)
- Medina of Essaouira (formerly Mogador) (2001)
- Jamaa EL-Fna square (Marrakech) (2001)

B. Choose, individually or in a small group, one of the sites mentioned above and prepare a portfolio about it. Include the following.

- general information about the site
- historical background
- special information
- reasons why it was chosen as a world cultural heritage
- some photos of the site.

NB: The way you present your portfolio is important.

GRAMMAR SUMMARY

I. The past simple tense

Verb to be					
Affirmative		Negative		Interrogative	
I	was	I	wasn't (was not)	Was	I?
You	were	You	weren't (were not)	Were	you?
She		She			she?
He	was	He	wasn't (was not)	Was	he?
It		It			it?
We		We			we?
You	were	You	weren't (were not)	Were	you?
They		They			they?

Regular & Irregular Verbs							
Affirmative		Negative			Interrogative		
I	Regular verbs	I	Regular verbs		Did	I	Regular verbs
	stayed		You	didn't (did not)		stay	you	stay?
You	reached	She			like		she	reach?
She	liked		He	Irregular verbs		he	he	like?
He	Irregular verbs	It	We		didn't (did not)		we	make?
It		made		You		go	
We	went	They	catch	they	they	catch?	
You	caught						
They							

Unit 1

II. Definite and indefinite articles

A. Uses of "a":

1. We use "a" / "an" before singular nouns when we are presenting new information:
There is **an** invitation for you.
I have bought **a** new car.
2. "a" / "an" is used to mean anything or anyone when it doesn't matter which one:
Could you pass me **a** spoon, please?
3. "a" / "an" is not used before plural nouns. We use some instead:
There is **a** letter for you. → There are **some** letters for you.

B. Uses of "the"

1. We use "the" before singular nouns when we are talking about something familiar:
Who was **the** letter from? My brother.
What make is **the** car? It's a Peugeot.
2. "the" is also used in a similar way before plural nouns.
Who was **the** letter from? → Who were **the** letters from?
3. "the" is also used when it is clear to the speaker and listener what you are talking about:
I put your shirt in **the** wardrobe.
I went for a swim in **the** sea this morning.
4. "the" is also used when there is only one:
Have you got **the** time, please?
The sun's hot today, isn't it?
5. "the" is also used regularly before certain geographical features, including the names of seas, oceans, rivers, mountain ranges, groups of islands:
the Alps **the** river Thames **the** Canary Islands
6. "the" is very common with superlatives, because, in the context, there is only one.
Here's **the** address. It's **the** best garage I know.
I gave away **the** oldest books and kept **the** newest ones.

C. No article:

1. No article is used before the names of countries, cities, streets, continents, lakes, mountains, villages, etc. : He lives in Marseille, a large city in the South of France.
2. No article is also common before countable plural and often uncountable nouns when we are talking about things in general:
Have we got any milk? Milk is good for your health.
Oranges are less expensive than apples.

III. Uses of capital letters

1. Names of people
2. Names of places
3. Countries and nationalities
4. The personal pronoun "I"
5. At the beginning of a sentence
6. Titles in reading texts
7. Days of the week
8. Months of the year
9. Public holidays and feasts
10. Titles of books, magazines, films, etc.
11. Languages
12. Planets and stars.

Content of the unit Standards, Competencies and Skills

Interpersonal Communication

- give and ask for advice.
- talk about education and exam preparation.
- ask and answer about educational matters.

Presentational Communication

- Speaking: give and ask for advice, talk about education and exams.
- Writing: use writing techniques; brainstorming and outlining.

Interpretive Communication

- Listening: listen for general idea, listen for details.
- Reading: get the main idea of the text, look for specific information, locate referents.

Culture: Practices and products

- learn about the educational system in England.
- compare the English educational system to the Moroccan one.

Learner training

- prepare better for exams and tests.

Language development

- practise the use of the past continuous tense, contrast simple past and past continuous.
- use and practise "used to".
- learn vocabulary related to education and exams (collocations).

Connections

- learn good techniques and practices to better prepare for exams (all subjects).

A PICTURE IS WORTH A THOUSAND WORDS

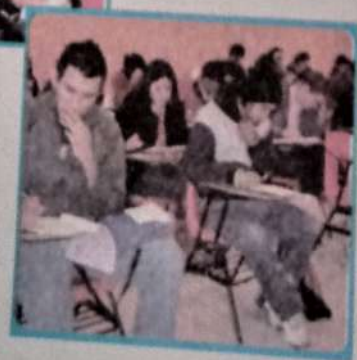
A



B



C



D



A. Look at the pictures on page 24 and answer these questions.

1. What do the pictures represent?
2. What areas of school life do they stand for?
3. Which of the pictures can you name in English?

B. Give a title to each group of pictures on page 24 and lists in the table below. Choose from the following list:

1. teaching/learning materials.
2. school activities.
3. school subjects.
4. school buildings.

C. Which of the things/activities in the table do you have in your school? Put a tick in front of them in the table.

A.	B.	C.	D.
<input type="checkbox"/> School yard	<input type="checkbox"/> Maths	<input type="checkbox"/> Exams - Tests	<input type="checkbox"/> Blackboard/whiteboard
<input type="checkbox"/> Classroom	<input type="checkbox"/> Physics - Chemistry	<input type="checkbox"/> Scientific experiments	<input type="checkbox"/> Desks and tables
<input type="checkbox"/> Dormitory	<input type="checkbox"/> Biology - Geology	<input type="checkbox"/> Homework - Assignment	<input type="checkbox"/> CD ROM/ Cassettes
<input type="checkbox"/> Boarding school	<input type="checkbox"/> Literature	<input type="checkbox"/> Break time	<input type="checkbox"/> Maps / Posters
<input type="checkbox"/> Laboratory	<input type="checkbox"/> History - Geography	<input type="checkbox"/> Oral presentations	<input type="checkbox"/> Overhead projector
<input type="checkbox"/> Sports field	<input type="checkbox"/> Philosophy	<input type="checkbox"/> Extra-curricular activities	<input type="checkbox"/> Video/DVD player
<input type="checkbox"/> Auditorium	<input type="checkbox"/> Islamic studies	<input type="checkbox"/> Open days	<input type="checkbox"/> Audio-cassette player
<input type="checkbox"/> Multimedia room	<input type="checkbox"/> Physical education	<input type="checkbox"/> Holidays	<input type="checkbox"/> TV set
<input type="checkbox"/> Library	<input type="checkbox"/> Foreign languages	<input type="checkbox"/> Field trips	<input type="checkbox"/> Bookshelves
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Arabic	<input type="checkbox"/> Exhibitions	<input type="checkbox"/> Laptop / Computer
<input type="checkbox"/> Restrooms/Toilets	<input type="checkbox"/> Civic education	<input type="checkbox"/> Lessons	<input type="checkbox"/> Internet connection

D. Choose one thing/activity you don't have in your school but you think is very important. Say what it is and why it is so important.

BOOST YOUR LISTENING SKILLS

An audio chat on the net: The British educational system

A. With your partner, discuss the following questions, then share your ideas with the whole class.

- Do you give oral presentations in school subjects other than English?
- When you need information about a certain topic, where do you get it from?

Part 1:

B. Here is another audio chat between Amine and Helen. They are talking about an oral presentation. Listen to Part 1 of the chat and answer these questions.

1. Who is preparing the oral presentation?
2. What is it about?
3. Who is providing information?

Unit 2

C. Listen again to part 1 and choose the correct answer.

1. Children start school at the age of
 - a. 2 or 3.
 - b. 3 or 4.
 - c. 4 or 5.
2. In Britain, education is compulsory up to the age of
 - a. 15.
 - b. 16.
 - c. 17.
3. 71% of students in Britain
 - a. leave school at the age of 16.
 - b. continue their studies after the age of 16.
 - c. cannot continue their studies after the age of 16.
4. Each key stage covers:
 - a. a semester in a school year.
 - b. a number of school years.
 - c. a number of schools.

Part 2:

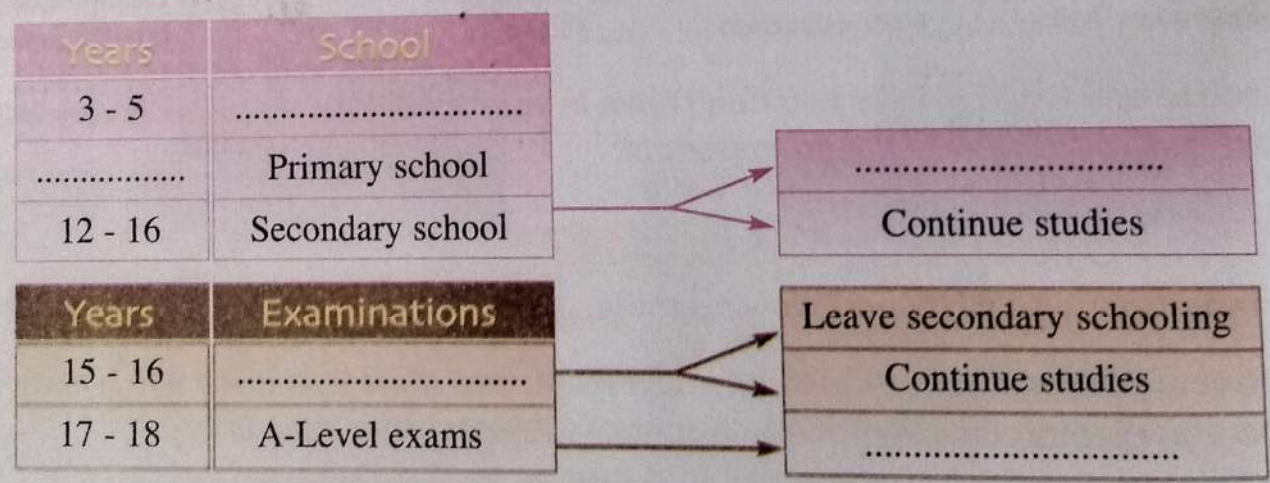
D. Listen to Part 2 and say whether the following statements are true or false.

1. Independent schools in England are free schools.
2. 90% of children in England go to state schools.
3. After they take the GCSE, students may leave secondary schooling.
4. To go to university, students must pass the A-level examinations.

E. Listen again to Part 2 and correct the false statements.

Parts 1 and 2:

F. Listen to Parts 1 and 2 and complete the following diagram.



G. Pair work.

- With a partner, look at the diagram again and compare it with the Moroccan educational system.
- What are the differences and the similarities?

H. Discussion: Share your ideas with the whole class.

BOOST YOUR COMMUNICATION SKILLS

Giving and seeking advice

A. With your partner, discuss the following questions.

- When you have a problem at school, what do you do?
- What kind of help may people (friends, parents, teachers ...) give you?

B. Read and listen to the dialogue, then answer the following question.

- Why does Samira want to see her teacher?

Samira, a first-year baccalaureate student, has some problems with her project. She is talking about it to her teacher at the end of the class.

Teacher: Would you like to see me Samira?
Samira: If you don't mind, Miss.
Teacher: What can I do for you?
Samira: Well, I'm working on a project and I need some resources!
Teacher: You ought to go to the school library, I think.
Samira: I went there, but couldn't find anything of importance.
Teacher: How about the Municipal Library?
Samira: It is closed for some maintenance work.
Teacher: When is your project due?
Samira: In two weeks.
Teacher: Then, why don't you use the Internet?
Samira: My parents wouldn't let me go to a cybercafé for that.
Teacher: Hmm... I think I'd better get you some books from my library, then.
Samira: Well, thank you very much, Miss.



C. Listen again and fill in the following table.

Samira's problem	.....
Teacher's pieces of advice	1.
	2.
	3.

D. Match the sentences in box A with the situations in box B.

1. You oughtn't to let children watch such films.

2. If I were you, I would benefit from this important opportunity.

3. You should listen carefully to the advice of your parents.

4. I advise you to start your revision from now.

a. A friend who doesn't listen to his parents.

b. A classmate who is a bit lazy in his studies.

c. A father who allows his kids to watch violent films.

d. A classmate who doesn't want to attend free evening classes of reinforcement.

E. Here are some expressions used to give advice.

Regular advice: You should/should not...

Friendly advice: Why don't you + bare infinitive (Infinitive without to)...?
How about + noun or verb + ing...?

If I were you, I'd (would)...

If I were in your position, I'd (would) ...

If I were in your shoes, I'd (would) ...

Strong advice: You'd (had) better + bare infinitive
You ought to

F. What can you say to the following people? Give your advice using the expressions above.

1. **Ali:** I still have problems with my English.
2. **Said:** I got my baccalaureate certificate, but I don't know a good high institute to study in.
3. **Leila:** I don't know where to spend my spring holidays.
4. **Mehdi:** I eat a lot at night. I don't know what to do to stop this bad habit.
5. **Bouchra:** I spend all my time sitting at the office or watching television at home.

BOOST YOUR READING SKILLS

A. Read the following saying, explain it in your own words and express your opinion about it.
"Educate a boy, you educate a man. Educate a girl and you educate a generation."

B. With your partner, answer the following questions, then share your ideas with the whole class.

1. What's the current percentage of illiterate people in Morocco?
a. 47% b. 58% c. 65% d. 70%
2. Who are more illiterate in Morocco:
a. men or women? b. people in the country or in the city?
3. What does the Moroccan government do to fight illiteracy?

C. Read the text below and say which of the following statements better expresses the main idea of the text.

1. The children of educated women receive better education and are healthier.
2. Education helps women get a job and support their families.
3. If women are educated, their health and that of their children and family highly improve.
4. Surveys and research have shown that women generally receive less education.

The title of the text:

Of the one billion people worldwide who are unable to read, 2/3 are women. In most societies, girls are given less chance to complete their schooling. If money for school fees is short, priority will nearly always go to boys. Parents reason that boys are more likely to find work and continue working than girls, who are expected to marry and have children.

However, surveys have shown that in fact it is the mother's education rather than the **father's** that has the greater long-term effect both on her own health and **that** of her family. Research shows that educated mothers are more likely to use health clinics, and are more likely to return to the clinic if their children's health does not improve. Educated women tend to have fewer, healthier children. They also tend to begin their families at a later age. Researchers for the United Nations, studying 46 countries, found that a 1% rise in women's literacy is three times more likely to reduce deaths in children than a 1% rise in the number of doctors. They also found that four to

six years of education for women led to a 20% drop in infant deaths.

A girl who grows up healthily and confident in her own ability has much better chance of safe motherhood, and of raising her own children to meet their full potential. Women with more education have better health and nutrition. They feel they can influence their own lives and **those** of their children. The families of women with some education tend to have better water and sanitation, income, housing and clothing.

Literacy programmes can therefore have far reaching effects on health. If women are given access to literacy and better education, they will be able to make their own choices to improve their lives.



D. Answer the following questions from the text.

1. Why do parents with limited resources prefer to send boys rather than girls to schools?
2. Do the facts displayed in paragraph one apply to Morocco? Explain.
3. What are the two major effects that may result from women's education?
4. Why is a rise in mothers' education more advantageous than a rise in the number of doctors?

E. Give a suitable title to the text.

F. What do the following words refer to in the text?

1. the **father's** (paragraph 2)
2. **that** (paragraph 2)
3. **those** (paragraph 3)

BOOST YOUR GRAMMAR

I. Simple past versus past continuous

A. Read the excerpt below from a social worker's report about her visit to a girl's residence and answer the following question.

- What part of the day did the social worker visit the girls' residence?

"When I arrived there at about seven o'clock, everything was quiet. Some of the girls were doing their homework while others were sitting in the cafeteria watching TV. In the dining room, three women were getting dinner ready. When the girls saw me, they all came to meet me. They seemed to have a lot to talk about concerning their new experience in this residence."



B. Answer the following questions.

1. What were the girls doing when the social worker arrived?
2. Who was getting dinner ready?
3. What did the girls do when they saw the social worker?

C. Underline all the verbs in the text.

D. Put the verbs in the following table.

Simple past	Past Continuous: was/were + verb + ing
-	-
-	-
-	-
-	-

E. What were you doing at the following times? Write one sentence as in the example.

Example: (08 p.m. / yesterday): I was reading a book at 8 p.m. yesterday.

1. (03 p.m. / last Wednesday):
2. (10.15 / yesterday morning):
3. (11.00 / this morning):
4. (07.00 / yesterday evening):

F. Read the grammar summary about the past continuous, then put the verbs between brackets into the correct tense: simple past or past continuous.

1. I (have) lunch when the telephone (ring)
2. While I (do) my homework, my sister (watch)..... television.
3. I (walk) when I (see) an old friend of mine.
He (wait) for the bus at the bus stop. He (not/see) me because he (read) a newspaper.
4. While I (sleep) last night, I (hear) a strange noise. I (get) up, (switch) on the light, and (go) downstairs to see what (happen) It (be) just the cat. It (play) with one of my little sister's dolls.

II. used to

A. Read the following text and answer the questions below.

1. How many languages did Bassou speak before he was 7?
2. How many languages does he speak now?

Until the age of 7, Bassou lived in a small village in the Atlas Mountains. He spoke only Amazigh and lived with his parents. He always wore traditional clothes. When he was 7, he went to the village primary school where he learned Arabic and little French. He lived far from school. He always went there on foot. It snowed almost every winter. When he was 15, he went to Marrakech to follow his studies, then to Rabat where he graduated from University. Life was hard, but he was hardworking and succeeded in all his studies.

Now he lives with his wife and children in Rabat. He is a university teacher and goes to work by car. He wears smart clothes now and lives happily with his family, and he is proud of being a Moroccan intellectual.

B. Look at the examples below, then write similar sentences using information from the text.

1. At 7, Bassou used to speak only Amazigh.
2. He used to live in a village.
3. He
4. He
5. Life
6. It



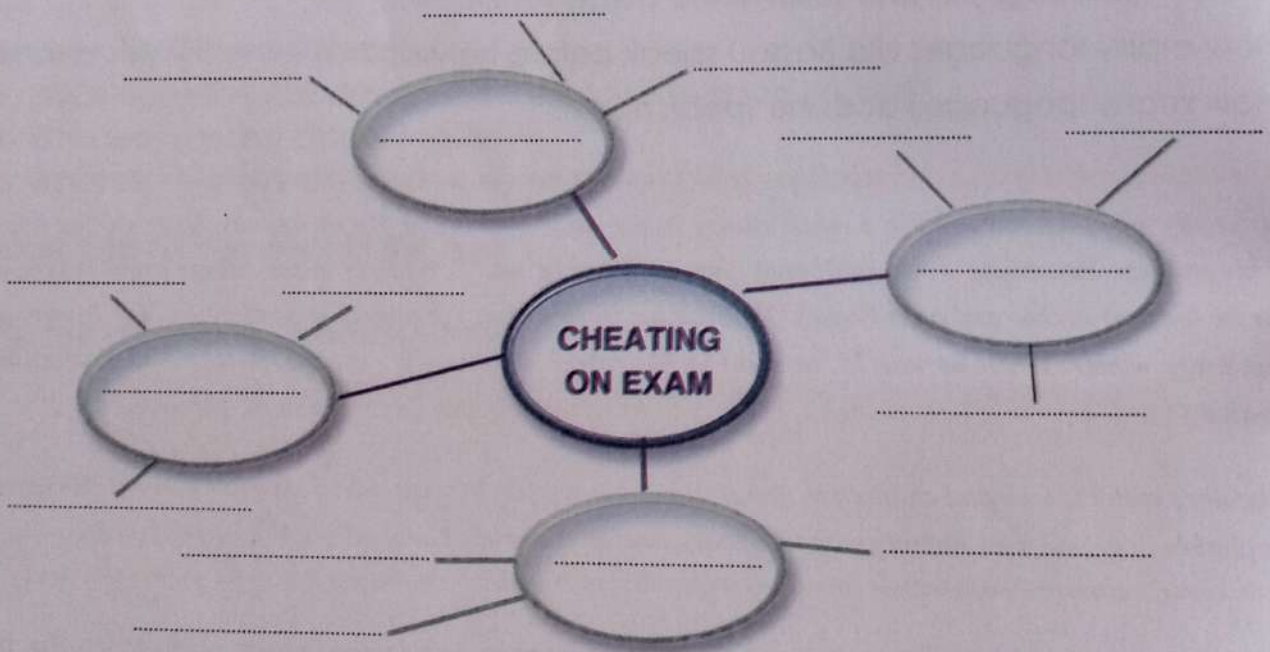
Unit 2

C. Read about "used to" in the grammar summary, then look at the examples in the table below and complete the empty boxes.

The past	The present
Mrs Brown is 65. She used to work in a school.	Now she is retired.
Our neighbours, Fadma and Ayach used to be married.	Now they are divorced.
There used to be a cinema here.	Now there is a supermarket here.
I used to	Now I
I didn't use to	Now I
Did you use to go to the Coranic school?	.....

BOOST YOUR WRITING SKILLS

A. Write down words or expressions related to the topic in the following word web.



B. Put the following paragraphs in the correct order.

- 1st paragraph: ...
- 2nd paragraph: ...
- 3rd paragraph: ...
- 4th paragraph: ...

a. Students also begin to lose the sense of responsibility when they have other people do their work. They don't feel that they have to do anything to pass a class. All they feel they need to do is give back their paper at the end of the exam and wait for the "good" grade they did nothing to deserve.



- b. Students who copy other students' work are hurting themselves in the long run. Their creativity level drops every time they copy or have someone else do their work. After a period of copying and forging, the student's ability to think creatively and successfully becomes next to nothing.
- c. Moreover, students who pass on somebody's work as their own do not gain any knowledge. People can only learn from things they do. And when somebody else does their work, they are never going to learn anything. Making mistakes and learning from them may be one of the most effective methods of learning.
- d. Many students take advantage of copying someone else's work whenever they are given the chance. Other times, students will simply have someone else do their work and turn it in as their own, not realising the negative effects this behaviour can cause. This creates lack of creativity, no sense of responsibility and absence of any progress in students' learning and knowledge.

C. Use a word web to write ideas about the following topic.

"Many students leave school before they are 16. There are many causes and consequences of students' dropping out of school. What are some of these causes and consequences?"

D. Use the ideas you have in the word web to complete the following outline.

I. INTRODUCTION: (introduce the topic)

II. CAUSES:

- a. poverty
- b.
- c.

III. CONSEQUENCES:

- a. getting back to illiteracy
- b.
- c.

IV. CONCLUSION. (sum up your ideas and express your final opinion)

E. Write a four-paragraph essay about the causes and consequences of students' dropping out of school. Use the ideas from the outline and the word web you did before.

LEARNER TRAINING

Taking exams and tests

Do you think it's too early to think about exams and tests? Well, if you don't, many students do. But thinking about how to prepare well for exams and tests should be one of the first things that students care about. The earlier you start thinking about them, the better you prepare for them and consequently get good marks.

Unit 2

A. Consider the following verbs associated with the words "exam" and "test", then fill in the blanks in the exercise below with the appropriate words from the list.

take an exam/ a test – sit for an exam/ a test – enter for an exam/ a test – pass ≠ fail an exam/ a test – do well in an exam/ a test – get high/low marks (or grades) in an exam/ a test – finish an exam/ a test.

1. I did well in all subjects. So I'm sure I'm going to _____ the exam.
2. Hassan got low _____ because he didn't prepare well for the exam.
3. You must have enough sleep the night before you _____ for an exam.
4. To get _____ marks in the exam, you should set a preparation timetable and stick to it.
5. I don't want to _____ this exam, that's why I'm preparing well for it.

Golden Tips:

B. Read the following tips and tick (✓) the ones that you follow.

1. Before the exam:

Dos	✓	Don'ts	✓
1. You should look for a calm and suitable place for exam preparation.		1. You mustn't stop going to classes when the exam gets nearer.	
2. You'd better establish a revision timetable for exam preparation.		2. You shouldn't stay up late the night before the exam.	
3. You need to work through some old exam papers.		3. You shouldn't go to the exam without having a healthy breakfast.	
4. It would be useful to form a study group with your intimate friends.		4. You mustn't forget your identification papers on the day of the exam.	

2. During the exam:

Dos	✓	Don'ts	✓
1. You must take enough time to read the directions and questions.		1. Don't use a pencil to write answers on exam papers.	
2. You'd better start with easy questions.		2. You mustn't forget to write your name on all exam papers.	
3. Give more importance to questions that are given more marks.		3. You don't need to copy the questions on your exam papers.	
4. You should revise your exam paper before you hand it in.		4. You oughtn't to spend more than enough time on difficult questions. (You can get back to them later).	

C. Compare your answers with your partner's, then share them with your teacher and classmates.

More golden tips:

For multiple choice questions

1. Start with the questions you are sure of.
2. Answer the question yourself first then check with the given answers.
3. Eliminate the answers you feel sure are not correct.
4. Eliminate the answers that are similar.

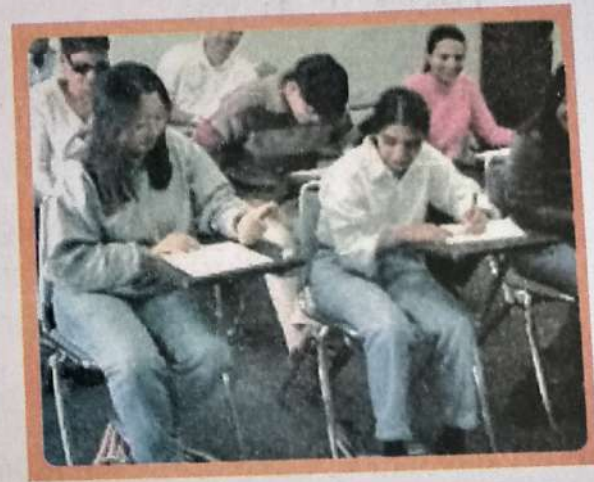
For essay type of questions

1. Underline key words in the question/ topic.
2. Make an outline before you start answering.
3. Order your ideas in separate paragraphs.
4. Make your handwriting as clear as possible.

D. Exam preparation and exam taking quiz.

Choose the correct answer.

1. On the day of the exam, you shouldn't forget to
 - a. take your identification papers.
 - b. revise your lessons.
 - c. skip your breakfast and hurry up to school.
2. When you find a difficult question to answer
 - a. you should spend much time on it.
 - b. spend a reasonable time on it then get back to it later.
 - c. look over your neighbour's paper and copy the answer.
3. Before you start answering exam questions, you must
 - a. read the directions and questions loudly.
 - b. look for the questions with high marks.
 - c. read the directions and questions carefully.
4. Before you hand in your exam paper, you'd better
 - a. review it.
 - b. show it to your teacher.
 - c. read it aloud.



E. Say whether the following statements are true or false then correct the false ones.

1. The best way to prepare for an exam is to revise your lessons whenever you feel like it.
2. Never use a pencil to write answers on your exam papers.
3. Don't pay much attention to your handwriting on exam papers.
4. When there are two similar answers in a multiple choice question, choose one of them.

GRAMMAR SUMMARY

I. The past continuous tense

1. The past continuous is composed of two parts:
The past tense of the verb **to be (was/were)**, and the **bare infinitive + ing**.

Example: The students **were waiting** for the bus.

Affirmative	I/ She/ He/ It	was	sleeping.
	We/ You/ They	were	
Negative	I/ She/ He/ It	wasn't	writing.
	We/ You/ They	weren't	
Interrogative	Was	I/ she/ he/ it	sitting?
	Were	we/ you/ they	
Interrogative negative	Wasn't	I/ she/ he/ it	skiing?
	Weren't	we/ you/ they	

2. We use the past continuous tense for:

a. Temporary actions in progress in the past:

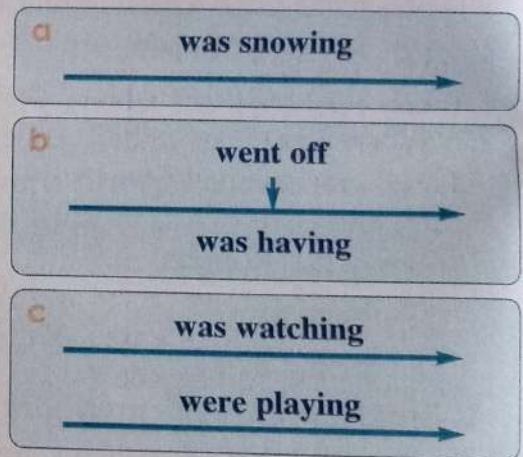
It was snowing **all day** yesterday

b. Actions that were in progress when something else happened:

While/when I was having dinner, the light went off.
I was having dinner **when** the light went off.

c. Actions in progress at the same time in the past:

While Steve was watching TV, the children were playing in the garden.



II. used to

A. Use of "used to do"

We use "used to do" to express:

- an activity that we did regularly in the past (like a habit)
- a situation that was true in the past (but no more in the present)
- Pronunciation: "ju:st tu:"

B. Structure of "used to do"

Affirmative	I	used to	play basketball.
Negative	I	did not use	to study in a boarding school.
Interrogative	Did	you use	to smoke?

Review: Units 1 and 2

A. Put the verbs between brackets in the simple past.

1. I (not/answer) all the questions because some (be) very difficult.
2. When I (finish) doing my homework last night, I immediately (go) to bed.
3. I was very hungry, so I (eat) up all my food.
4. Peter (write) some letters and then (go) shopping this morning.
5. The Smiths (spend) a wonderful holiday in Tangiers last summer.
6. (you/be) at home when I (phone) you last night?

B. Put the verbs between brackets in the correct tense: simple past or past continuous.

1. Jawad (fall) asleep while he (read) a book.
2. Yesterday evening, while I (have) dinner with my family, we (hear) a crash outside. We (run) to the balcony to see what (happen) It (be) an accident. A car (bump) into a tree. The driver (drive) so fast and (lose) control of the wheel.
3. What (you/do) when the lights (go) off last night?

C. This is what Leila said eight years ago and what she says today.

Four years ago	Today
- I live in a big house with my family.	- I live alone in a small apartment.
- I read short stories.	- I read novels.
- I go to the cinema every weekend.	- I rarely go to the cinema.
- I'm a secretary.	- I'm now working as a social worker.

Make sentences with "used to".

Example:

Leila used to live in a big house with her family, but now she lives alone in a small apartment.

1.
but
2.
but
3.
but
4.
but
5.
but

D. Fill in the blanks with: 'a', 'an' or 'the' where necessary (Put 'Ø' for no article).

1. I like football very much. I usually play once or twice week and my friends tell me I'm good player.
2. I'm meeting friend after school. We're going to cinema.
3. What's name of woman you were talking to?
4. My elder brother is now at university. He's training to be doctor. I'm still at school and I hope to study Medicine, too.

E. This is an e-mail from Jacqueline, Amina's French pen-pal. It contains 8 mistakes (spelling, punctuation and capitalisation) Find them and correct them.

Dear amina,
I was so glad to get your lettre today. I really wanted to write to you this weekend but I was so busy. we had some German guests at home and my mom needed help in the kitchen. We spent a wonderfull time together.

I'm so happy to know that your sister got married last week. How about the wedding ceremony. Did you enjoy it? I can see from the pictures you attached to your last e-mail that the ceremony was really interesting. I liked your caftan. You looked like a real princesse in it. I wish you could bring one for me when you come to france next summer I'll pay you back.

Please give my regards to your family.

Yours
Jacqueline

CROSSWORD PUZZLE

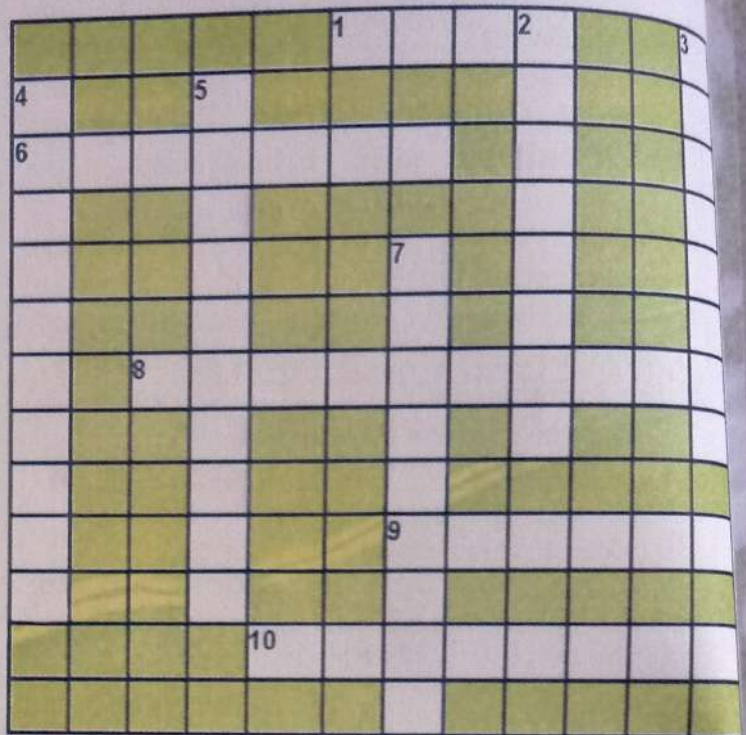
Complete the crossword puzzle with the right words from unit 2

Across:

1. You need to have a mark if you want to study Medicine.
6. Children shouldn't be to watch violent films.
8. An person is someone who can't read and write.
9. He his exam because he didn't work hard.
10. He had a zero because he was caught in the exam.

Down:

2. He spends most of his time chatting on the net instead of doing his
3. Which do you prefer? A laptop or desktop
4. It's a place where experiments are made at school.
5. School should be for all children until they are 16.
7. My parents were not with my school results.



QUESTIONS AND ANSWERS FOR THE GAME ON PAGE 19 (UNIT 1: LET'S PLAY A GAME ABOUT MOROCCO)

Questions	Answers
1. How many regions are there in Morocco?	16
2. How many houses are there in the Moroccan parliament?	2
3. The first inhabitants of Morocco were the Romans. True or False?	F. The Amazigh
4. Marrakech was founded by the Almohads. True or False?	F. The Almoravids
5. Morocco is the second exporter of Phosphate. True or False?	F. The first
6. The Green March took place in 1974. True or False?	F. 1975
7. The capital of the Idrissid Dynasty was Rabat. True or False?	F. Fez
8. The old name of Essaouira was Mazagan. True or False?	F. Mogador
9. Abdelkarim Al-Khattabi led the battle of Oued Al-Makhazin. True or False?	F. Anwal
10. Al-Ala is a type of Amazigh music. True or False?	F. Andalusian music
11. The legal age for voting in Morocco is 21. True or False?	F. 18
12. What's the regional dialect used by the natives of the Moroccan Sahara?	Al-Hassania
13. What's the name of the Amazigh Alphabet?	Tifinagh
14. Ibn Battuta was born in Oujda. True or False?	F. Tangier
15. What's the longest river in Morocco?	Daraa

Content of the unit

Standards, Competencies and Skills

Interpersonal Communication

- express surprise and interest.
- talk about different types of media.

Presentational Communication

- Speaking: express surprise and interest, present data using graphs.
- Writing: write a personal letter with the correct format.

Interpretive Communication

- Listening: listen for details, listen for specific information.
- Reading: get the main idea of the text, react to ideas in the text.

Culture: Practices and products

- read a graph about media preferences in USA.

Learner training

- learn skills of using a dictionary (Part 1).

Language development

- practise the use of the present perfect simple and continuous.
- learn vocabulary related to the media, classify vocabulary according to rubrics.

Connections

- make a survey and use graphs to present data (all subjects).

C. Fill in the blanks with a word from the list in activity B.

1. I saw a very important about lions yesterday evening.
2. Before you buy a newspaper, you have to read the
3. I want to send a few but there's no internet connection.
4. In Morocco, most TV watch the one o'clock news.
5. My dream is to be a television It's very exciting and you have opportunities to travel round the world.

BOOST YOUR LISTENING SKILLS

Reality TV

A. With your partner, answer the following questions, then share your ideas with the whole class.

- Do you enjoy watching TV? Why?
- What programmes do you prefer? Why?
- Do you know what reality TV means?

B. Amine met Michael, a tourist who works for a TV production company in England. Before you listen to the conversation they had about reality TV, answer the following question.

- Which of the following words do you expect to hear? (Put a tick where appropriate)

Words	✓
a. hoaxes	
b. audience	
c. editorial	
d. unscripted situations	
e. funny surprises	
f. headlines	
g. professional artists	
h. director	

C. Listen and check which ones were actually included in the conversation.

D. Listen again and write down the missing examples of reality TV in the following list.

- | | | |
|--------------|----------------------------|-----------|
| 1. | 2. Professional activities | 3. |
| 4. Talk show | 5. | 6. Hoaxes |

E. Amine identified two examples of reality TV: hidden camera and hoaxes. Give examples from Moroccan TV programmes that match the following types of reality TV.

Types of reality TV programmes	Moroccan TV programmes
1. Celebrity reality	a.
2. Professional activities	b.
3. Game shows	c.
4. Talk show	d.

BOOST YOUR COMMUNICATION SKILLS

Expressing Interest and Surprise

A. Look at some ways of expressing interest and surprise. Add more expressions to the table.

Expressing Interest	Expressing Surprise
- It's a good idea.	- Really!
- That seems interesting.	- I'm so surprised.
-	-
-	-
-	-
-	-

B. Read the introduction to a telephone conversation and say whether these statements are true or false.

1. Najat has never been to London.
2. Angella works for a British company in Tangier.

Najat, a young Moroccan businesswoman who lives and works in Tangier, is getting a phone call from her friend Angela. Angela is the manager of an important British firm based in Liverpool. They have been friends since they met in London School of Economics, where both of them studied business and finance.

C. Read and listen to the telephone conversation and answer the following questions.

1. Where does Najat work?
2. How does she feel when she knows that Angela is in Tangier?
3. How does she express her surprise?
4. From her conversation with Angela, what are the other things which have surprised Najat?

Najat: Hey ... Wait! Is this Angela?
Angela: Hi, Najat! Yes, it's me!
Najat: Wow! Are you here, in Tangier?
Angela: Our plane has just landed! I'm in the airport!
Najat: Well, for goodness sake! What a surprise! But, why didn't you call me before?
Angela: I didn't want to; I just wanted to take you by surprise!
Najat: In fact, it is a wonderful surprise! Ok Angela. I'm off to the airport. Wait for me! I'll be there in no time!
Angela: Oh, I don't think we'll have time to see each other! We are only here for a short stopover. Our plane will take off in less than an hour. I just want to say hello!
Najat: Dear me! Aren't you on a holiday? I thought you are here to stay for some days?
Angela: Not this time! I'm on my way to Sierra Leone! Our company has just opened a new branch there and they need my help. I promise to come and see you very soon; I'll spend a whole week in your beautiful city!
Najat: Ok! Have a safe trip, Angela, but don't forget to call me before you come!

D. Underline all the expressions Najat used to express her surprise, then copy them in the table below and give an example for each. (2 examples are given)

Expressions of surprise and interest	
Expressions	Examples
Oh!	Oh! Are you in Agadir?
Hey Wait!	Hey... Wait! Is that Steve?
.....
.....
.....
.....

E. React to the following news/situations using the expressions in the two tables in A and D.

- Your local football team has won a very difficult match.
- The best player of your school basketball team has been injured.
- You have won the lottery jackpot.
- You meet a friend you have not seen for a long time.
- The exam is much more difficult than what you have expected.

BOOST YOUR READING SKILLS

A. Answer the following question.

- Are you interested in **a.** using the internet, **b.** watching TV programmes or **c.** reading newspapers?
- Give at least two reasons.

I am interested in because...	1.
	2.
	3.

B. Read the following opinions by three different people and fill in the chart with the main idea of each text.

Text 1	.....
Text 2	.....
Text 3	.....



Laura

TV has always been my box of entertainment. I usually enjoy watching TV because it allows me to change channels by simple zapping. I also widen my knowledge thanks to interesting documentaries.

Remember that there's no need to wait for the delivery of the morning paper or to disturb yourself by going out to buy one. TV makes newspapers belong to the past. Nowadays, thanks to satellite dishes we've got plenty of choice. I can switch from channel to channel by a simple press on the remote control which is always by my side. Moreover, TV gives me the opportunity to listen to different points of view about world events from different channels.

Most households have been wired recently, which has changed our ways of getting information. That's why I don't give much importance to TV as before. Now that we are connected, I use the internet to get the world's news and learn about different subjects. I get great pleasure from the internet because I don't feel passive towards the news. On the contrary, I can express my point of view and participate in polls. Moreover, I enjoy entertaining myself by listening to the top 10 songs or viewing and reading about movie stars.

The mixture of text, audio and video makes the internet respond to the needs of all, not just youngsters. It has enabled us to surf online either to look for information on a particular topic under study or to browse online newspapers and magazines without having to buy them.



Tom

The newspaper remains as important as any other means of information; it gives detailed reports about main events. When I read a newspaper, sitting at the café or at home on the sofa, I feel I control the order of news. I can start by the reports I like which is not the case with TV. It's up to me to choose whatever I am interested in.

I disagree with people who believe that newspapers are just for old people interested in politics or business. I think they are wrong because when you read the newspaper you train your brain on useful reading skills that help in understanding many kinds of texts. I like to check for sport results, art, social problems and local activities, etc. I want also to point out that newspapers are not only informative but entertaining as well. Besides enriching our vocabulary and widening our knowledge, they provide for amusing games and light activities. All in all, newspapers, TV programmes, and internet are all complementary. We should know how and when to use them.



Yasmina

E. Complete the list below with the missing verb forms.

Infinitive	Simple past	Past participle
1. see	.....	seen
2. talk	.....	.....
3. find	found	.....
4. write	.....	written
5. speak	spoke	.....
6.	did	.....
7. ....	.....	bought
8. be	.....	.....
9. ....	.....	lost
10. want	.....	.....

F. Write correct sentences in the present perfect simple using the words given.

1. I / buy / a new car.	I have bought a new car.
2. I / see / three / movies / this week.	.....
3. Mary / fail / her exam / again.	.....
4. He / lose / his keys.	.....
5. You / see / Jane / today?	.....
6. They / go / Spain.	.....

G. Complete these mini-dialogues.

1. **Steve:** Would you like some tea?
Julia: No thanks. I some. (just / have)

2. **Samy:** Shall we go out now?
Yassir: I'm sorry, I can't. I my homework. (not / finish / yet)

3. **Peter:** Is the teacher here yet?
Anna: Yes, he (just / arrive)

4. **Michael:** I think it's the first time we see each other.
Salma: No, we somewhere before. (already / meet)

II. The Present Perfect Continuous

A. We use the present perfect continuous to.

- a. express an action in the past that has an effect in the present.
- b. focus on the duration of time.
- c. talk about a temporary repeated action.
- d. express an action that is still continuing or that has just finished.

B. Match the following sentences with their corresponding grammatical rules in A.

Sentences	Grammatical rules
1. Susan has been visiting her mother in the hospital these days.
2. I'm very tired. I've been working all day today.
3. Brahim has been sleeping for about 11 hours.
4. Peter has been working in this company since 1986.

C. Circle the correct verb form: present perfect simple or continuous.

- I've broken /'ve been breaking your pen, John. I'm really very sorry.
- I've waited /'ve been waiting for you for ages. What have you done / have you been doing all this time?
- How long have you lived / have you been living here?
- Kamal has written / has been writing letters for nearly one hour. He'll soon finish.
- Mr. Brown looks very tired. He has worked / has been working all morning.

BOOST YOUR WRITING SKILLS

Writing a personal letter

A. Read the following letter and write the numbers corresponding to the following parts.

- | | | |
|----------------------|------------------------------|-------------------|
| a. Salutation: | b. Name of the writer: | c. Address: |
| d. Wishes: | e. Body of the letter: ... | f. Date: |

40, Mohammed V Street,
 Tiznit. } 1
 27 October, 2006 } 2

3 ← Dear Jane,

I was so happy to get your letter. I'm sorry I didn't write earlier. I have been busy these days.

I've been thinking about the problem you raised in your last letter. I found out that most of the students in our school are in the same situation. They're computer addicts, too. Some of them have tried to change this habit but they can't.

Thank God I'm not one of them. It's not because I don't like to use the computer, but because we've got only one at home. All the members of my family use it; which means I have very limited time left for me; just enough for checking my e-mails or doing my homework. Did you say the cybercafé? No way. My father wouldn't think of any of us going there.

I think you need to think about this problem. Why don't you think of doing something else? Reading, for example. This would certainly divert your attention from those never-ending chats.

Please tell me what you think in your next letter. I must close now.

Write soon!

Best wishes, } 5
 Ilham } 6

Unit 3

B. In which paragraph does Ilham.

1. want to know Jane's reaction?
2. apologise for not been able to write in time?
3. talk about the problem of computer addiction in Morocco?
4. give advice to Jane?
5. talk about herself?

Number of paragraph

C. You are a computer addict, too, and this has affected your studies. So you have decided to write a letter to your pen-friend to ask him for a solution.

Your letter should contain the following.

1. Introduce yourself (age, social background)
2. Expose your problem (time you spend in front of the computer/ problem you have at school; etc.)
3. Write about the effort you made to change this bad habit.
4. Talk about your parents' reaction.

Respect the letter format as in the reading text on page 47.

LEARNER TRAINING

Using the Dictionary (Part 1): Alphabetical order

A. Answer these questions.

1. How often do you use the dictionary?
2. What's the purpose of using the dictionary?
3. Can you look up a word easily?
4. What makes it easy to find a word?



B. Arrange these words in alphabetical order.

Write the numbers in the empty spaces.

meaning	.....	sociology	.....	window	.....
light	.....	cycling	.....	universal	.....
jogging	.....	healthy	.....	detail	.....

C. The following words begin with the same letter. In what order are they arranged in the dictionary? Put the right number for each word.

dad	.....	deem	.....	dance	.....
doubt	.....	delay	.....	damp	.....
direct	.....	denial	.....	dash	.....
dean	.....	decide	.....	deck	.....

D. The following words are also not in order. Arrange them as they should go in the dictionary. Put the right number for each word.

glide	.....	glib	.....	glaze	.....
gloss	.....	gloom	.....	glad	.....
glass	.....	glance	.....	glacier	.....

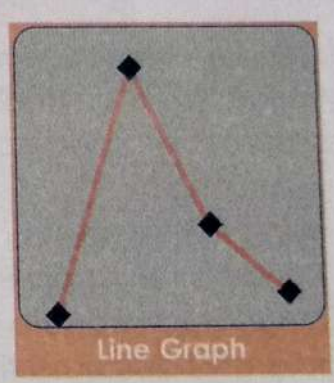
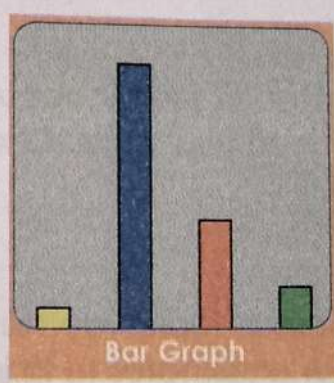
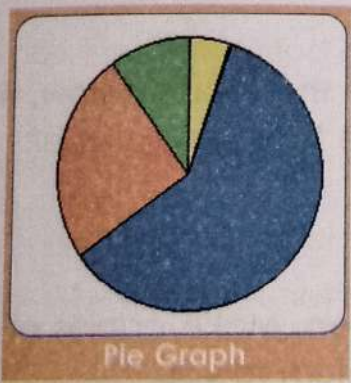
E. How did you arrange the word lists in C and D?

BOOST YOUR PROJECT WORK SKILLS

Presenting Data in Graphic Format

A. Types of Graphs.

We use graphs to present different types of information. Here are three of the commonly used graphs:



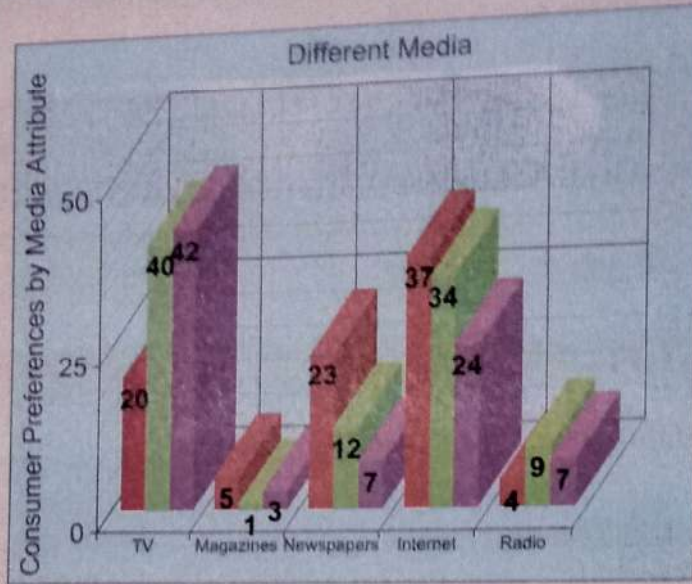
Why do we use graphs to present data?

- Because they
- are quick and direct.
 - highlight the most important facts.
 - can be easily remembered.
 - facilitate understanding of the presented information.
 - can convince the audience.

Reading a graph.

On page 50, there is a graph presenting information about Consumer Preferences in relation to different media. 500 American people were surveyed online on September 17, 2004. Look at the graph, then answer these questions.

1. What type of graph is it?
2. What information does it display?
3. According to the surveyed people, which medium is the first one most people turn on?
4. According to the surveyed people, which medium is the least informative?
5. Which two media are of equal percentage in relation to easiness of use?



■ Is the easiest to use
■ Is the first I turn on
■ Is the most informative

D. Making a classroom survey.

- Work in pairs or small groups to do a survey about one of the topics below, then present the collected information to your class. Choose one topic from the list:
 - a. Watching TV
 - b. Using the internet
 - c. Reading newspapers
- Complete the table below with the topic you have chosen. Make copies of the table and distribute them to your classmates to fill in and return to you.
- Use the graphs on page 49 to present your information. Use at least two types; one type for each question.

Questions	Answer	✓	Answer	✓	Answer	✓
1. How often do you	Never		a little		a lot	
2. What time of the day do you	Morning		Afternoon		Evening	
3. Do you think that is educational?	No		a little		a lot	

GRAMMAR SUMMARY

I. The Present Perfect Simple

Form

1. Affirmative sentences

Subject + have/has + past participle (regular verbs: verb + ed (work = worked) / irregular verbs: see the list at the end of the book)

2. **Negative sentences:** Subject + have/has + not + past participle

3. **Questions:** Have/Has + Subject + past participle

Subject	+	Auxiliary Verb "have/has"	+	Main Verb	Examples
- I, We, They, You - Plural nouns	+	have	+	past participle	<ul style="list-style-type: none"> I have already finished my homework. The children have eaten before they went to school.
- He, She, It - Singular nouns - Uncountable nouns	+	has	+	past participle	<ul style="list-style-type: none"> My son has done all his homework. He has just finished. The teacher has gone on holiday for a few days.

Use

We use the present perfect simple...	Examples
• when the time period has not finished.	- I have seen three films this month. (This month has not finished yet.)
• when the time is not mentioned.	- Mrs Brown has phoned again.
• when the time is recent.	- The teacher has just come in the classroom.
• with "for" and "since":	<ul style="list-style-type: none"> - The Browns have lived in Morocco for 20 years. (They still live in Morocco). - Mr Belkas has lived in France since 1986. (He still lives in France).

II. The Present Perfect Continuous

Form

Subject + have + been + Verb-ing

I have been reading

Use

We use the present perfect continuous:

- to express an action in the past that has an effect in the present.
- to focus on the duration of time.
- to talk about a temporary repeated action.
- to express an action that is still continuing or that has just finished.

See the Crossword Puzzle for unit 3 on page 65

Unit 4 Leisure and Entertainment

Content of the unit

Standards, Competencies and Skills

Interpersonal Communication

- express feelings and emotions.
- talk about different activities of leisure and entertainment.

Presentational Communication

- Speaking: express feelings and emotions, talk about leisure and entertainment in the neighbourhood.
- Writing: write an e-mail with the correct format.

Interpretive Communication

- Listening: listen for main idea, listen for specific information, guess word meaning from context.
- Reading: recognise main ideas, scan text for specific information, answer comprehension questions, infer word meaning from context.

Culture: Practices and products

- know about leisure and entertainment in China and Japan.

Learner training

- read and write an e-mail.

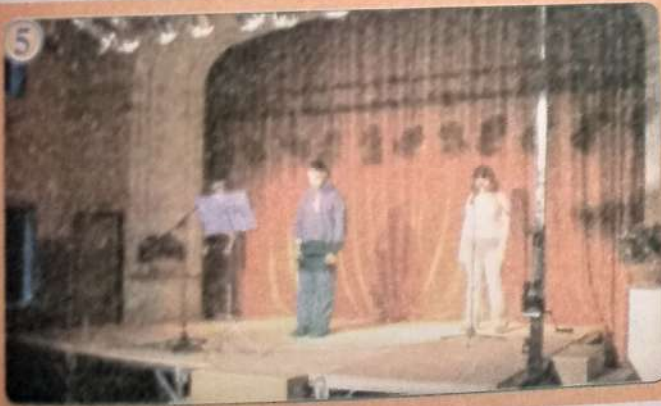
Language development

- practise using 'too' and 'enough'.
- practise using 'going to' and 'will'.
- practise using adjectives ending with 'ed' and 'ing'.
- learn vocabulary related to leisure and entertainment.
- review and practise the use of prepositions of time and place.

Connections

- read and write an e-mail (all subjects).

A PICTURE IS WORTH A THOUSAND WORDS



A. Look at the pictures above and discuss the following points with your partner.

1. What do the people in the pictures do? What activities do they practise?
2. Which one(s) do you find most: **a.** interesting? - **b.** boring? - **c.** tiring? - **d.** enjoyable?
3. Which activity of leisure time is the most practised in your area / neighbourhood / city? Why?
4. Which activity do you like to practise in your free time? Why?

B. Discuss the points above with the whole class.

Unit 4

C. Here's a list of other leisure time activities. In the table below, classify them into 'indoor activities', 'outdoor activities' or 'both'.

1. gardening	5. listening to music	9. going to the cinema
2. cooking	6. playing football	10. shopping
3. using the internet	7. jogging	11. playing chess
4. watching TV	8. reading	12. chatting on the net

Indoor activities		Outdoor activities		Both	
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-

D. Can you think of other leisure activities? (Add them to the table above).

E. Complete these sentences using the following adjectives.

- fascinating / fascinated surprising / surprised exhausting / exhausted
 boring / bored interesting / interested

- I'm sorry, I'll have to go to bed now. I had a(n) day.
- I was to know that Jane, the laziest student in the class, passed her exam.
- I feel when I have nothing to do.
- The panoramic view of Djamaa Elfna square is absolutely
- There's a(n) film on at the Colisee. I'm going to see it this evening.

BOOST YOUR LISTENING SKILLS

Entertainment in China

A. Ask your partner the following questions and express your feeling towards her/his activities and towards her/his problems.

- Do you have enough opportunities to practise sports in your school?
- Do you have appropriate facilities to practise sports in your neighbourhood?
- What are the problems that you encounter?

B. Listen to Mouna, a presenter in a Children TV Channel, asking her guest, a Chinese girl, Li Wei ('Li Wei' means 'beautiful rose'), some questions about Chinese children's activities. Listen and tick, in the pictures, the activities practised by Chinese children.



C. Listen again and say whether the following statements are True or False.

	True	False
1. Students don't like to practise swimming in schools.		
2. Parents let their children watch TV during the whole week days		
3. Both boys and girls enjoy Rope Skipping.		
4. Children in villages swim in rivers or play hide and seek.		

D. In pairs, check your answers, then listen to the dialogue to correct the false statements.

E. Listen once again and fill in the following chart with expressions of feelings and emotions: (the first ones are given to you).

Expressions of Emotions	
1. keen on	6.
2. eager	7.
3.	8.
4.	9.
5.	10.

F. Discussion: Compare Chinese students' situation with yours.

BOOST YOUR COMMUNICATION SKILLS

Expressing feelings and emotions

A. Read and listen to the following dialogue between Khalid and Tom and answer these questions.

1. What does Tom want to know?
2. Where are Tom and Khalid going to spend their time?
3. Who is going to take them there?

Tom: Is there a big park near here where people can feel amused and relaxed?

Khalid: I feel embarrassed to say no.

Tom: What about forests?

Khalid: The only big and attractive forest people go to is 50 km far from our city. It's a fascinating place. But I've never seen it. We have no car. It's a pity, isn't it?

Tom: And where do you spend your free time?

Khalid: Well, there are many other activities that I can find useful and interesting. Personally, I enjoy indoor activities, like reading, surfing the net and playing chess.

Tom: Oh, you seem very intellectual and never bored. Why don't you come with us to the forest? My father will give us a ride there?

Khalid: Thanks a lot. I am very motivated. I wouldn't say no.

Tom: Ok. Let's go and have some fun in the forest.



B. Read the dialogue again and underline all the adjectives. Then classify them in the table below into adjectives that express feelings and emotions, and those that describe a place or an activity.

Adjectives				
Feelings & emotions	.....	.....	.....	.....
Activities & places	.....	.....	.....	.....

C. Look at the form of the adjectives. How do most of them end up? Complete the following rule.

- We use adjectives that end up with "ed" to express
- We use adjectives that end up with "ing" to describe

D. Here are more adjectives to express feelings and emotions. In the table on page 57, classify them into adjectives that express positive feelings and those that express negative feelings. (two examples are given)

1. disappointed	4. motivated	7. fascinated	10. worried
2. shocked	5. amused	8. satisfied	11. relaxed
3. disgusted	6. annoyed	9. embarrassed	12. attracted

(-)		(+)	
- disappointed	-	- motivated	-
-	-	-	-
-	-	-	-

E. Say how these people feel and give a reason why. Use the expressions in the box above.

Picture 1: "We feel *motivated* and *amused* in the geography class because we find it very *interesting*."



BOOST YOUR GRAMMAR (1)

Is "too" or "enough"

A. Read the following text and answer this question.

How many people came to Jeremy's party?

Jeremy lives in a small flat near the university where he studies. He does not have much furniture. He has 1 bed, 1 small table and only 4 chairs, a small fridge, a cooker, 4 plates, 4 glasses, 4 forks, 4 knives, and 4 spoons.

Last Thursday he invited some of his friends to his birthday party. He bought a big cake, some sandwiches but only 1 litre of orange juice and 1 litre of Coca Cola. He could not buy any more, he spent most of his money on the cake and the sandwiches.

Twenty five girls and boys came to his party; they wanted to make it a big one. Each of them brought a cake, but they did not bring any drinks. They danced, sang, played games; they enjoyed themselves all the night. They were very happy, but Jeremy's neighbours were not because of the noise.

Jeremy felt embarrassed because his guests were too many for his small flat. There was enough food, but there were not enough drinks for everybody.

Unit 4

B. Read the text again and answer these questions.

1. Why did Jeremy feel embarrassed?
2. Did he have enough food for all his friends? Justify your answer.
3. Did he have enough drinks for all his friends? Justify your answer.

C. Read the text again and complete the following table.

Elements	tables	chairs	guests	cakes	juice	coke	sandwiches
Quantity							

D. Look at the text again and the table and make sentences using "too" or "enough" correctly.

Examples: - Jeremy's guests / his flat: "Jeremy's guests were **too** many for his flat."
 - drinks / all guests: "There weren't **enough** drinks for all the guests."

1. cakes / Jeremy's guests
2. tables and chairs / all the guests
3. food / glasses and plates
4. neighbours / angry / Jeremy's guests / noise.

E. Complete these sentences with the correct word: "too" or "enough".

1. Because there were ~~too~~^{enough} many questions and not ~~enough~~^{enough} time to answer all of them, I could not finish the test.
2. I did not have ~~too~~^{enough} money to buy the shoes I liked most; they cost 600 DH and I had only 500 DHs.
3. Karim is not old ~~enough~~^{enough} to take a driving test; he is only fifteen.
4. Mrs Brown is not well to go back to work.
5. My uncle's house is far from the city centre. You can't go there on foot.

II. Future tense - 'going to' and 'will'

A. Look at the grammar summary, then read the sentences on page 59 and write down their numbers to match the following rules.

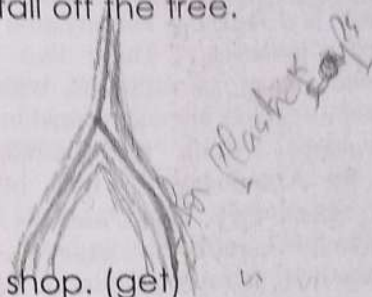
a. making predictions	.....
b. making offers	.....
c. scheduled events	.....
d. planned actions or intentions	.....
e. making a promise	.....
f. prediction with physical evidence	.....

Handwritten notes in Arabic script, including phrases like "بقررت", "معاك", "القرعة", "الاستشارة", "الهدية".

1. There isn't enough petrol left in the car. We're **going to** run out of petrol before we get to the next filling station.
2. A: **Are you going to** do anything tonight?
B: Yes, I'm **going to** write some letters.
3. Mr. Brown is **going to** retire next June.
4. I'm fed up with these cigarettes. I'm **going to** give up smoking.
5. A: I'm hungry, Mum.
B: I'll make you a sandwich.
6. A: Look at the boy over there! He's **going to** fall off the tree.
B: I'll go and help him get down.
7. The train **will** leave at 6:00 pm.

B. Fill in the blanks with 'going to' or 'will'.

1. **Wife:** There's no milk left, darling.
Husband: Oh. I some from the shop. (get)
2. **A:** Have you got any plans for the next holiday?
B: Oh, yes. Everything is planned. I to Spain for a few days and then I a German course. (travel/ take)
3. **A:** I don't know how to play this game.
B: It's quite easy. I you. (show)
4. **A:** Look out! You your head against the tree. (bang)
5. My aunt is in hospital. I her tomorrow evening. (visit)



BOOST YOUR READING SKILLS

Empty Orchestra

A. With your partner, discuss the following questions then share your ideas with the whole class.

1. Do you like music? What type of music do you like?
2. Look at the title above, what do you think the text is going to be about?
3. Have you ever heard about Karaoke?
4. Have you ever tried it before?

B. Read the following text and select the appropriate heading for each paragraph.

1. Materials in a karaoke room.
2. 'Dos' and 'don'ts' in a karaoke room.
3. Definition of 'karaoke'.
4. Description of the karaoke box.



Empty Orchestra

a.
 To sing a song has been deeply related to human life from ancient times. People enjoy singing songs to babies and they enjoy listening to them. In recent years, there has been a boom in "karaoke" in Japan. Karaoke includes disk players with voice mixing facilities and are used to provide musical accompaniment for solos or sing-alongs. The "kara" of kara-oke means empty, while the "oke" is a Japanese abbreviation of the English word, "orchestra." These two words coming together mean an orchestra without a vocalist. Karaoke systems are widespread in many countries nowadays. I think "karaoke bars" are well known by Americans, so they imagine karaoke bars when they hear "karaoke," but actually we have few karaoke bars in Japan. What we call "karaoke box" is more popular in Japan.

b.
 The karaoke box consists of a lot of isolated rooms on several floors and each of those rooms has a karaoke set in it. You can go there with friends or with your family to enjoy singing. No strangers can see you or listen to you singing. Many people, no matter what their age or gender, go there often to enjoy singing out loud, to seek relief from daily stress or just for fun. Everyone can be a singer for that moment.

c.
 All Karaoke boxes are set up in a similar way. The room has some couches, two microphones, remote controls for the air conditioner, karaoke set, menus for snacks and drinks, thick song books on a table, and a big TV with karaoke system just for you and your company. The room also has a telephone that is connected to the reception desk; therefore, you can order some food or drinks from that phone. They will also call you when your time is up.

d.
 Since you will have your own room and there will be no unfamiliar people watching you, you will feel more comfortable singing in a karaoke box than singing in front of many people, like in karaoke bars. You can spend the time in a more relaxed atmosphere, which is more enjoyable. You can sing a duet with your friend if you want, and you can dance if you like, but this doesn't mean that you can do whatever you want or misbehave in the room. There are several rules to protect your personal rights and to ensure that other customers enjoy themselves comfortably. You should not go and look into other rooms. You can't smoke or drink if you are under twenty. Though there are no specific people who patrol the boxes because they don't want to make their customers feel nervous, it is important to follow these rules for everyone to have a good time.

C. Are the following statements True or False? Justify your answer.

1. Karaoke is an ancient form of singing in Japan.
2. People go to karaoke boxes to watch singers on individual TV sets.
3. You can be alone or with company in a karaoke box.
4. The karaoke box is a single room with a karaoke set in it.

D. Answer the following questions.

1. What does the word 'karaoke' stand for?
2. Why do people go to karaoke boxes?
3. What's the difference between 'karaoke bars' and 'karaoke boxes'?
4. Mention two things you can do and two things you cannot do in a karaoke room.

You can	You can't
1.	1.
2.	2.

E. Find words in the text that have almost the same meaning as the following.

1. singing together (paragraph 1)
2. male or female (paragraph 2)
3. relaxation (paragraph 2)
4. inspect or control (paragraph 4).

BOOST YOUR GRAMMAR (2)

III- Prepositions of place and time

A. Read the grammar summary, then fill in the blanks with the appropriate prepositions of time from the list: in - at - on.

1. We exercise on Wednesdays and Saturdays.
2. Françoise visited Marrakech for the first time in 2003.
3. It gets very hot at summer in Ouarzazate.
4. at the end of the lesson, I'll give you your answer sheets.
5. My birthday is in February 2nd.
6. John sent Mary a letter at Christmas.
7. Karim is going to start his new job in November.

B. Look at the pictures, then fill in the blanks with the correct prepositions from the list: between - above - on - in - under.

1. There's a label on the boxes.



2. What's in the box?



3. In the traffic lights A, the green light is under the amber light.



4. In the traffic lights B, the amber light is between the red and the green.

5. In the traffic lights C, the red light is above the amber light.

Choose the correct prepositions from each list to complete the sentence.

1. I usually put my books (on/in/out) the desk.
2. Barbara lives (over/from/next to) the supermarket. She goes shopping on foot.
3. Khalid sits behind Noura but before Saad. So Khalid sits (between/before/behind) Noura and Saad.
4. Kawtar usually sits (at/in/over) the back. Sometimes she can't see what's on the blackboard.
5. In Britain, they drive (on/at/in) the left side.

Unit 4

D. Fill in each blank with the appropriate preposition.

1. Many planes fly our neighbourhood because we live near the airport.
2. Assila, which is a nice small seaside city, is Larayich and Tangier.
3. Most of the time our teacher stands us.
4. Tell your friends what you do week-ends.
5. We don't live the school. That's why we're always late.

BOOST YOUR WRITING SKILLS

Writing an e-mail

Entertainment activities in my neighbourhood

A. Before you read the email on page 63, discuss these points with your teacher and classmates.

1. Do you have an email address?
2. Do you have any e-pals that you exchange emails with?
3. What are the differences between email writing and traditional letter writing (sometimes called snail mail)?

B. You received the e-mail on page 63 from your Japanese e-pal. Read it, then match the following elements in Column A with their appropriate meaning in Column B.

Column A	
1.	08:12:55 GMT
2.	Cc
3.	Bcc
4.	yassir99@menara.ma
5.	keiko2005@yahoo.com
6.	Keiko2005
7.	yahoo.com
8.	Entertainment in Japan
9.	@

Column B	
a.	Carbon copy
b.	Email service provider
c.	Receiver's email address
d.	Name or pseudo name
e.	at
f.	Blind carbon copy
g.	Writer's email address
h.	Time when the email was sent
i.	Message title

welcome, Keiko2005

Send Chat Attach Address Fonts Colors Save As Draft

Subject: Entertainment in Japan

From: keiko2005@yahoo.com

To: yassir99@menara.ma

Cc:

Bcc:

Hi Yassir,
 I'm writing this message to tell you that the Japanese feel that their working week is long and tiring because they are hard working people. But once the week-end comes, they like to profit from their leisure time. Well, as you know, we are keen on karaoke. Most families, groups of youngsters, and even old people prefer to enjoy themselves on Friday or Saturday night. They go to one of the karaoke boxes of their cities. We also enjoy reading 'Manga', our famous comics. Don't be surprised if you see adults reading 'Manga' in the subway.

But the most important moment for me and for many other Japanese is Saturday morning when we visit Ueno Park, which is famous for its cherry trees and its animals such as panda bears. Some people enjoy walking, cycling, or jogging in the park; others relax and play with their dogs.

Certainly, there are other entertaining activities such as going to the theatre and cinema or practising sports, but these things seem similar to the ones practised in other cultures.

What about your culture? What do people in your country or neighbourhood like to do in their free time? I'm very interested to know about that.

Cheers,
 Keiko

C. Find two things in Keiko's email that you want to react to. Use expressions like: "I'm surprised to know that..."; "It's interesting to read that ...".

D. Writing an e-mail.

Write an e-mail to answer Keiko's questions.

GRAMMAR SUMMARY

I. Future tense: 'going to' and 'will'

A. Future with 'going to'

Use

be going to + verb	
Example	Usage
Bill is going to study Information Technology.	Planned actions or intentions.
There are thick clouds in the sky. It's going to rain.	Predictions based on physical (usually visual) evidence.

Unit 4

Form

Affirmative	Negative	going to	see Bill this evening.
I'm (am)	I'm (am) not		
He /She / It's (is)	He /She / It isn't (is not)		
You/ We/ They're (are)	You/We/They aren't (are not)		

Interrogative			
Am	I	going to	see Bill this evening?
Is	he /she / it		
Are	you/ we/ they		

B. Future with 'will'

Form

Affirmative	subject + will + verb Example: I will tell him when he comes.
Negative	subject + will not (won't) + verb Example: Betty won't (will not) come to the party.
Interrogative	will + subject + verb + ? Example: Will it rain tomorrow?

Use

Example	Usage
It will rain tomorrow morning.	Predictions
The football match will start at 3:00 p.m.	Scheduled events
I'll telephone you after class.	Promises
I'll make you some coffee.	Making offers.

II. Prepositions of place and time

A. Prepositions of place

1. 'at', 'in', and 'on' are usually used in the following cases.

- at for a point
- in for an enclosed space
- on for a surface

at	in	on
at the corner	in the garden	on the wall/ceiling
at the bus stop	in London/France	on the door
at the top of the page	in a box	on the cover

2. 'at', 'in', and 'on' are also used with certain expressions.

at	in	on
at home	in a car/ taxi/ boat ...	on a bus/ train/ plane/ ship
at work	in the newspaper	on a bicycle, on a motorbike
at school	in the sky	on a horse/ donkey/ camel
at university	in a row	on the radio/ on television
at the top	in the centre/ middle of...	on the left/ right
at the bottom	in front of...	on the way

B. Prepositions of time

'at', 'in', and 'on' are usually used in the following cases.

at	in	on
at 7 o'clock	in the morning/ afternoon/ evening	on Sunday/ Monday ...
at night	in Summer/ Winter/ Autumn/ Spring	on February 22nd
at dinner/ lunch/ breakfast	in March/ October ...	on Friday evening/ afternoon ...
at weekends/ the weekend	in 1999/ 2006	on week days
at the end/ beginning of...	in an hour/ 24 hours	on weekends/ the weekend
at Christmas/ Easter...	in a minute/ 10 minutes	on my seventeenth birthday

CROSSWORD PUZZLE

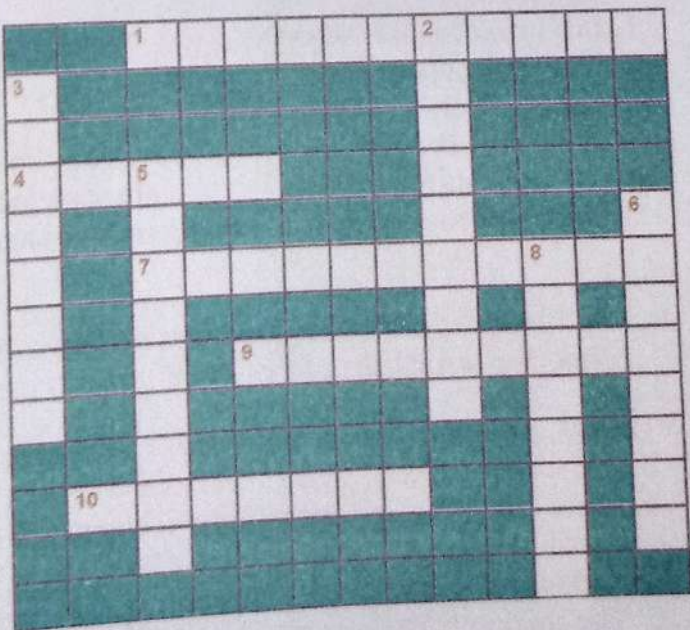
Complete the crossword puzzle with the right words from unit 3

Across:

1. Yesterday, I watched a very interesting about animals on TV.
4. There is an important conference about micro-loans. A great number of journalists are attending it.
7. Something that gives interesting information is
9. My computer is to the internet. I can get information anytime.
10. The action of moving from one TV channel to another is called

Down:

2. A daily printed publication is called a
3. The person who reports for radio or TV is a
5. The special article usually written by the editor is an
6. A newspaper gives a brief idea about the content of an article.
8. connection is becoming cheaper and cheaper.



REVIEW: Units 3 and 4

A. Put the verbs between brackets either in the "present perfect" or the "past simple tense".

1. A: I (not/go) to the cinema for a long time.
B: Really? I (go) there only yesterday.
2. We (live) in this house for five years and we're very happy here.
3. I (meet) Karim on my way to school last week.
4. Jane feels great. She (lose) 3 kilos since September.
5. The last time I played football (be) four years ago.

B. Fill in the blank with: "yet", "already" or "just".

1. I haven't phoned my wife I'll do it when I get back from work.
2. Ilham: Do you know anything about Hayat?
Sarah: Oh, she's fine. I've spoken to her on the phone.
3. Mary: Have you cleaned the bathroom?
Sandra: Yes. I've done it. Don't you see how clean it is?
4. Amine: Do you need the computer? I've finished with it.
Salma: No, thanks. I've checked my e-mail today.

C. Fill in the blanks with "for" or "since".

1. I've worked in this school twenty years.
2. The new supermarket has been open last October.
3. Have they been married a long time?
4. I've been surfing the net three o'clock.
5. Our neighbours have been living in Marrakech 1985.

D. Put the verbs between brackets either in the present perfect simple or continuous.

1. Look at the snow outside. It (snow) all day.
2. I'm hungry. I (eat) all day.
3. Clara (play) tennis for two hours. She is out of breath.
4. Someone (steal) my pen.
5. The children's clothes are very dirty. They (play) foot-ball.

E. Fill in the blanks with 'going to' or 'will'.

1. We spend our holidays in Agadir this summer holiday.
2. I telephone him when I get home.
3. A. What have for dinner, Mum?
B. No idea. But I think we eat out this evening. For a change, you know.
4. Wife: I don't think I can do all this housework alone.
Husband: Don't worry darling. I help you.
5. Hurry up. It rain. Can't you see the thick clouds in the sky?

F. Choose the correct adjective to complete the sentences.

1. I've never met such a person. He always talks only about himself. (bored/ boring)
2. I'm very in fiction films. (interesting/ interested)
3. My father always comes from work really (exhausting/exhausted)
4. I can't eat this food. It looks (disgusting/ disgusted)
5. We were really by the news. (excited/ exciting).
6. I find some of the TV programmes very (entertained/ entertaining)

G. Fill in the blanks with one of the following prepositions:
at - on - in - until - into - during

1. Bill started his new job October 2nd, 2003.
2. I have an appointment with the dentist. It's 3.30 Thursday afternoon.
3. My grandfather died 1965 the age of 98.
4. I don't know when Marth's birthday is; but it's probably the end of March.
5. The Smiths are holiday Vienna the moment. They're going to stay there Friday.
6. William went his room and shut himself there the whole night.

Content of the unit Standards, Competencies and Skills

Interpersonal Communication

- express promise.
- talk about different celebrations and festivals.

Presentational Communication

- Speaking: express promise, talk about different celebrations and festivals.
- Writing: write an article following an outline, write a first draft, revise it using a checklist, write a second draft.

Interpretive Communication

- Listening: listen to a radio programme, guess the topic, listen for general idea, listen for specific information.
- Reading: read for the purpose of the writer, read for specific information, understand vocabulary from context.

Culture: Practices and products

- learn about festivals from other countries, share Moroccan festivals with foreign people.

Learner training

- learn skills of using a dictionary (part 2).

Language development

- practise the passive voice.
- practise using relative pronouns.
- learn vocabulary related to celebrations and festivals.

Connections

- make a poster (all subjects).

A PICTURE IS WORTH A THOUSAND WORDS

A. With your partner, look at the pictures and find out which celebrations and festivals you can recognise.



B. The following events represent different celebrations and festivals. Put them in their appropriate boxes below.

1. New Year
2. Green March
3. Imilchil festival
4. Ashoura

5. Independence Day
6. Halloween
7. Thanksgiving
8. The Birth of the Prophet

9. Aid Al Adha
10. Throne Day
11. Festival of Roses
12. Assila's festival

13. Wax lantern procession
14. Christmas.

Religious Celebrations

.....

.....

.....

.....

Local Celebrations

.....

.....

.....

.....

National Celebrations

.....

.....

.....

.....

Foreign Celebrations

.....

.....

.....

.....

C. Match the dates in box A in the table below with :

1. The appropriate celebrations in box B;
2. The number of the appropriate photos from page 68 in box C.

A. Dates

1. November 18th
2. May (1st week)
3. July 30th
4. October 31st
5. Rabii Al Awal 12th (lunar month)
6. January 1st
7. November 6th
8. Dou-Alhijja 10th (lunar month)
9. May 1st
10. December 25th

B. Celebrations

- a. Halloween
- b. Green March
- c. Aid Al Adha
- d. Festival of roses
- e. The Birth of the Prophet
- f. Labour Day
- g. Throne Day
- h. Independence Day
- i. New Year
- j. Christmas

C. Photos

- Photo 1
- Photo 2
- Photo 3
- Photo 4
- Photo 5
- Photo 6
- Photo 7
- Photo 8
- Photo 9
- Photo 10
- Photo 11
- Photo 12

D. With your partner, choose 2 celebrations you know and fill in chart A.

Chart A	2 Celebrations I know	What I know about them				
		Date	Area	Special clothes	Special food	Activities practised
1.						
2.						

E. Small group work: With your partner, choose 2 celebrations you'd like to know about. Join different groups to get information about those you have chosen and fill in chart B (p.70). The winner pair is the one that gets all the necessary information within time limit.

Chart B	2 Celebrations I'd like to know about	What I'd like to know about them				
		Date	Area	Special clothes	Special food	Activities practised
1.						
2.						

F. Whole class discussion.

- What celebrations do most students want to know about?
- What makes a celebration well known?
- Why do communities give importance to their local celebrations?
- Which local celebration would you like to attend? Give your reasons.

BOOST YOUR LISTENING SKILLS

A radio programme: Three African Festivals

A. With your partner discuss the following questions, then share your ideas with the whole class.

1. What are some of the problems that Africa suffers from?
2. What do you know about the following countries:
a. Ghana, b. Egypt c. Ivory Coast?
3. Look at the map of Africa, then match the names of the three countries with their numbers on the map.
4. You are going to listen to a radio programme about the three countries mentioned above. What do you think the radio programme is going to tell you about these countries?



B. Listen to the programme and check your answers.

C. Listen again and complete the information in the following table.:

	Speakers	Countries	Festivals	Period of the festival
1.	.....	.....	The Homowo Festival	.....
2.	Drogba	.....	.....	November
3.	.....	Egypt	.....	.....

D. Listen again and say whether the following statements are true or false according to the programme: Tick the appropriate box.

	True	False
1. The Homowo festival in Ghana welcomes hunger.		
2. The festival of Masks in Ivory Coast pays homage to human spirits.		
3. Visitors of Abu Simble festival admire watching the complete illumination of the temple.		

E. Check your answer with your partner and correct the false statements.

F. Whole class discussion: Which of the three festivals do you find most interesting? Give your reason(s). First discuss your choice with your partner, then with the whole class.

BOOST YOUR COMMUNICATION SKILLS

Expressing Promise

A. Read and listen to the following dialogue, then answer this question: What did the mother promise her daughter?

Mother: Go away Jane! I've got to finish this work before your father comes.
Daughter: Please Mum, let me stay with you. I promise not to disturb you.
Mother: You always say that.
Daughter: Give me a chance.
Mother: Ok then. You can stay.
Daughter: Thanks, Mum.
Mother: I'll take you to the zoo tomorrow if you keep quiet.
Daughter: Really? I'll be as quiet as a mouse, Mum.
Mother: Promise?
Daughter: Promise.

B. Underline the expressions of promise in the dialogue and copy them below.

-
-
-

C. Your teacher and you have made promises to improve your English. With your partner, guess what your teacher might say and make your own promises.

Your teacher	You
1. I promise I'll do my best to help you improve your English.	1. I promise to speak English as much as possible.
2.	2.
3.	3.

Unit 5

D. You are running for the local elections. Make promises to convince people to vote for you.

- 1.
- 2.
- 3.

BOOST YOUR READING SKILLS

The Imilchil Festival

A. Discuss the following points with your partner and take note of his or her answers.

- 1. Have you ever attended a Moroccan festival (or Moussem)?
- 2. What was it? Where and when?
- 3. What were the activities practised during the festival (Moussem)?
- 4. Did you like it? Why or why not?

B. Report your partner's answers to the whole class.

C. Read the text below and answer the following question.

The main purpose of the writer is to

- 1. advise people on how to get to Imilchil.
- 2. give some information about a typical Moroccan marriage.
- 3. describe how people of Ait Hadiddou tribe get married.
- 4. give his opinion about the Imilchil festival.

Every year in a remote valley deep in the Moroccan Atlas Mountains, Berbers of the Ait Hadiddou tribe gather at a Moussem, the equivalent in Morocco of a country fair. There, they sell their sheep, goats, mules or camels, and buy shovels, plastic buckets, tea, sugar and other supplies to support their lonely existence in the mountains for another year. All this takes place towards the end of September, near the village of Imilchil; just about in the middle of the High Atlas Mountains.

The Moussem lasts only three days, in which one must find his or her would-be wife or husband. Men and women, who appear to enjoy equal status among the Berbers, roam the vast fairground in small groups of twos or threes, meet, chat, hold hands, look into each other's eyes and maybe decide that this is it. In which case, the couple will spend the remaining time wandering round hand in hand and usually looking very pleased with themselves.

To help in the process, for there is a huge crowd of people busy with other business, tribesmen seeking a bride wear a white turban. Prospective brides wear all their jewellery of silver and amber. Some are veiled, but most do without this and show off their beauty enhanced with rouge for their cheeks and kohl for their eyes. They wear a rounded spangled headdress if they have never been married before or a pointed one if they are divorced or widowed.

On the last day of the Moussem, the newly joined couples celebrate their marriage with traditional songs and dances, swaying and chanting to the beat of hand drums and the shrill sound of pipes. An official drives in from outside to register the new marriages. Then the newly married couples go back to their tribes on their donkeys and mules.

D. Read the text again and say whether these statements are True or False. Justify your answer.

- 1. People come to the festival for marriage only.
- 2. Men and women are free to choose their partners.
- 3. It's difficult to distinguish between divorced and widowed women from the ones who have never been married before.
- 4. There is no need for marriage contracts in this festival.

True	False
.....
.....
.....
.....

E. Answer the following questions from the text.

- 1. Where and when is the festival organised?
- 2. How long does it last?
- 3. What happens at the end of the festival?
- 4. Is the text written for Moroccan or foreign readers? Explain.

Find words in the text meaning almost the same as the following.

- 1. very far (paragraph 1)
- 2. very large (paragraph 2)
- 3. moving round (paragraph 2)
- 4. very big (paragraph 3)
- 5. a woman whose husband is dead (paragraph 3)

BOOST YOUR GRAMMAR

Relative Pronouns

Match the parts of sentences in column A with the ones in column B.

A
A lawyer is a person who.....
A mosque is a place where.....
A vacuum cleaner is a machine which....

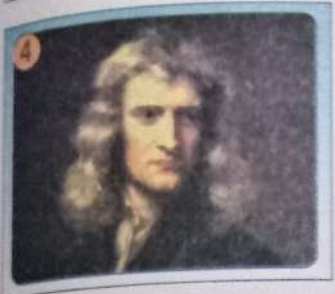
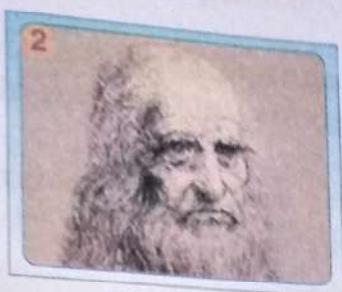
B
a. Muslim people pray.
c. we use for cleaning carpets.
d. helps people with legal problems.

Read the following text and then answer the following question.

Where did Khalid spend his holiday?

Khalid is showing his friends some photos **which** he took while he was on holiday. This is the hotel **where** we stayed. My room had a balcony **which** looked over the sea. It was fabulous! This photo was taken in Napoli. This is Antonio; the boy **whose** father is a university teacher. The girl **who** you see here is Maria. She was the kind of person **who** enjoys helping others.

B. These are pictures of some very famous people.
 1. Who are they?
 2. What made them so famous?



C. Complete these sentences with the correct form of the verbs from the list.
 (an example is given)

paint - write - discover - invent - receive

1. Almokaddimah *was written* by Ibn Khaldoun.
2. The Mona Lisa.....
3. The light bulb
4. The law of gravity.....
5. The 1988 Nobel prize in literature
6. Vaccination

D. Have a look at the grammar summary, then rewrite these sentences either into the passive or active voice.

Active form	Passive form
1. Somebody built this mosque in 1850.	..... Something must be done to help this poor man.
2. ....	.....
3. We make cheese from milk.	I wasn't invited to the party.
4. ....	.....
5. They're building a new hospital in our neighbourhood.	The door was left open.
6. ....	.....

BOOST YOUR WRITING SKILLS*Writing an article*

Write an article to your school magazine about a celebration you attended. Describe what happened and express your feelings about it.

A. Fill in the following table with the necessary information about that celebration.

Name/Type of celebration	When & where	Who did you go with?	Special activities
.....
.....
.....
.....

B. Using the information in the table above and the outline below, write the first draft of the article.

Paragraph 1:

- Name/type of celebration.
- When and where you attended it.
- Who with.

Paragraph 2:

- Describe what happened (activities/ clothes/ food...)

Paragraph 3:

- Express your feeling towards the event.
- Do you advise other people to attend it? Why or why not?

C. Revise your first draft using the following checklist.

1. Is paragraphing respected?
2. Is all necessary information included?
3. Are punctuation and capitalization correct?
4. Are the tenses correct (present, past and future)?
5. Is your handwriting clear?

D. Write a second draft making necessary changes based on the result of the checklist.

Using the Dictionary (Part 2)

A. Syllables

A syllable is a part of a word that contains a single vowel sound and that is pronounced as a unit. For example, "book" has one syllable and "difficult" has 3 syllables. In most dictionaries, words are divided with dots (.) or vertical lines (|) to show the number of syllables they contain. For example: **di.ffi.cult** or **di|ffil|cult**

Divide the following words into syllables using dots. Put a cross (x) in front of the words that cannot be divided.

- | | | |
|--------------|------------------|----------------|
| 1. neighbour | 4. young | 7. festival |
| 2. classroom | 5. marriage | 8. groom |
| 3. right | 6. international | 9. celebration |

B. Words with different meanings

Since some word can have different meanings, the examples provided by the dictionary or the context of a reading text can help you identify the appropriate meaning.

Read the following sentences and decide which of the two word meanings is appropriate.

- The important of the festival was **highlighted** in different media.
 - emphasized
 - marked with a different colour.
- How can one celebrate his wedding in such a **miserable** weather?
 - depressing
 - unhappy.
- In Imilchil, prospective couples can openly express their opinion and **feelings**.
 - emotions
 - attitudes.
- In our village, people get water from a very deep **well**.
 - a hole in the ground
 - to feel good.
- A tourist has to wear **decent** clothes in the host country.
 - reasonable
 - acceptable.

C. Words with silent letter(s)

Read out the following words and find the silent consonants. (an example is given)

walk	l	sign	psychology	knowledge	
sword		write	pseudo	receipt	
half		honour	island	castle	

BOOST YOUR PROJECT WORK SKILLS

Making a Poster : A Festival to Visit

A. Look at the following poster and answer the questions.



1. What Moroccan festival does the poster advertise?
2. When is the festival going to be held?
3. Who are the organisers?
4. Is it free or paid?
5. What facilities are offered?
6. Is there any special programme of activities?
7. Is there any information about possible contacts?

Make a poster about a Moroccan festival for foreign students who are going to visit Morocco in a few days. The following tasks can help you.

Task 1: In small groups of 4 students:

1. Choose a Moroccan festival you would like to prepare the poster for.
2. Include the date(s) and venue(s) of the festival.
3. Write about special activities.
4. Write information about the facilities (hotels, camping place,...) that exist in the venue.
5. Write some short sentences to attract readers' attention and make them want to come.
6. Include possible contact (email, phone number, mailing address, website, etc.)

Task 2: In a larger group (the class should be divided into 4 groups):

1. Share the information you prepared in task one with other groups.
2. Together, decide which festival you would like to work on as one group.
3. Include pictures.
4. Respect the layout of a poster.

Task 3: Whole class discussion and evaluation of the work presented by the four groups.

C. Out-of-class task.

Make the final draft for another session. You can exhibit your finished posters in the classroom or in the school wall magazine.

GRAMMAR SUMMARY

Passive Voice

orms

TENSE	ACTIVE	PASSIVE
simple present	do/does	am/is/are done
present continuous	am/is/are doing	am/is/are being done
simple past	did	was/were done
past continuous	was/were doing	was/were being done
have to	have/has to do	have/has to be done
going to	am/are/is going to do	am/are/is going to be done
must/can/may	must/can/may do	must/can/may be done

Unit 5

Uses

We use the passive mainly in three ways:

1. When we don't know or don't want to say who the doer is.
Example: The problem will be solved very soon.

2. When we are more concerned about the happening than who or what did it.
Example: My car was damaged last night.

3. When there are vague subjects like one, people, somebody, etc.
Example: This room has to be repainted. (= Somebody has to repaint the room.)

CROSSWORD PUZZLE

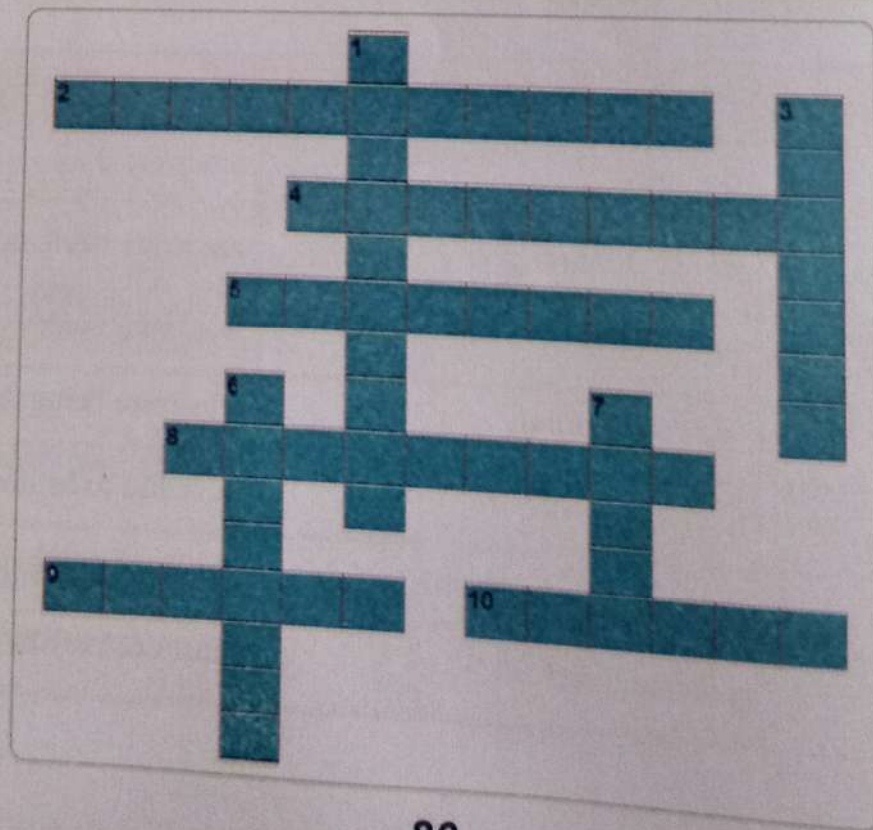
Complete the crossword puzzle with the right words from unit 5

Across:

- 2. The old couple are going to celebrate their 45th marriage
- 4. Most are celebrated in the summer in Morocco.
- 5. I'm invited to Bill's party.
- 8. In the Atlas mountains, women still wear silver and amber in special occasions.
- 9. It is very for Moroccan women to wear their traditional clothes in ceremonies.
- 10. We invited about 50 to the party.

Down:

- 1. Independence Day is on November 18th.
- 3. and traditions are manifested in most celebrations in Morocco.
- 6. The wedding will take place on November 24th.
- 7. The bridegroom offered the a beautiful wedding ring.



Content of the unit Standards, Competencies and Skills

Interpersonal Communication

- express and respond to complaints.
- talk about health and healthy habits and practices.

Presentational Communication

- Speaking: express ideas and opinions about health and welfare.
- Writing: write a personal letter about healthy habits and practices.

Interpretive Communication

- Listening: listen for main idea, listen for specific information, listen and take notes.
- Reading: predict the main topic of the text, read and check information, recall information from memory, write a summary of the text.

Culture: Practices and products

- know about child health in different parts of the world.

Learner training

- evaluate websites.

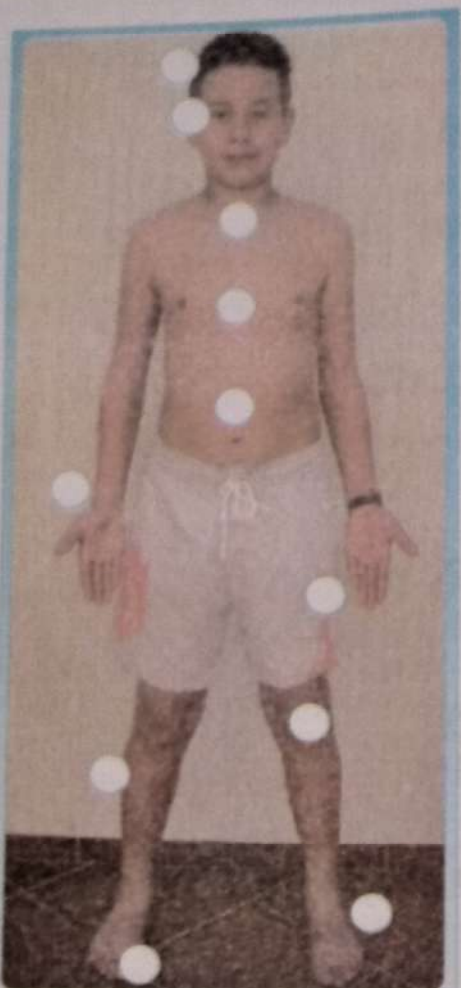
Language development

- practise the use of different modal auxiliaries.
- practise the use of conditional type '0' and type '1'.
- learn vocabulary related to health and welfare.
- learn collocations.

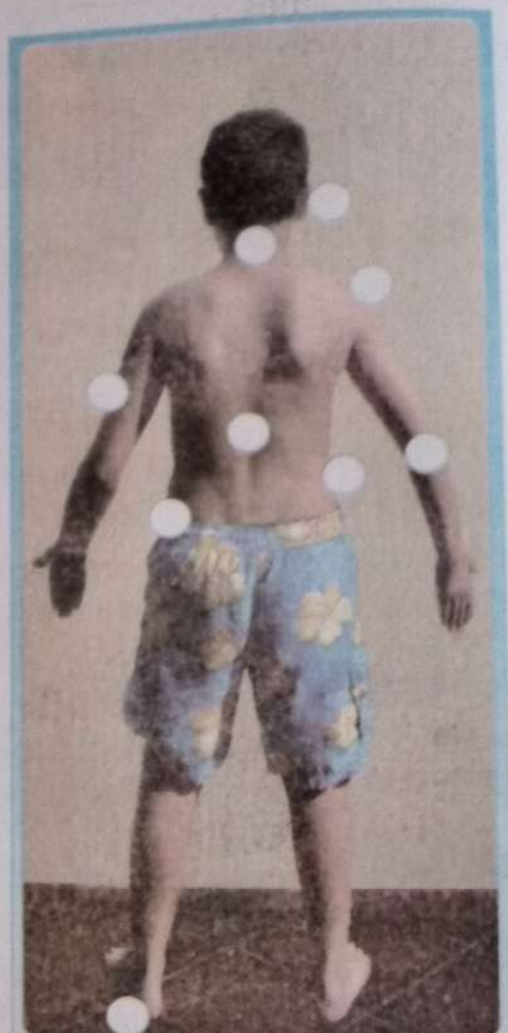
Connections

- know about health and healthy food (all subjects) and practices (science, sports).
- evaluate websites (All subjects).

A PICTURE IS WORTH A THOUSAND WORDS



Picture 1



Picture 2

A. Here are some parts of the body. Put their numbers in the right place in the two pictures.

- | | | | |
|-----------|-------------|-------------|-----------|
| 1. neck | 6. shoulder | 11. arm | 16. elbow |
| 2. chest | 7. head | 12. wrist | 17. knee |
| 3. ear | 8. back | 13. leg | 18. toes |
| 4. throat | 9. hip | 14. stomach | 19. foot |
| 5. heel | 10. eye | 15. waist | 20. thigh |

B. Which of the words above can go with the following expressions? Copy them in the following table.

I've got (a) sore...	I've got (a) .....ache	I've got a pain in my ...
-	-	-
-	-	-
-	-	-
-	-	-

Unit 6

- C. With a partner, discuss the following points, then share your ideas with the whole class.
1. Do you sometimes have headaches?
 2. What do you do about them?
 3. What is the best cure for a headache?
 4. Ask your partner if he/she has ever had a(n)..... (illness).....

BOOST YOUR LISTENING SKILLS

Health and eating habits

A. With your partner, look at the following pictures and fill in the blanks with appropriate reactions.



A mother complaining:
 "....."
 "....."



Parents complaining:
 "....."
 "....."



The inhabitants of the area complaining:
 "....."
 "....."

B. Listen to a radio programme about health and eating habits, then answer this question.

- What does Dr. John Frost suggest to improve the current health state of kids?

C. Listen again and take notes of what a healthy diet means for Dr. John Frost.

D. With your partner, discuss the following points, and then share your ideas with the whole class.

- Which of the good eating habits mentioned in the interview do you or don't you respect?
- Do you think you have good eating habits? Why or why not?

BOOST YOUR COMMUNICATION SKILLS

Expressing complaints

A. Read the following complaints and guess where they took place.

B. Match the complaints above with their corresponding responses in the table.
(an example is given)

a. I'm sorry, sir. The parts have been ordered and they haven't come in yet.	5
b. Oh dear, I'm terribly sorry, madam. I promise this won't happen again.	
c. I'm sorry sir, but you'll have to check with the accounts department.	
d. We do apologise, sir. I'll make sure you are served as soon as possible.	
e. I'm sorry, madam. I'll send someone up to ask him to stop that noise.	
f. I'm sorry for the mistake, Sir. I'll get you the baked potatoes.	

C. Choose a situation from the following and make a complaint.:

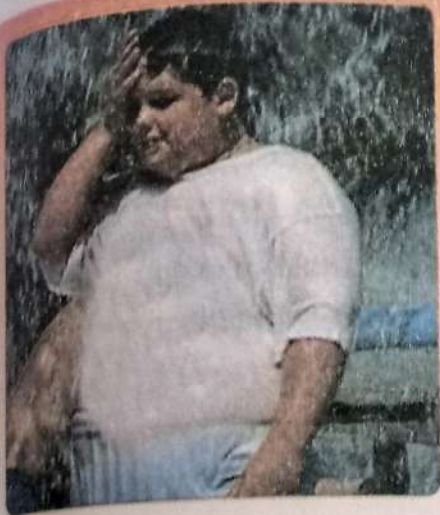
- Eating habits (eating late at night/ eating too much meat and fat/ eating a lot of fried food/ etc.)
- Problems at home (your brother making too much noise/ having too much homework to do/ doing too much washing up/ etc.)
- School (lack of multimedia room/ crowded classroom/ no reference books in your library/ etc.)

D. Exchange your complaint with a partner, and each of you responds to one another's complaint.

E. Share your complaints and answers with the whole class.

A. Based on the pictures below, complete the following sentence stating what you think the text is about.

"I think the text is about



B. Discuss your prediction with your partner.

C. Read the text and check your answer.

As we enter the 21st century with new technologies promising to improve our lives, the welfare and health of many people particularly children are still unsatisfactory. That's why many complaints are made by Non-Governmental Organizations (NGOs).

In 1999, 13% of children aged 6 to 11 years and 14% of adolescents aged 12 to 19 years in the United States were overweight; a rate that has nearly tripled in the past 2 decades. This situation may lead to heart disease, high cholesterol and high blood pressure. Type II diabetes, previously considered an adult disease, has increased dramatically in children and adolescents due to obesity. The most immediate consequence of overweight as perceived by some complaining children themselves is social discrimination. Lack of physical activity (because children spend most of their time doing their homework, watching TV or surfing on the internet) and unhealthy eating patterns (such as having snacks regularly) are leading to a serious situation among children in USA.

On the other side, children in many Asian, African and Latin American countries are living in absolute poverty. Every year, 15 million children die of hunger. For the price of one missile, a school full of hungry children could eat lunch every day for 5 years. The World Health Organization (WHO) estimates that one-third of the world is well-fed, one-third is underfed and one-third is starving. To satisfy the world's sanitation and food requirements, it would cost only US \$ 13 billion- what the people of the United States and the European Union spend on perfume each year.

Vaccinations, balanced nutrition and exercising should be part of our children's life. To achieve this goal, parents, educators and health officials should work together to create a healthy and appropriate environment that encourages children to change some bad habits related to food taken or to activities practised. We have to work hard for the welfare of our children until they make physical activity and balanced eating habits, in the North and in the South, a life-long habit.

D. Read the text again and say whether the following statements are true or false. Then correct the false ones.

1. NGOs complain about new technologies.
2. Children are obese in USA because they eat balanced food.
3. Each year, USA and European Union spend an amount of money that equals the world's sanitation and food needs on perfume.
4. Health officials are the most important body for solving the problem of obesity and hunger.

E. Without looking at the text, fill in the blanks with the appropriate information.

1. The problems mentioned in the text are:

.....

2. The causes of the problems are:

.....

3. How to solve the problems:

.....

F. Read the text again to check your answers.

G. Discuss your findings with the whole class and then write a summary of the text (about 80 words).

BOOST YOUR GRAMMAR

I. Conditional Type "0" and Type "1"

Conditional Type "0"

A. Read the following mini-dialogue and answer this question.

What school subject are the teacher's questions about?

Teacher: If you leave some water in the freezer of your fridge, what do you notice after some time?

Class: It becomes ice,... solid...

Teacher: So, if you leave water in a freezer for a while, it turns into ice. What happens to ice if we heat it?

Class: If we heat ice, it turns into water.

B. Answer the following questions from the dialogue.

1. What does the teacher want to know?
2. Is it always true that when you freeze water, it becomes solid?
3. Is it always true that when you heat ice, it turns into water?
4. What sort of facts are these?



C. Match each element from Column A with its corresponding part in Column B.

A
1. People get fat
2. If a person practises sports,
3. You do not get fat
4. If children do not get enough sleep at night,
5. Plants die

B
a. he or she always feels good.
b. if it does not rain.
c. if they eat junk food.
d. they get tired all day.
e. if you eat healthy food.

D. Complete the following sentences.

- If you stay long in the sun,
- If the sun rises high,
-, you can't see.

Conditional Type "1"

A. Jamal is so much concerned about his university studies when he gets his Baccalaureate this year. Read this excerpt from his diary and answer this question. What is Jamal interested in?

I often hear my friends talk about their university studies. Some of them have already decided which university to go to and what to study. But I haven't decided yet. It all depends on my exam grades. If they're high, I'll go in for Medicine. But if I get only average marks, I won't be allowed to take the medicine entrance exam. My father doesn't think much of Medicine, however. He wants me to study information technology. "If my business is good," he often says, "I'll send you abroad to study there." I'm not very much enthusiastic about the idea, but if my father insists, I will go.

B. Fill in the table below with sentences from the excerpt.

IF CLAUSE	MAIN CLAUSE
1. If I get high grades,	I'll go in for Medicine.
2. If .....	.....
3. If .....	.....
4. If .....	.....

C. Based on the table above, complete the following grammatical rule with the appropriate tenses.

If +

Unit 6

D. Match the sentence parts in Column A with the ones in Column B to form correct sentences.

A	
1.	Your English will improve
2.	If you don't hurry,
3.	We'll go on a picnic next weekend
4.	I'll go to the library
5.	If you watch this scary film,

B	
a.	you will miss your train.
b.	if you work a bit harder.
c.	you won't be able to sleep tonight.
d.	if I have time.
e.	if the weather is fine.

E. Read the grammar summary, then put the verbs in brackets in the correct form.

- If you (eat) too much, you (put) on weight.
- If our local team (win) this match, it (qualify) for the final.
- Mary (go) shopping this afternoon if she (have) time.
- If you (send) Peter a letter today, he (receive) it tomorrow.

F. Supply the missing part of each of the following sentences.

- If you answer all the questions correctly, you
-, they will not come to your party.
- Will you go with us to the cinema if
- People will not be happy if
- If I can't finish this work today, I

II. Modal auxiliaries

A. Read and listen to the following dialogue, then answer this question.

How does Hicham spend his free time?

Hicham is a boarder in a high school in Zagora. He met Peter, an American volunteer teacher and they had the following conversation:

Peter: Tell me Hicham, what's it like in your new school?

Hicham: Not bad. It was difficult at the beginning but I'm getting used to living there.

Peter: Are you allowed to go out after school?

Hicham: No, you can't go out. You may go to the cafeteria to watch TV, play games or play football with friends.

Peter: If I'm not wrong, this is how you spend your free time, then.

Hicham: Yes, but you have to go to the study room after dinner. You might get punished if you don't. You must be there from 7:30 p.m. to 9:30 p.m.

Peter: That must be quite difficult, I think.

Hicham: Yes, but with the loads of homework we have every day, time passes very quickly.

Peter: What time do you have to go to bed?

Hicham: The dormitories open at 9:30 but you may stay up a little longer if you feel like it. Sometimes you may need some extra time to finish homework.

Peter: How about the computer room? Can you use it?

Hicham: Yes, but only on weekends.

6. Fill in the following table with expressions from the dialogue.

Possibility	Obligation	Permission	Prohibition
.....
.....
.....

7. Read the grammar summary and match the sentences in column A with those in column B.

A
1. Look, it's snowing again.
2. This restaurant can't be that expensive.
3. The film must be interesting.
4. You can't park here.
5. You don't have to clean the house.
6. You must write your essay again.

B
a. It's full of mistakes.
b. Can't you see the sign?
c. The flight might be delayed.
d. The queue is really long at the ticket box.
e. Can't you see the people going in?
f. I've already done it.

Choose the correct answer.

- _____ you speak any foreign languages? a. May b. Can c. Have
- Take an umbrella. It _____ rain later. a. has to b. need c. might
- You look tired. You _____ go to bed. a. should b. ought c. can't
- You _____ do it. I've already done it. a. mustn't b. needn't c. oughtn't
- I have a headache. _____ you buy me some aspirin? a. May b. Could c. Shall

BOOST YOUR WRITING SKILLS

Writing a personal letter

Write a letter to your pen pal telling her/him about your eating habits and the activities you practise to keep fit and healthy. Use the following questions to help you organise your ideas.

- Do you take varied food elements in your meals?
- Do you eat until you get full? Or do you take what your body needs?
- How often do you exercise?
- What do you think about your eating habits?

3. Respect the layout of an informal letter.

LEARNER TRAINING

Evaluating websites

A. Discuss the following points with your partner, then share your ideas with the whole class.

1. Do you use the internet? If yes, where and how often?
2. What do students normally do with the internet?
3. What sites do they prefer to visit on the internet?
4. Is all the information on the internet correct and reliable?

B. Why do you need to evaluate Websites?

Not everything displayed on the internet is useful and reliable. So you must evaluate the information you find. Following is a short checklist that can help you evaluate websites. Read and discuss the checklist with your teacher and classmates.

Criteria	Yes	No
1. Is the information about the author clearly stated (an individual or organization, name, position, title, etc.)?		
2. Are the objectives of the website clearly stated (what it is for and who it is for)?		
3. Does the site really meet its objectives?		
4. Is the site of interest to you?		
5. Is the information in the site reliable? (Can the information be checked somewhere else?)		
6. Is it clearly stated when the site was produced and when it was updated?		
7. Is the information in the website up-to-date?		
8. Are the ideas in the site varied and reflect different points of view?		

C. Out-of-class work.

Go to the internet, choose a website that contains information of interest to you and fill in the checklist above. Report your findings to the class in the coming session.

I. Conditional type "0"

1. Use

Conditional type 0 is used to express statements about real and possible situations. It also refers to general truths such as scientific facts.

e.g.: If you put water on fire for a long time, it evaporates.

John always plays computer games if he has no homework.

2. Structure: The structure of Conditional 0 is

If + Simple present, + ... simple present ...

II. Conditional type "1"

1. Structure: The structure of Conditional 1 is

If + Simple present, + ... future ...

2. Use: The first conditional (also called conditional type one) is used to talk about possibilities in the present or in the future. A first conditional sentence consists of two parts (clauses): the IF-clause and the Main clause.

IF CLAUSE	MAIN CLAUSE
If you read this book,	you will find it very interesting.
MAIN CLAUSE	IF CLAUSE
We will go out for a walk this afternoon	if the weather is fine.

NB: Notice that there is no need for a comma when we start with the main clause.

III. Modals

Modals	Functions	Examples
can	Ability	I can speak three languages.
	Requesting assistance	Can you tell me where the post office is?
	Permission	Can I use your pen, please?
could	Ability in the past	Mary could run faster when she was younger.
	Requesting assistance	Could you pass the salt please?
have (got) to	Necessity	I have to go home now. It's cloudy today. It may rain this afternoon.
may	Possibility	May I go out, please?
	Permission	Ian might come for dinner this evening.
might	Possibility	That must be Khalid's twin brother. He looks exactly like him.
	Certainty	You must give in your homework before Friday.
must not/ can't	Necessity/ Obligation	You mustn't/can't drive beyond the speed limit.
	Prohibition	You don't have to/needn't take all these heavy clothes with you. It's really hot over there.
don't have to/ needn't	Absence of necessity/ obligation.	People with high cholesterol should/ought to eat low fat foods.
should/ ought to	Advisability/ Recommendation	

A. Fill in the blanks with "too" or "enough".

1. Are you tall to reach that lamp?
2. I'm sorry, but it's late to do anything about it now.
3. I'm tired to work this evening.
4. This book is complicated for me to understand.
5. Is this product safe for children?

B. Change the sentences from the active to the passive.

Example: You can buy this kind of CDs anywhere.
 This kind of CDs can be bought anywhere.

1. They treat him very well.
2. They are building a big library here.
3. They have to clean the kitchen.
4. They invited 40 people to the wedding party.
5. Someone must type this letter before we leave.
6. Henry Ford invented the assembly line.

C. Fill in the blanks with: who, which, whose, where.

1. A Scot is a person comes from Scotland.
2. This is the house I was born.
3. car did you borrow yesterday?
4. An orphan is a child parents are dead.
5. People respect the traffic law rarely get into trouble.

D. Fill in the blanks with: must, can't, mustn't

1. I be at home before 10 pm.
2. Don't worry! We be late for the train. We've got enough time.
3. Maria be tired. She's had a hard day today.
4. You crack your fingers when talking to people. It's impolite.
5. Tim be happy today. He looks very upset.

E. What do these sentences express? Match Column A with Column B.

- | A |
|---|
| 1. I can do all this work by myself. |
| 2. You may use the calculator. |
| 3. You needn't write the questions. |
| 4. People must be tolerant of each other. |
| 5. The doctor will come soon. |
| 6. The boss might come tomorrow. |
| 7. You can't smoke in here. |

- | B |
|------------------|
| a. prohibition |
| b. permission |
| c. ability |
| d. no obligation |
| e. obligation |
| f. possibility |
| g. prediction |

F. Fill in the blanks with the correct tense of the verbs between brackets.

- If a person (practise) sports regularly, he or she always (feel) healthy and fit.
- If I (not/feel) well tomorrow, I (go) and see the doctor.
- What we (do) if the bus doesn't come on time?
- What (happen) to water if you (put) it on fire for a long period of time?
- I (go) out for a walk if I (have) time this evening.

CROSSWORD PUZZLE

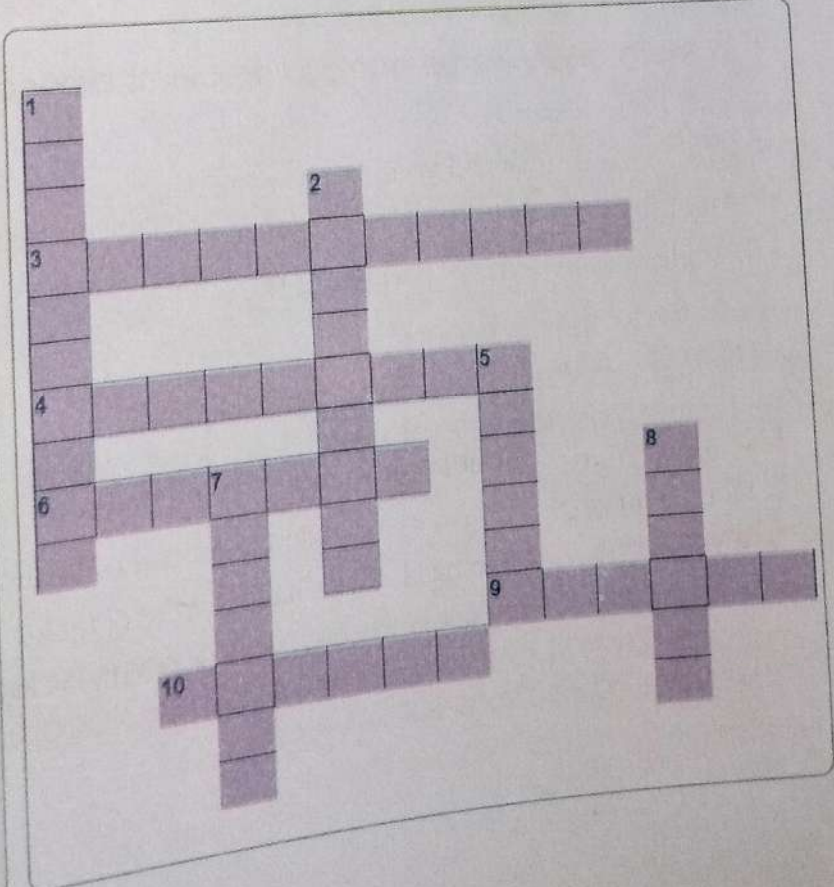
Complete the crossword puzzle with the right words from unit 6

Across:

- against some illnesses is very necessary for children.
- I must go to the dentist. I have a terrible
- Synonym of overweight.
- You must change your eating if you want to keep fit.
- You are putting on You should exercise.

Down:

- is better than cure.
- Opposite of healthy.
- If you don't get sleep at night, you get tired all day.
- Mustapha from a terrible stomachache.
- Lack of food.



Unit 7

Content of the unit Standards, Competencies and Skills

Interpersonal Communication

- express hopes and wishes.
- talk about some ecological problems.

Presentational Communication

- Speaking: express wishes and hopes and discuss some ecology problems.
- Writing: write a formal letter complaining about some ecology problems.

Interpretive Communication

- Listening: predict, listen for main idea, listen for details, listen for specific information.
- Reading: get the main ideas of the text, read for specific information.

Culture: Practices and products

- learn about some ecology problems around the world (sea & forests).

Learner training

- use context clues to build up vocabulary learning skills.
- make a brochure.

Language development

- practise the use of conditional type 2.
- learn vocabulary related to ecology (forests, fish and sea), practise forming adjectives, verbs and nouns.

Connections

- learn about different ecology problems (science, geography).
- use context clues to understand new vocabulary (languages).
- make a brochure (all subjects).

A PICTURE IS WORTH A THOUSAND WORDS

- A. With a partner, discuss the following points, then share your ideas with the whole class.
1. What do the following pictures have in common?
 2. What problem does each picture refer to?



- B. The following vocabulary items are related to the theme of this unit.
With a partner, match the words in box A with their definitions in box B.

Box A

1. ozone layer
2. endangered species
3. fuel efficient
4. organic fertilisers
5. greening
6. extinction
7. global warming
8. acid rain
9. dumping
10. recycling

Box B

- a. the process of collecting used materials and treating them to be used again.
- b. a layer of gases which stops harmful radiation from the sun reaching the earth.
- c. no longer existing.
- d. rain that contains dangerous chemicals.
- e. animals, insects and other creatures that are about to disappear.
- f. using less fuel.
- g. creating green areas.
- h. throwing away unwanted materials in rivers and seas.
- i. the phenomenon of trapping heat near the surface of the earth.
- j. natural products that help the soil become more productive for agriculture.

Unit 7

C. In pairs, complete the following table with the correct form of the words.

Noun	Verb	Adjective
1.	preservative
2. recycling	wasted
3.	damaged
4.
5. renewal
6.	harm	.....
7. diversity	polluted
8.	destructive
9.
10. promotion

BOOST YOUR LISTENING SKILLS

Saving Fish Species



1. World Oceans



2. Different sea species

A. Put the corresponding letters of the three world oceans in the right circles on the map (Box 1).

- a. The Indian Ocean
- b. The Pacific Ocean
- c. The Atlantic Ocean

B. Write the numbers corresponding to the following names of different sea species in the right circles in box 2 on page 96.

1. Shark 2. Tuna 3. Dolphin 4. Whale 5. Billfish 6. Seal

C. With your partner, discuss the following questions, then share your ideas with the whole class.

- Which fish species do you think are endangered?
- What are some of the dangers that fish in the different oceans of the world face?

Part 1

A. Read the following statements, then listen to part 1 and choose the correct answers.

- The facts displayed in the listening are based on
 - a newspaper article.
 - a scientific report.
 - an interview with scientists.
- The findings in the listening were reported in
 - a scientific publication.
 - a research paper.
 - a published book.



B. Listen to part 1 again and complete the following notes about the three reasons for the decrease of fish species.

-
- destruction of areas where fish live.
-

Part 2

A. Listen to part 2 and answer the following questions.

- What is the information gathered from Japanese fisheries compared with?
- Where are tuna and billfish especially disappearing?

B. Listen again to part 2 and complete the following text with the right information.

The study is the first worldwide mapping of species of (1).....
 The study found the total catch for tuna and billfish (2)..... as much as (3)..... during the (4).....

Part 3

A. Listen to part 3 and match the causes with the effects.

Causes
1. surface water gets warmer
2. surface water gets colder
3. large fish are caught

Effects
a. fish species increase
b. other fish are accidentally caught
c. fish species decrease

Unit 7

B. Complete the following notes about the five important world areas that have many different kinds of fish.

1.
2.
3. Near Australia's Great Barrier Reef.
4.
5. Southern Pacific Ocean.

Whole text listening

Listen to the whole text and match each title from the list with the appropriate part.

Parts
Part 1
Part 2
Part 3

Titles
a. The effect of temperature on fish species.
b. A published scientific study on the decrease of fish species.
c. The damage caused by too much fishing.

Discussion

With a partner, discuss the following situation, then report your ideas to the whole class.

Morocco is endowed with a very long coastline stretched along two borders: the Atlantic Ocean and the Mediterranean Sea. State some of the problems that the Moroccan sea area suffers from.

BOOST YOUR COMMUNICATION SKILLS

Expressing hopes and wishes

A. Read and listen to this dialogue, then answer the following question.

Why is Jane so worried about the test?

Jane and David are talking about the test they're going to take next Monday.

Jane: I'm so worried Dave. I hope I pass the test next Monday.

David: I wish you wouldn't worry so much. I'm not as intelligent as you are at Maths, but I'm not worried at all. With a little concentration, I'm sure you'll pass.

Jane: I wish you wouldn't call me intelligent. I hate being called that.

David: I'm not kidding. You know, everybody says you're top of the class. They wish they had your talent.

Jane: Do you think so? How come I failed my last test?

David: That was an accident. Nobody expected you would get such a low mark.

Jane: Anyway, I hope the test will not be as difficult as the last one.

B. Read the dialogue again and find out expressions of hopes and wishes, then copy them below.

- 1.
- 2.
- 3.
- 4.

C. Read the following rules and circle the right word: hope or wish.

- 1. We use **hope** / **wish** when we are talking about something that is possible.
- 2. We use **hope** / **wish** when we are talking about something that is contrary to fact/reality.
- 3. When it refers to the present, the verb following **hope** / **wish** is a past tense form.
- 4. When it refers to the future, **hope** / **wish** is followed by would + verb.
- 5. When it refers to the future, the verb following **hope** / **wish** is often in the present tense form but can sometimes be in the future.

D. Read about these people and say what they hope and wish.

1. Mrs. Alami is so worried about her husband who's been away on business for three days. He hasn't called and she can't get in touch with him.

She **hopes**

She **wishes**

2. Karim has just come to the United States. He's looking for a job. He's not good at English and this makes it difficult for him to communicate with people.

He **hopes**

He **wishes**

3. John is working on a project. He must finish it this week. But he hasn't got enough time to finish it in time.

He **hopes**

He **wishes**

E. Write a short paragraph about yourself including some situations that are similar to the ones in exercise D. End your paragraph with a wish and a hope.

BOOST YOUR READING SKILLS

A. With your partner, answer the following questions.

1. What do these pictures have in common?
2. What problem does each picture show?
3. What are the consequences of the situations shown in the pictures?



B. Read the following text and choose the appropriate title for each paragraph from the given list.

1. Causes of deforestation.
2. Effects of deforestation.
3. The importance of environment safety.
4. Why trees matter.
5. Why forests are so important.

A. Environmental issues affect every life on this planet from the smallest parasite to the human race. The reason for this is simple. A single disruption in the Earth's delicate balance can mean certain destruction of the very place that holds the lives of many species. What is not so simple is finding alternatives to the now dangerous and confronting acts of planet degradation that have been afflicted on the planet over recent years. Trees have been or are being cut down at increasingly high rates. If this is not stopped many unfavourable side effects could crop up.

D. One of the main factors for deforestation is urban expansion. Besides, the poor in attempts to settle farmland, they become "shifted cultivators" and resort to using slash and burn methods of tree removal. Slashing and burning involves what its name implies, trees are cut down and the remains are burned. The ash is used as a fertiliser and the land is then used for farming or cattle grazing. However, the soil that is cleared in slash and burn is left infertile. As for modern industry, it cuts down the trees in huge quantities. The logging industry is fuelled by the need for disposable products. 11 million acres a year are cut for commercial and property industries. Logging does also have other indirect negative effects. The roads that the loggers build to access the forests and generate hydroelectric power create an easy way for many people to try to manipulate the forest resources. Another of the more devastating forces behind deforestation is cattle grazing. With the international growth of fast food chains, this seems to be an evident factor in the clearing of trees today. Furthermore, the race to produce cash crops such as fruit, spices, sugar, tobacco, soap, rubber, paper, and cloth has given cause to many to try to farm them by using soil and other products that can be retrieved by destroying the forests.

B. To understand why deforestation is such a pressing and urgent issue, forests must first be given credit for what they bring to global ecosystems and the quality of life that all species maintain. Tropical Rainforests presently give a place to call home for 50% - 90% of all organisms, 90% of our relatives, the primates, and 50 million creatures that can live in no place other than the rich rainforests. Not only are other species at risk, but the human race will also lose a lot of benefits from what the trees give. According to the World Rainforest Movement, 25% of medicines come from the forests. Moreover, the forests give life, not only to other species, but they help to preserve the human race.

C. The forests have global implications not just for life but for its quality as well. Trees improve the quality of the air that species breathe by trapping carbon and other particles produced by pollution. Trees are what cools and regulates the earth's climate in conjunction with other such valuable services as preventing erosion, landslides, and making the most infertile soil rich with life. Mother earth has given much responsibility to trees.

E. Deforestation presents multiple societal and environmental problems. The immediate and long-term consequences of global deforestation are almost certain to jeopardize life on Earth as we know it. Some of these consequences include: loss of biodiversity; the destruction of forest-based societies; and climatic disruption.

C. Read paragraph D and fill in the following chart with the appropriate information.

Causes of deforestation

.....

.....

.....

.....

.....

Unit 7

D. Answer the following questions from the text.

1. Why is deforestation such a pressing and urgent issue?
2. What makes cattle grazing a cause of deforestation?
3. What could deforestation generate?

E. In small groups, suggest ways of saving forests in your area or in your country.

1. Write a list of activities we shouldn't do against forests:

-

-

-

-

2. Write a list of measures that should be taken to preserve forests:

-

-

-

-

F. Discuss your ideas with the whole class.

BOOST YOUR GRAMMAR

Conditional type "2"

A. Read this text and answer the following question.

Do you think Karim's dream will come true?

Karim is an over-ambitious young man. He's always dreaming of a better life. This is what he usually tells himself:

"If I had enough money, I would set up my own business. I would resign from this job and forget about the problems I always have with my boss. My parents are not all that rich, but if they knew how important it is for me to be a businessman, they would certainly try to do something to help. My father would sell the small farm and my mother would sell all the jewellery she inherited from my grandmother. I have always thought about finding an associate and so I spoke to one of my colleagues. Unfortunately he did not seem to care.

"If I were you," he said, "I wouldn't think of such things. Where will you get the money from?"

I know it's not as easy as one might think. But who knows? Perhaps my dream will come true one day.

B. Read the text again and find the sentences that express.

1. Karim's dream:

- a.
- b.
- c.

2. His colleague's advice:

.....

C. Match the sentence parts in Column A with the ones in Column B.

Column A
1. If I knew where she lives,
2. We would be able to buy a larger house
3. If we controlled our expenses better,
4. Mary wouldn't have to walk to work.
5. If I were in your shoes,

Column B
a. I wouldn't buy that jacket.
b. if she had a car.
c. I'd send her a letter.
d. if we had enough money.
e. we'd save a lot of money.

D. Read the grammar summary and do the following exercise.

1. If there (**to be**) no mosquitoes, there would be no malaria.
2. If Tom had a moustache, he (**to look**) completely different.
3. There would be less traffic jams if the streets..... (**to be**) larger.
4. What(**you/to do**) if you were in my position?
5. If you didn't live far away, we (**can**) visit you more often.

E. Read the following situations and complete the sentences.

1. You want to call your friend but you don't have time now.
If
2. Your sister has a terrible toothache. Advise her to go to the doctor.
If
3. You need a computer but you don't have enough money.
..... if
4. You dream of becoming a singer so that you can travel round the world.
If

BOOST YOUR WRITING SKILLS

Writing a formal letter

A. Read the following letter and answer this question.
Why is Bill Casey interested in the Desert Adventure Holiday tour?

{ Bill Casey
 23, Oxford Street,
 Plymouth,
 England

← 15th April, 2006

{ Travel Tour
 56, Mohamed V Avenue,
 Casablanca.

← Dear Sir or Madam,

← I'm writing to enquire about the Desert Adventure Holiday tour next January.

{ First, what are the dates of the tour? Second, what are the prices of the tickets, including the prices of accommodation? I also would like to know whether we are going to stay in a hotel or bivouacs. Furthermore, I would like to know the activities we can do during our stay in the desert.

{ Please contact me at the above address or e-mail me at bcasey@yahoo.com. A friend of mine enjoyed the tour last year and he recommended it to me this year.

{ I look forward to hearing from you.

{ Yours sincerely,
 ← Bill Casey

B. Match each part of the letter above with one of the following parts. Put the right number in the appropriate circles.

1. Closing paragraph.
2. Inside address.
3. Formal salutation.
4. Opening sentence of main body.
5. Signature.
6. Complementary closing.
7. Second paragraph of main body.
8. Sender's address.
9. Date.

C. Is there a difference between a formal letter and a personal letter?

D. Write a letter of complaint to an international organisation that works for the protection of forests. Include, in your letter, some suggestions that may help in protecting forests in your area or in your country.

E. In small groups, follow the steps below to write the letter.

1. Put a list of those who are responsible for the current state of our forests. Then, use adjectives that best describe the attitude of citizens towards forests. Finally, use expressions of complaint about the indifference towards the destruction of the forest.
2. What kind of help do you expect from that international organisation? Money, expertise or both? Organise your ideas from the most important to the least important. What promise can you make to change the situation?
3. Pay attention to punctuation, spelling and the layout of a formal letter.

BOOST YOUR PROJECT WORK SKILLS

Making a Brochure

A. You and your classmates are planning to create a Green Club. To make people know about you, work in small groups and design a brochure. Your brochure should include the following sections.

1. Introduction: write a short paragraph about the importance of forests.
2. What does the Greenpeace do to protect forests?
3. Introduce your club, its objectives and promises regarding the preservation of forests in your area.
4. Include some pictures of trees and forests in your area.
5. State your action plan to preserve forests in your area.

B. Preparation and collection of data.

The following websites can help you to collect information about what Greenpeace does to save forests in the whole world:

1. <http://www.paradiseforest.org/home.php>
2. <http://www.greenpeace.org.uk/forests>

C. Presentation of the brochure.

In your group

- decide how many sections you are going to include in your brochure
- think of a suitable design
- prepare a presentable brochure and show it to the whole class in the presentation session.

LEARNER TRAINING

Building vocabulary through context clues

A. Six types of context clues.

When authors write, they often include context clues to help the reader understand the meanings of some words they think that he or she may not know. Using these context clues can help you learn the meaning of many new words. Here are six types of these context clues:

1. Definition context clue: The author includes a definition to help the reader understand the meaning of a word.

2. Synonym context clue: The author includes a synonym to help the reader understand the meaning of a word.

3. Antonym context clue: The author includes an antonym to help the reader understand the meaning of a word. (An antonym is a word that means the opposite of another word.)

4. Description context clue: The author includes one or more descriptions to help the reader understand the meaning of a word.

5. Summary context clue: The author makes a number of statements that help the reader understand the meaning of a word.

6. Visual context clue: The author includes a picture, drawing, chart, graph, or other type of visual to help the reader understand the meaning of a word.

(Adapted from: www.how-to-study.com)

B. What type of context clue is used in each of the following examples to make you understand the underlined words? Match each context clue with the right example.

Context clues

1. Definition context clue

2. Synonym context clue

3. Antonym context clue

4. Description context clue

5. Summary context clue

6. Visual context clue

Examples

a. Joe was reluctant to take on the position of captain of the basketball team. He was afraid that the time it would take would affect his grades. On the other hand, Billy was eager for the chance to be captain. He thought that being captain of the team would make him very popular in school.

b. Peggy had an exultant look on her face.



c. Andrea was a very impertinent young lady. She was so rude that she talked while her teacher was explaining a lesson. She showed no respect for other students. Her manners were very poor. Even her parents thought that Andrea was impolite.

d. The people of the town were warned not to eat the tainted fish. The local newspaper published a bulletin in which readers were clearly told that eating fish that had a disease could be very dangerous. This was especially true for fish caught in Lake Jean.

e. John Fitzgerald Kennedy, our 35th president, improved human rights and equal rights for all people. He was a very charismatic president. People were attracted to his charm and enthusiasm. His personality was described as magnetic.

f. After seeing the picture of the starving children, we all felt compassion or pity for their suffering.

C. Match the words taken from the examples in activity B with their correct definitions.

Words
1. reluctant
2. exultant
3. impertinent
4. tainted
5. charismatic
6. compassion

Appropriate definitions
a. a strong feeling of sympathy and caring for people who are suffering.
b. having charm, enthusiasm, and a magnetic personality.
c. having a disease, not of good quality.
d. hesitating, not willing to do something.
e. showing great joy.
f. impolite and not showing respect for others.

GRAMMAR SUMMARY

Conditional Type 2

Form

IF CLAUSE	MAIN CLAUSE
If + Subject + Simple past	Subject + would + Verb

Examples:

- If I had a million dirhams, I would travel round the world.

If clause

Main clause

- John would come to the party if he didn't have to travel for work.

Main clause

If clause

NB: Notice that when the "if clause" comes first, we must use a comma but there is no comma when it comes second.

Uses

- We use conditional type 2 to talk about things which are unreal (impossible or not true; things which don't or won't happen) in the present or the future.

Examples	Explanations
1. If I were you, I wouldn't buy this car.	- I'm not you. It's unreal.
2. Jim would be upset, if his girlfriend let him down.	- She will not let him down. That's not going to happen.
3. If horses could fly, there would be no need for airplanes.	- Horses can't fly. That's impossible.

- We use conditional type 2 to express advice.

Example: If I were you, I would see a doctor.

Unit 8 Society and Social Problems

Content of the unit Standards, Competencies and Skills

Interpersonal Communication

- express suggestions.
- talk about some social problems.

Presentational Communication

- Speaking: express suggestions and discuss some social problems.
- Writing: write an article suggesting solutions to some social problems.

Interpretive Communication

- Listening: predict, listen for specific information, listen for main ideas, listen for details.
- Reading: read for specific information, get the main ideas of the text, read for general idea.

Culture: Practices and products

- learn about some social problems in different parts of the world.

Learner training

- make posters for consciousness raising to avoid road accidents.
- practise problem solving.

Language development

- practise the use of reported speech.
- learn and practise the use of phrasal verbs.
- review and practise the use of reflexive pronouns.
- learn vocabulary related to social problems.

Connections

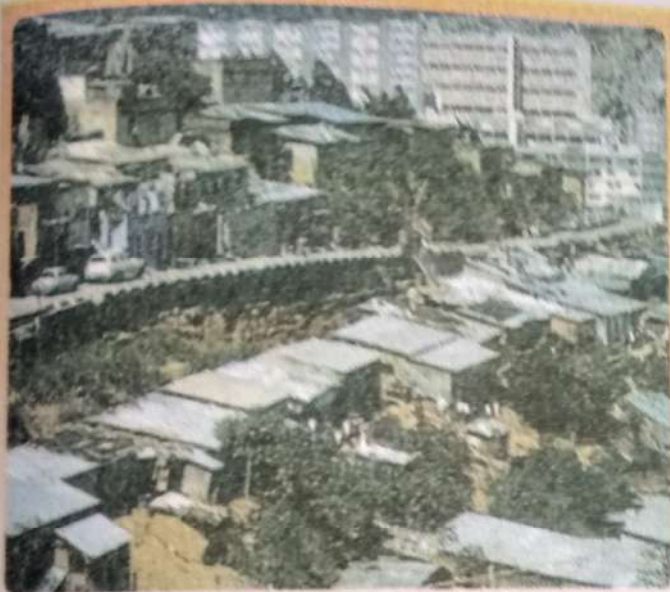
- learn about different social problems (geography, civic education, philosophy)
- make posters (all subjects).
- practise problem solving (all subjects).

A PICTURE IS WORTH A THOUSAND WORDS



Referring to the problems of employment, the rural world, education, the status of women and disabled persons, His Majesty King Mohamed VI said:
"We do not hold a magic wand by which we claim to resolve all these problems and others, but we are firmly resolved to face them, with the help of God, the soonest with the means available."

Extract from The King's speech, July 23, 1999.



A. Look at the pictures above and discuss the following points with a partner.

1. What social problem does each picture show?
2. Which of the problems (in the pictures) does Morocco suffer from?
3. Do you have any of those problems in your area?

B. Share your ideas with the whole class.

Unit 8

C. The following vocabulary items are related to the theme of this unit. With a partner, match the words in box A with their definitions in box B.

Box A
1. Poverty
2. Dangerous diseases
3. Shanty towns
4. Unemployment
5. Illiteracy
6. Road accidents
7. Homeless children
8. Beggars

Box B
a. State of being not educated.
b. A person living by asking for money and food.
c. Consequence of not respecting the road code.
d. State of not being able to get the necessities of life.
e. Lack of job opportunities.
f. 'Houses' lacking healthy conditions to live in.
g. Kids living away from or without their families
h. Illnesses that cannot or are difficult to cure.

D. Choose the appropriate potential measure(s) to solve each of the above problems. Some measures can be used to solve more than one problem. (Write only the numbers of the corresponding problems).

- a. Investments (.....)
- b. Education (.....)
- c. Social mobilisation (.....)
- d. Commitment of Non-Governmental Organisations (NGOs), Associations, and Civil society (.....)
- e. Micro-loans (.....)
- f. Contraceptives (.....)
- g. Government's housing projects (.....)

E. Discuss your answers with the whole class.

BOOST YOUR LISTENING SKILLS

Solving some social problems

A. Think of the following issues, share your ideas with a partner, then with the whole class.

1. Do you have any idea about the poor in your area, the causes of their situation, where they live and how?
2. What do the government and local communities do to improve their situation? Are you satisfied with the efforts made in this field? Explain.

B. You are going to listen to an extract from a radio programme. What do you think it is about?

I think the radio programme is about

C. Listen to the radio programme extract and check your answer.

D. Listen again and fill in the blanks.

1. Together, the government, associations, and can increase the speed of progress.
2. Thanks to..... some women have been able to buy sewing machines.
3. Sustainable development can be attained by following a policy of

E. Listen again and write down two of the main suggestions made by the international NGO representative.

1.
2.

F. With a partner, think of another suggestion that would solve the problems mentioned in the listening, then share your ideas with the whole class.

BOOST YOUR COMMUNICATION SKILLS

Making suggestions

A. With your partner, look at the following pictures and say what you think about them.



B. In pairs read the following extracts and identify the problems mentioned. Morocco, like other parts of the world, has many disabled persons who have suffered from exclusion for many years. Nowadays, there's a social mobilisation and a political will to improve the situation of the disabled. Read different views of some of the concerned people.

Unit 8



I became disabled in 2004 in a road accident. I won't forget the day when I was hit by a car; it made me give up my studies. Now I'm jobless. Why don't bank operators provide loans for disabled people to start their own projects?



I'm disabled by birth not by heredity. I've suffered from exclusion for many years. Now, thanks to the national initiative for human development, I benefit from some advantages. Let's all work together to alleviate the suffering of disabled people.



I suggest empowering the disabled with education and skills tailored to their needs in order to make this category of our citizens earn their living with dignity.



What about changing our negative attitudes towards these kinds of people? Why don't we listen to their interest and needs if we want to integrate them in society and make them participate in the development of our country?

C. Read the extracts again, then find out and copy the expressions for making suggestions.

- | | |
|---------|---------|
| 1. | 4. |
| 2. | 5. |
| 3. | |

D. Read and listen to the following extract from a TV programme and, in pairs, fill in the chart below.

"Hi, I'm from Ghana. I live in a rural area. Our village is far from the school. That's why I don't go to school like many children in the village. My father is married to three women. I have six brothers and four sisters. My father doesn't have a regular work. My eldest brother and one of my sisters have been working in the city from the age of ten. Because of the lack of rain and job opportunities, my father is thinking of taking us to the city. But where are we going to live? Is he going to find a job? In fact, no one knows. But he wants us to go to the city like other families in our village."

Social problems	Causes of the problems	Suggest some solutions
.....	- What about.....
.....	- I suggest.....
.....	- Let's
.....	- Why doesn't

A. Discuss the following quotation by Kofi Annan, former United Nations Secretary-General.

"Child labour has serious consequences that stay with the individual and with society for far longer than the years of childhood. Young workers not only face dangerous working conditions. They face long term physical, intellectual and emotional stress. They face an adulthood of unemployment and illiteracy."



B. Work with your partner and say whether you agree or disagree with the following statements.

1. Street children do not represent a danger to our society.
2. Children work at an early age simply because they enjoy it.
3. Street children encounter many difficulties.
4. Most of the time street children are offered interesting jobs.

C. Read the following text and give it a suitable title.

.....

The image of homeless children who live and work on the streets is becoming familiar to each of us. Some come from street families. Others live mainly on the street but may go back to the family home in the evenings or make sporadic visits. Yet others always sleep out. A proportion of them has endured periods in jail or other reformatory institutions. Estimates about street children differ widely. Their mobility and the fact that they move in and out of street life make them difficult to count. Particular circumstances such as warfare, deteriorating economies and natural disasters can increase their numbers. UNICEF is extremely alarmed by the growing numbers of orphans on the streets.

On the one hand, some types of work make useful, positive contributions to a child's development, and therefore help children learn about responsibility and develop particular skills that will benefit them and the rest of society. Often, the practised work is a vital source of income that helps them sustain themselves and their families. On the other hand, millions of children do extremely hazardous work in harmful conditions, putting their health, education, personal and social development, and even their lives at risk. Children are often trafficked, that is to say transported by the threat or use of violence, deception, or coercion so they can be exploited as forced or enslaved workers for sex or labour.

They become more vulnerable, cheaper to hire and are less likely to demand higher wages or better working conditions. Education seems to be expensive to some parents who feel that what their children will learn is irrelevant to the reality of their everyday lives and futures, which perpetuates poverty. Many working children do not have the opportunity to go to school and often grow up to be unskilled adults trapped in poorly paid jobs, and in turn will look to their own children to supplement the family's income.

Social vulnerability, family dysfunction, often fuelled by poverty are the main causes that put pressure on families and drive children on to the streets. Girls make up between 3% and 30% of the street child population. Higher rates of drug use and involvement in petty crime make them vulnerable to violence from others like them. Therefore, they prefer to belong to a gang for protection.

Most of these children suffer from respiratory infections, skin infections or even from AIDS. Besides, they represent a major reason for the increase of violence. So, why not taking urgent efficient measures that can help in reducing this negative phenomenon in our cities and consequently empower the adults of tomorrow?

Unit 8

D. Read the text again and fill in the following chart.

The causes that make children resort to street

E. Read the text again and say whether the following statements are true or false, then correct the false ones.

1. All children come from street families. (.....)
2. The precise number of street children can easily be known. (.....)
3. Children are hired to do dangerous work. (.....)
4. Street children join gangs to attack people in streets. (.....)

F. Choose the correct answer:

1. The text ends with a complaint.
2. The text ends with a promise.
3. The text ends with a suggestion.


G. In small groups discuss these points, then share your ideas with the whole class. (a representative of each group reports the ideas).

- Do you have street children in your neighbourhood or area? What are the causes of their bad situation? What do you suggest to improve their situation?

BOOST YOUR GRAMMAR

I. Reported Speech (1)

A. Reporting opinions: Study the following example.

	<p><i>“Life in big cities is becoming hard and dangerous.”</i></p>
According to Bob	life in big cities is becoming hard and dangerous.
Bob thinks that	
Bob believes that	

B. Ask your partner's opinion about the following issues and take notes of what she/ he says.

1. Unemployment:
2. Illiteracy:
3. Road accidents:

C. Report your partner's opinion to the whole class starting with.

My partner **thinks**.....
 My partner **believes**.....
 According to my partner.....

D. In pairs, study the following situations, then fill in the table below.

- Your teacher said: "I'm going to explain **this** difficult passage."
 (Your partner, who didn't pay attention, wanted to know what the teacher said.)
 You: Our teacher **said** he **was going** to explain **that** difficult passage.
- Tom said: "I've visited Agadir twice."
 (You report to Laura what Tom said.)
 You: Tom **said** he **had visited** Agadir twice.
- Tom: "I **came** from London **last** Monday."
 (You report to Laura what Tom said.)
 You: Tom **said** he **had come** from London **the previous** Monday.
- Tom: "I **will** rent a car to visit Ouarzazate."
 (You report to Laura what Tom said.)
 You: Tom **said** he **would** hire a car to visit Ouarzazate.

Tense of the verb in direct speech	Tense of the verb in indirect speech
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-

E. Look at the grammar summary, then with your partner, report the following opinions.

- Maids are still ill-treated.
 (An NGO representative said that)
- People with disability need more care and interest.
 (A disabled person told journalists that)
- Road accidents can't be reduced if we don't change some of our bad habits.
 (A government representative announced that)
- The time of exclusion is over.
 (A human rights activist declared that)

Unit 8

F. Report the following statements.

1. Omar: "Sorry I'm writing an e-mail message at this moment."
2. Steve: "Associations have participated in many educational programmes in this rural area."
3. Jamila: "Our school received five computers as a donation from a company."
4. Pamela: "Laura will volunteer with our association to sensitise women to the importance of contraceptives in family planning."

II. Phrasal Verbs

A. Read the text and answer the following question.

What did Mourad learn from his father?

Mourad is brought up in a small family. He is a very well organized boy and knows how to manage his time. When he gets back home from school, he takes off his clothes, puts on his pyjamas and lies down to get some rest. After dinner, he goes up to his room and goes over his lessons or does his homework. From time to time, and especially on weekends, he goes out for a walk with friends. Everyone who knows Mourad feels that he takes after his father in everything. Mourad himself admits that his father is his model.

B. Read the text again and underline all the phrasal verbs.

C. Fill in each blank with one of the phrasal verbs from the text.

1. You have to your shoes before entering the Mosque.
2. I must my lessons this evening because we'll have a test tomorrow.
3. something warm if you want to go out. It's very cold outside.
4. Amina her mother. They both have blue eyes.
5. As he was tired, he..... on the sofa for a siesta.

D. Match the sentences in column A with the ones in column B.

Column A
1. We had to put off the meeting
2. I can't print any more copies.
3. When the company renewed their computer system
4. Turn down that radio please.
5. Please fill in the application form
6. When we got to the camping ground,
7. we need to find a baby sitter

Column B
a. they gave away all the old equipment to a local school.
b. I'm trying to concentrate on my work.
c. because the boss was on a trip.
d. The printer has gone out of ink.
e. to look after the baby while we are out.
f. and return it as soon as possible.
g. we put up our tents and started to get dinner ready.

E. Complete the phrasal verbs by filling the gaps with the correct prepositions.

1. Fill this form, please.
2. The music is too loud. Could you turn the volume, please?
3. Turn the lights when you go to bed.
4. Do you mind if I switch the TV? I'd like to watch the news.
5. When you enter the house, take your shoes and put some slippers
6. If you don't know this word, you can look it in a dictionary.

III. Reflexive pronouns

A. Form and use.

Singular	Plural
myself	ourselves
yourself	yourselves
himself	themselves
herself	
itself	

- When the object of the sentence is the same person, animal or thing as the subject, we use reflexive pronouns to emphasise the subject or object.
- In some situations a reflexive pronoun doesn't refer to the subject:

Example: Sarah's poems are about herself.

NB: Some verbs aren't used with reflexive pronouns such as:
wash, shave, dress, feel, hurry.

B. Study the following examples, then do exercise C.

1. I did the work **myself** because the secretary was absent.
2. To improve your English, you should do your homework **yourself**.
3. The little **girl** prepared dinner **herself**.
4. The boss **himself** comes to check if the employees are all present.
5. The stork made **itself** a nest on the top of the tower.
6. **We** saved **ourselves** from the flood.
7. "If **you** don't respect **yourselves**, no one will respect you", the teacher said to her students.
8. The **students** enjoyed **themselves** during the excursion.

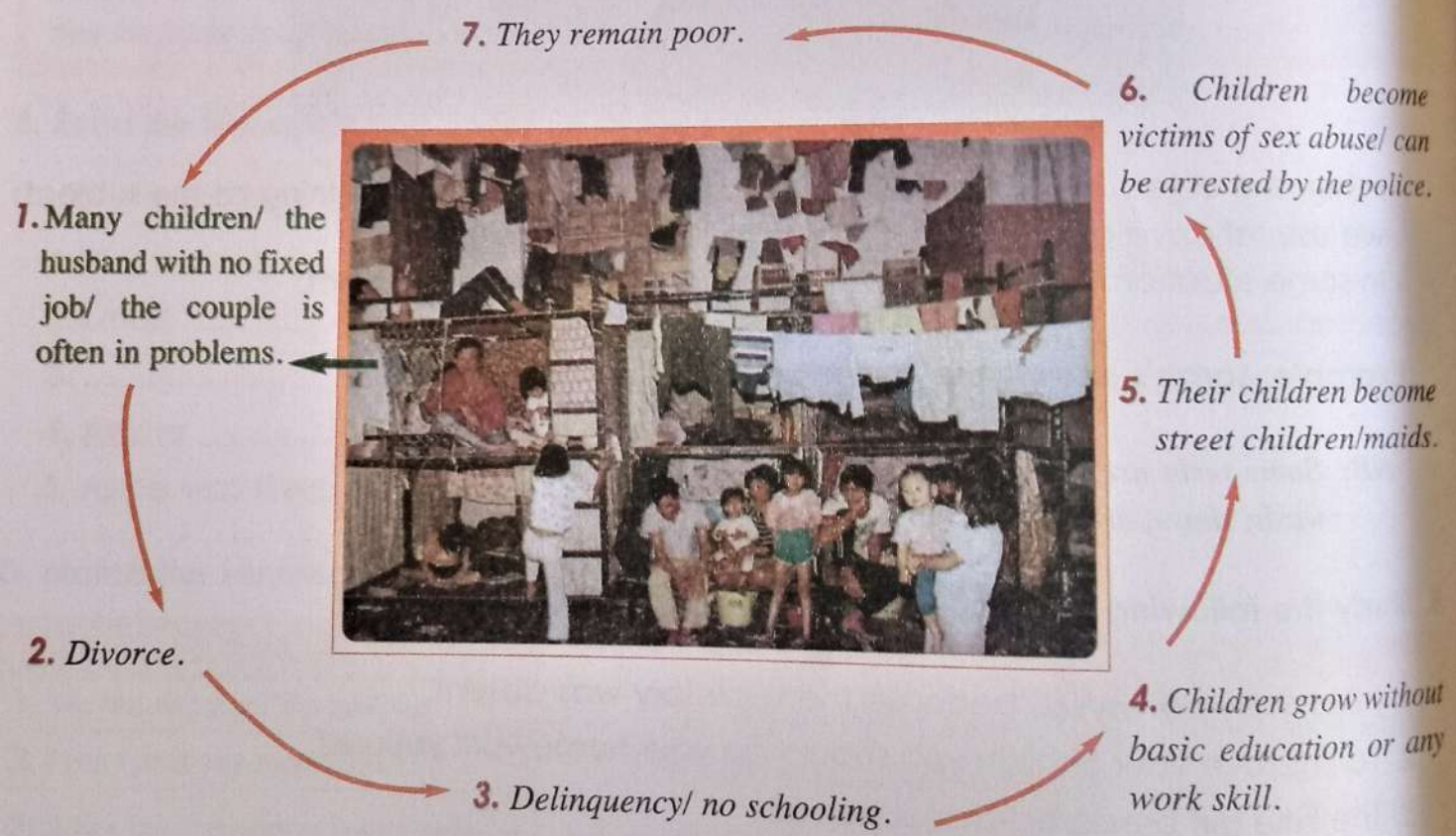
C. Fill in the blanks with the appropriate reflexive pronouns when possible (put X when it is impossible).

1. I shaved early and started my revision.
2. The electronic door of this supermarket opens by when someone comes nearer.
3. Laura dressed quickly and hurried off to work.
4. There are no waiters here. Clients must serve
5. Barbara is not a self-reliant person. She can't depend on
6. We built this little school, then we asked officials to bring a teacher for our children.

BOOST YOUR WRITING SKILLS

Writing an article

A. In a small group, study this Vicious Circle.



- B. How can a newly married poor couple avoid being victim of the vicious circle? Use the following expressions: I suggest.../ What about.../ How about.../ Let's .../ Why not ...
- C. Write an article to a magazine making suggestions that can help reduce the problem of the poor in your area or in your country.

Making a poster to raise people's consciousness about road accidents

We lose many souls each year due to the carelessness of drivers, motorists and pedestrians. Let's change our bad habits in this field and establish a new culture of respect of the road code.

A. Look at the following instructions that can help raise the consciousness of both pedestrians and motorists to some of the mistakes they commit. The instructions are scrambled. Copy their numbers in the table below according to the headings.

1. Dial numbers and talk on cell phones.	6. Cross in the middle of the street.	11. Change radio stations or cassettes.
2. Use crosswalks. But be careful.	7. Drive slowly particularly inside cities.	12. Take care of personal needs such as eating.
3. Walk in the street if there is a sidewalk.	8. Pick up items from floor mats.	13. Look both ways when approaching an intersection.
4. Give priority to pedestrians.	9. Wear dark clothing at night.	14. Respect the road code.
5. Look at a map or at a newspaper.	10. Leave a safe distance between their cars and others.	15. Be careful when getting out of cars.

Motorists should...	Motorists shouldn't...	Pedestrians should...	Pedestrians shouldn't...
-	-	-	-
-	-	-	-
-	-	-	-

B. Whole class discussion.

C. Making posters.

In groups of 4, make a poster on which you write ONE LIST of the instructions above. The posters are supposed to be exhibited during a school campaign against road accidents. Make your handwriting bigger and clearer. You can include drawings or pictures.

GRAMMAR SUMMARY

Reported Speech

Study the following table carefully.

Changes in tenses

Direct Speech	Reported Speech
She said, "I study Italian."	She said she studied Italian.
He said, "I am reading the grammatical summary."	He said he was reading the grammatical summary.
He said, "I have read two books of Charles Dickens."	He said he had read two books of Charles Dickens.
He said, "I saw an interesting film last weekend."	He said he had seen an interesting film the previous week-end .
She said, "I will participate in this competition."	She said she would participate in that competition.
The little child said: "I broke the window."	He admitted he had broken the window.

Other changes

Direct Speech	Reported Speech
Now	Then
Today	That day
Tomorrow	The day after
Here	There
This	That
These	Those

Review: Units 7 and 8

A. Use *hope* or *wish* and make any necessary changes.

- "I you visited your mother who is ill."
- "We want to visit Assila next week-end. We it will be a sunny day."
- "Students their parents would allow them to participate in a voluntary work in a rural area."
- "She her parents would stay with her."
- "I I find the multimedia room open."

E. Fill in the blanks with suitable adverbial particles from the list.

down - up - off - on - after - for - in - away

- The plane is going to take..... in a few minutes.
- When it started to rain, we put our umbrellas.
- Don't throw..... rubbish in the street. There's a rubbish bin over there.
- Who do you take.....? Your father or your mother?
- Karim was late this morning because his scooter broke on his way to school.
- I must go to the airport to see John
- What are you looking? Have you lost anything?
- Would you mind filling this form please?

F. Fill in the blanks with a suitable verb and an adverbial particle from the lists.

Verbs: believe - fill - get - look - put - switch - take - throw - turn - try
Prepositions: away - down - for - in - off - on - out

Example: My mother is out, so I have to my little brother.
 My mother is out, so I have to **look after** my little brother.

- Hurry up! the bus. It's going to leave at any moment.
- Why don't you this jacket? I'm sure it'll look very nice on you.
- I must these old newspapers. They make the place very untidy.
- It took the firemen two hours to that huge fire.
- Do you ghosts?

CROSSWORD PUZZLE

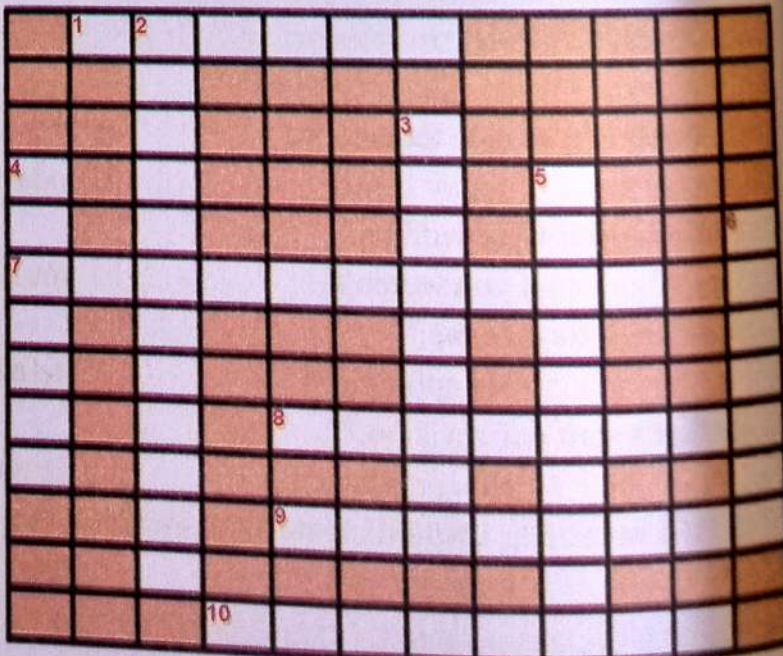
Complete the crossword puzzle with the right words from unit 8

Across:

- Many youngsters from the problem of unemployment.
- In a polluted area, people are to some dangerous illnesses.
- against women, physical and psychological, should be prohibited.
- Most patients in this hospital suffer from serious
- Someone without home is a person.

Down:

- The issue of is among the most difficult problems to solve. The number of the unemployed is growing.
- Countries should forbid dumping waste in their lands.
- The state of being poor.
- Someone who is unable to read and to write.
- Investment boosts our economy and reduces the number of people.



Content of the unit Standards, Competencies and Skills

Interpersonal Communication

- express apologies.
- talk about human and child rights.

Presentational Communication

- Speaking: express apologies, discuss some human and child rights, give a public speech.
- Writing: write a report about child rights.

Interpretive Communication

- Listening: guess the topic, listen for specific information, listen for details.
- Reading: predict the topic, read for general ideas through questions, read for specific information, read and infer specific information.

Culture: Practices and products

- learn about the situation of human and child rights in different parts of the world.

Learner training

- learn useful tips related to public speaking.
- give a public speech.
- learn how to build vocabulary through using suffixes.

Language development

- practise the use of phrasal verbs.
- learn and practise the use of suffixes.
- learn vocabulary related to human and child rights.

Connections

- learn about public speaking and deliver a public speech (all subjects)
- write a report (all subjects).
- learn about human and child rights (civic education).

A PICTURE IS WORTH A THOUSAND WORDS

A. With a partner, look at the following pictures and write one sentence or phrase to describe each of them, then share your sentences or phrases with the whole class.

1.



2.



3.



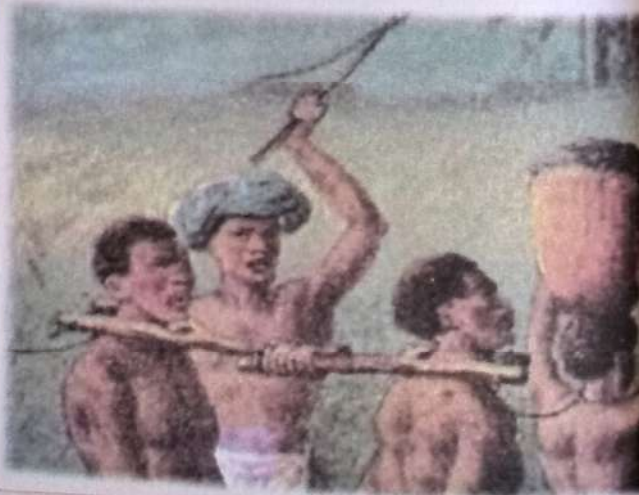
4.



5.



6.



8. Each picture in A represents a violation of one of the fundamental human rights. Here are some articles taken from the "Universal Declaration of Human Rights". Write the number of the picture corresponding to the violated article.

Picture Number	Human Rights Articles
	a. Article 3: Everyone has the right to life, liberty and security of person.
	b. Article 4: No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.
	c. Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
	d. Article 16 (3): The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.
	e. Article 19: Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.
	f. Article 25 (2): Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

C. Read and listen to this poem, then complete the following sentence.
This poem is about

Human

By: Starlight

I feel so sick and hungry and cold
 And my pain is increasing as I grow old
 Why does my plea for help fall on deaf ears?
 Why doesn't anyone wash away my fears?
 I limp because of a broken leg and hip
 Imagine if that happened to you
 Then it would matter, wouldn't it?
 Then, Human, what would you do?
 I cry because my family
 Was slaughtered right in front of me
 Cries for help and then lifeless eyes
 That's what happened when my beloved mother died
 And my sister the last thing she did
 Was turn to me with blood tears on her eyes
 Why do you do this to us?
 Why do you ignore our cries?
 Before I escaped I lived in a cage
 So small that I could smell my neighbor's breath
 I could feel him trembling with fear
 And this only made me more upset
 I still remember my family screaming with pain
 This is something you can never forget again
 But there you are, Human, wearing fur because it's in fashion
 Oh Human, how can you show such little compassion.

Unit 9

D. Find words in the text that show that.

- nobody listened to the poet's plea for help
- the poet is handicapped
- the poet lived in poor family
- the poet doesn't live in her country anymore

E. The poet is asking us, humans, to do something to help. What should be done to stop these sad events?

BOOST YOUR LISTENING SKILLS

The right to be a child

A. The text you are going to listen to is about children in the world. Look at the title and guess what the text might specifically be about. Choose from the list below and compare your answer to that of your partner.

1. child labour.
2. corporal punishment.
3. child education.
4. child abuse.

Part 1

B. Listen to Part 1 and check your answer.

C. Listen to Part 1 again and fill in the following table with the missing information.

	Age	Continent	Work	Age at which they started work
Iqbal				
Dieudonne				

D. Listen again to Part 1 and choose the best answer.

Iqbal was forced to work because

1. he was an orphan.
2. he didn't want to go to school.
3. he had to pay his family's debt.

Part 2

E. Listen to Part 2 and complete the following paragraph.

In some countries round the (1)....., children are not allowed to go to school or play (2) They are (3)..... to work very long (4)..... and fight in (5)..... Unlike children in (6)..... countries, they don't have the right to education, (7)..... care or play time.

Parts 1 and 2

1. Listen to Parts 1 and 2, then with your partner, make a list of some particular child rights.
2. Share and discuss your list with the whole class.

Apologising

A. Mr. Alami works for a big international company in Casablanca. Today he had some problems on his way to work and could not get on time. Read and listen to the dialogue between him and Helen, his colleague at work, and answer the following question. Why did Helen accept Mr. Alami's apologies?

Mr. Alami: Helen, I'm really sorry that I'm so late. My car broke down on my way here.
 Helen: That's OK. It's not a problem.
 Mr. Alami: I took a taxi but we were stuck in a traffic jam for about fifteen minutes!
 Helen: Oh, that's terrible!
 Mr. Alami: Umm... I apologise for not calling. But my cell phone didn't work.
 Helen: Mr. Alami, it's perfectly all right. You're hardly ever late. You can join your colleagues. They're discussing your project. You can take over as soon as you are ready.
 Mr. Alami: Alright. It'll take me just a couple of minutes.
 Helen: Ok, see you later.

B. Read the dialogue again and find two expressions of apologising.

1.
2.

C. Here are other ways of expressing an apology. Put them in their corresponding column.

1. I'm very sorry. 2. I do apologise. 3. Sorry about that. 4. I'm sorry. 5. I really am very sorry.

Weak apology	Normal apology	Strong apology	Stronger apology	Very strong apology

D. Read the following mini-dialogues and find out the expression used to express and accept apologies, then copy them in the chart on page 128.

1. a. "Please excuse the mess in the room."
 b. "Don't worry. It's not a problem"
2. a. "I'm sorry about the noise the children are making."
 b. "It's all right"
3. a. "I'm sorry I lost the notebook. I'll go and get another one."
 b. "Don't worry about it."
4. a. "We deeply regret any misbehaviour, as this was not our intention."
 b. "We'll say no more about it."
5. a. "Is this your seat? Oh, I do apologise."
 b. "It's not important."

Apologising

-
-
-
-
-

Accepting apologies

-
-
-
-
-

E. How would you apologise in each of the following situations?

1. You left the water tap running.
2. You dropped all the books on the floor.
3. You haven't brought your English copybook today.

BOOST YOUR READING SKILLS

Trafficked People: Questions and Answers

A. Look at the title and guess what the text might be about.

B. Read the text and check your answer to activity A.

a.
Smuggling and trafficking are different. However, the two terms are often incorrectly used interchangeably. Each describes a form of migration. Smuggling is the illegal movement of a person across a border.

b.
A person pays a smuggler a fee to help them travel across a border illegally. In this case, the smuggler is providing a service to an individual. Smugglers usually don't continue to profit from their exchange with the person smuggled after they arrive at their destination.

c.
Violence, including sexual violence, does not take place in the context of smuggling. People being smuggled are vulnerable to the power that the smuggler has over them to get them to their desired destination. As a result, human rights violations may take place during the smuggling process.

d.
Sometimes smuggling arrangements turn into trafficking. Initially, a woman may hire the services of a

smuggler to cross a border, but she later finds herself in a location or situation to which she has not consented. Significant details such as payment for lodging, etc. might be completely different than promised, and she may be forced to work to pay her smuggler's expenses. A smuggler may take advantage of his or her power over the person being smuggled, and lure them into forced labor or sell them to another individual for forced labor.

e.
No - The sale of human beings has existed in almost every continent throughout history. The type and degree of this problem is closely linked to social and economic factors. Increasingly, economic necessity, environmental disasters and wars have driven people to cross borders. It is in this context that trafficking has become a larger industry than ever.

f.
Yes. According to the United Nations Convention against Transnational Organized Crime, trafficking is a crime in international law. As a supplement to this convention, the Palermo Protocol calls for action against human trafficking.

C. Read the text again and match the following questions with their corresponding paragraphs.

Questions

1. Do smugglers always respect the initial agreement?
2. Is there a difference between smuggling and trafficking?
3. Is trafficking a crime?
4. Is trafficking a new issue?
5. What does the smuggler get in return for his services?
6. Do violence and human right violation happen in smuggling?

Paragraphs

- | |
|---|
| a |
| b |
| c |
| d |
| e |
| f |

D. Choose the best answer according to the text.

1. Violence is more likely to take place in
 - a. trafficking.
 - b. smuggling.
 - c. both trafficking and smuggling.
 - d. trafficking but only in some rare cases in smuggling.
2. According to paragraph d, a woman
 - a. may find herself deceived by the smuggler.
 - b. may do without the services of a smuggler.
 - c. may return to her country.
 - d. may agree with the smuggler on changing her destination.

E. Some rights of smuggled people are violated. Make a list of those violated rights based on the information in the text.

Example: The right to be free and live in safety.

1.
2.
3.
4.
5.

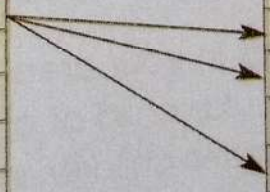
BOOST YOUR GRAMMAR

Phrasal Verbs (2)

A. Match the verbs with the appropriate prepositions to make correct phrasal verbs. (an example is given)
Some verbs can go with more than one preposition.

Verbs
1. take
2. look
4. run
5. come
6. put
8. give

Prepositions
up
away
after
into
off
out



Unit 9

B. Use the phrasal verbs you have found to complete the following sentences.

1. Don't worry. I'll the dog while you're on holiday.
2. While we were swimming in the river, a thief stole our clothes and
3. I was in the supermarket doing some shopping when I an old friend of mine.
4. your jacket. It's very hot in here.
5. I don't need these clothes anymore. I'll them
6. The firemen came a bit late but they manage to the fire.

C. Some of the phrasal verbs are separable and some are non-separable.

Example: Separable	We decided to put off the meeting. (correct)
	We decided to put the meeting off . (correct)
Non-separable	He got off the bus. (correct)
	He got the bus off. (incorrect)

Look at these sentences and write **S** for separable phrasal verbs and **NS** for non-separable ones.

1. I came across an old photograph while I was looking through some family albums. (.....)
2. I've got to put on my sweater. (.....)
3. The burglar broke into the house through the window. (.....)
4. The teacher asked the students to write down the sentences in their notebooks. (.....)
5. Will you look after the children? (.....)
6. He rang up his wife to tell her he would not come for lunch. (.....)

BOOST YOUR WRITING SKILLS

A report on violated child rights in your area

A. Child Parliament is a good Moroccan initiative to improve Child Rights. A girl, who represents children in your area, is going in the coming days to an international meeting to give a report on the situation of Child Rights. You are asked to send her a short report about the situation of children in your neighborhood.



B. You can use the following outline to write your report.

- Paragraph one:** The violated child rights in your area.
- Paragraph two:** Example(s) of a particular child or of two different children.
- Paragraph three:** What you suggest to make children in your area get their complete rights.

C. Look at the Child Rights in Project Work on pages 133-134 to help you in your writing.

Public Speaking

Ten Golden Tips for Public Speakers



A. Read the following tips and discuss them with your partner.

1. Choose a subject you believe in and know enough about.
2. Don't be monotonous. Speak with enthusiasm and vary the pitch and volume of your voice according to context and content.
3. Keep a copy or an outline of your speech with you and use note cards with key points written on them. (Don't memorise!)
4. Speak slowly and clearly.
5. Respect the time you are allotted and conclude on time.
6. Practice and rehearsal are very important in public speaking, especially for inexperienced speakers.
7. Material facilities like acoustics, equipment, and seating arrangements are important for the success of your speech.
8. You need to dress appropriately.
9. Before you deliver a speech to the public, you need to be mentally, emotionally and physically prepared.
10. Use gestures, facial expressions (smiling for example) and eye contact to attract the audience's attention to what you say.

Read the tips again and order them according to the following (write numbers only).

Before the speech:

During the speech:

Compare your answers with your partner's and then discuss them with the whole class.

Vocabulary skills: suffixes

Form nouns, verbs and adjectives using the following suffixes.

- Nouns:** -ment (advertise**ment**), -ity (possibility), -hood (neighbour**hood**), -ness (sick**ness**)
 -ship (relation**ship**), -tion (satisfac**tion**), -sion (conclu**sion**), -ism (tour**ism**).
- Adjectives:** -ive (sensit**ive**), -al (politic**al**), -ous (genero**us**),
 -ful (beauti**ful**), -less (use**less**), -ic (economic**ic**).
- Verbs:** -ify (simpli**fy**), -ise (-ize)(sensit**ise**), -ate (dicta**te**).

B. Give an example for each category.

1. Nouns:

-ment:

-ship:

-ness:

-ity:

-tion:

-ism:

-hood:

-sion:

2. Adjectives:

-ive:

-ous:

-less:

-al:

-ful:

-ic:

3. Verbs:

-ify:

-ise(-ize):

-ate:

C. Fill in the table with appropriate word forms.

Nouns		Adjectives	
1.	.....		beautiful
2.	nation		.....
3.	.....		active
4.	responsibility		.....
5.	.....		generous
6.	production		.....
7.	.....		realistic
8.	seriousness		.....
9.	parenthood		.....
10.	.....		various

D. Fill in the blanks with the correct form of the words between brackets.

- To make a product known, you must (advertisement) it.
- People have the right to express their (policy) views in public.
- I can't understand your point. Can you give more (clarify)
- Mr Blake had an (argue) with his wife the other day.
- Hicham hasn't yet recovered from his (ill)
- This CD-ROM contains some (interaction) grammar exercises.
- My grandfather still has vivid memories of his (child)

BOOST YOUR PROJECT WORK SKILLS**Prepare and deliver a public speech**

Read the following simplified version of the convention on the rights of the child. In a small group, choose one article, from the 40 articles below, that you think is of great importance, and then prepare a speech of 10 minutes to be delivered in class by a spokesperson from the group. Your speech may include the following.

1. Present the article and its content.
2. Show why it is of great importance.
3. Give examples that show its importance, examples of its violation, etc.
4. Use some pictures if you can.
5. Show how people can defend the child right expressed in the chosen article.
6. Urge the audience to take action to preserve the child right in the chosen article and make other people change any negative attitude towards that article/ child right.
7. The spokesperson should respect as much as he/she can the tips introduced earlier (page 131).

Article 1: Definition of the child

Every human being below 18 years unless majority is attained earlier according to the law applicable to the child.

Article 2: Non discrimination

All rights must be granted to each child without exception. The State must protect the child without exception. The State must protect the child against all forms of discriminations.

Article 3: Best interests of the child

In all actions concerning children, the best interest of the child shall be the major consideration.

Article 4: Implementation of rights

The obligation on the State to ensure that the rights in the Convention are implemented.

Article 5: Parents, family, community rights and responsibilities

States are to respect the parents and family in their child rearing function.

Article 6: Life, survival and development

The right of the child to life and the state's obligation to ensure the child's survival and development.

Article 7: Name and nationality

The right from birth to a name, to acquire a nationality and to know and be cared for by his or her parents.

Article 8: Preservation of identity

The obligation of the State to assist the child in re-establishing identity if this has been illegally withdrawn.

Article 9: Non-separation from parents

The right of the child to retain contact with his parents in cases of separation. If separation is the result of detention, imprisonment or death the State shall provide the information to the child or parents about the whereabouts of the missing family member.

Article 10: Family reunification

Requests to leave or enter country for family reunification shall be dealt with in a human manner. A child has the right to maintain regular contacts with both parents when these live in different States.

Article 11: Illicit transfer and non-return of children

The State shall combat child kidnapping by a partner or third party.

Article 12: Expression of opinion

The right of the child to express his or her opinion and to have this taken into consideration.

Article 13: Freedom of expression and information

The right to seek, receive and impart information in various forms, including art, print, writing.

Article 14: Freedom of thought, conscience and religion

States are to respect the rights and duties of parents to provide direction to the child in the exercise of this right in accordance with the child's evolving capacities.

Article 15: Freedom of association

The child's right to freedom of association and peaceful assembly.

Article 16: Privacy, honour, reputation

No child shall be subjected to interference with privacy, family, home or correspondence.

Article 17: Access to information and media

The child shall have access to information from a diversity of sources; due attention shall be paid to minorities and guidelines to protect children from harmful material shall be encouraged.

Article 18: Parental responsibility

Both parents have common responsibilities for the upbringing of the child and assistance shall be given to them in the performance of the parental responsibilities.

Article 19: Abuse and neglect (while in family or care)

States have the obligation to protect children from all forms of abuse. Social programmes and support services shall be made available.

Article 20: Alternative care for children in the absence of parents

The entitlement of the child to alternative care with national laws and the obligation on the State to pay due regard to continuity in the child's religious, cultural, linguistic or ethnic background in the provision of alternative care.

Article 21: Adoption

States are to ensure that only authorised bodies carry out adoption. Inter-country adoption may be considered if national solutions have been exhausted.

Article 22: Refugee children

Special protection is to be given to refugee children. States shall cooperate with international agencies to this end and also to reunite children separated from the families.

Article 23: Disabled children

The right to benefit from special care and education for a fuller life in society.

Article 24: Health care

Access to preventive and curative health care services as well as the gradual abolition of traditional practices harmful to the child.

Article 25: Periodic review

The child who is placed for care, protection or treatment has the right to have the placement reviewed on a regular basis.

Article 26: Social security

The child's right to social security

Article 27: Standard of living

Parental responsibility to provide adequate living conditions for the child's development even when one of the parents is living in a country other than the child's place of residence.

Article 28: Education

The right to free primary education, the availability of vocational educating, and the need for measures to reduce the drop-out rates.

Article 29: Aims of education

Education should foster the development of the child's personality and talents, preparation for a responsible adult life, respect for human rights as well as the cultural and national values of the child's country and that of others.

Article 30: Children of minorities and indigenous children

The right of the child belonging to a minority or indigenous group to enjoy his or her culture, to practise his or her own language.

Article 31: Play and recreation

The right of the child to play, recreational activities and to participate in cultural and artistic life.

Article 32: Economic exploitation

The right of the child to protection against harmful forms of work and against exploitation.

Article 33: Narcotic and psychotic substances

Protection of the child from their illicit use and the utilisation of the child in their production and distribution.

Article 34: Sexual exploitation

Protection of the child from sexual exploitation including prostitution and the use of children in pornographic materials.

Article 35: Abduction, sale and traffic

State obligation to prevent the abduction, sale of or traffic in children.

Article 36: Other forms of exploitation

Article 37: Torture, capital punishment, deprivation of liberty

Obligation of the State vis-à-vis children in detention.

Article 38: Armed conflicts

Children under 15 years are not to take a direct part in hostilities. No recruitment of children under 15.

Article 39: Recovery and reintegration

State obligations for the re-education and social reintegration of child victims of exploitation, torture or armed conflicts.

Article 40: Juvenile justice

Treatment of child accused of infringing the penal law shall promote the child's sense of dignity.

Article 41: Rights of the child in other instruments**Article 42: Dissemination of the Convention**

The state's duty to make the convention known to adults and children.

Article 43-54: Implementation

These paragraphs provide for a Committee on the Rights of the Child to oversee implementation of the Convention.

The titles of articles are for ease of reference only. They do not form part of the adopted text. (UNICEF - UK)

Phrasal Verbs

A. Phrasal verbs are made up of a verb + adverbial particle.
 Examples: give **up**, break **down**, turn **on**.

B. Some phrasal verbs keep the exact meaning of the verb and adverb particle (literal meaning).
 Examples: throw **away**, get **up**, sit **down**.

C. Other phrasal verbs have a meaning totally different from the verb and adverb particle they are composed of (idiomatic meaning).
 Examples: give **up**, take **after**, break **down**.

D. Phrasal verbs can be.

1. **Transitive:** I must look up **this word** in the dictionary.

2. **Intransitive:** When the thief saw the police coming, he **ran away**.

E. There are separable and non-separable phrasal verbs. Transitive verbs are separable, for example:

They **turned down** my offer.

They **turned** my offer **down**.

F. Pronouns must go between the two parts of the transitive verbs.

He switched on the TV. (**correct**)

He switched it on. (**correct**)

He switched the TV on. (**correct**)

He switched on it. (**incorrect**)

CROSSWORD PUZZLE

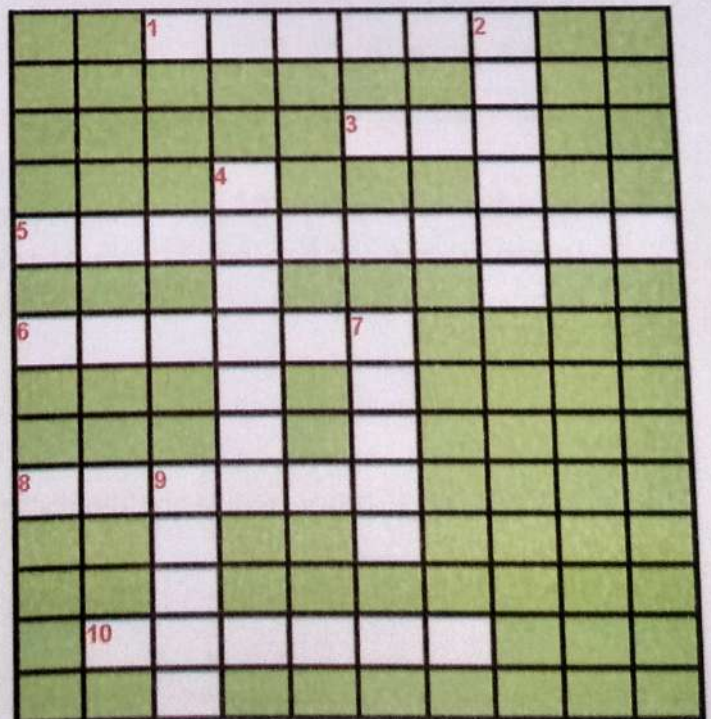
Complete the crossword puzzle with the right words from unit 9:

Across:

- 1. Crimes are closely linked with and economic problems.
- 3. It should not be violated.
- 5. Corporal is not allowed in our schools.
- 6. Child is banned by the law.
- 8. The freedom to say what you want is freedom of
- 10. Martin Luther King was famous for fighting against in U.S.A.

Down:

- 2. A is a person who defends people at court.
- 4. The legal act of ending a marriage.
- 7. Every child has the for education.
- 9. According to the constitution, people should have opportunities.



Content of the unit Standards, Competencies and Skills

Interpersonal Communication

- express possibility.
- talk about travel and tourism.

Presentational Communication

- Speaking: express possibility, discuss types of travel, travel attractions and problems.
- Writing: write a biography following chronological order.

Interpretive Communication

- Listening: listen for main idea, listen for details, listen for specific information.
- Reading: read for general ideas through questions, read for specific information, read for details, guess vocabulary from context.

Culture: Practices and products

- talk about local travel attractions, learn about negative sides of international tourism

Learner training

- learn about how to use reference sources for searching information.

Language development

- learn and practise more use of reported speech.
- learn vocabulary related to travel, guess meaning from context, practise word derivation.

Connections

- learn about how to use reference sources for searching information. (all subject documentation)
- write a biography using different sources. (languages, history, ...)

A PICTURE IS WORTH A THOUSAND WORDS

A. Each of the following pictures represents a special kind of natural travel attraction. Write the name of each travel attraction on top of each picture.

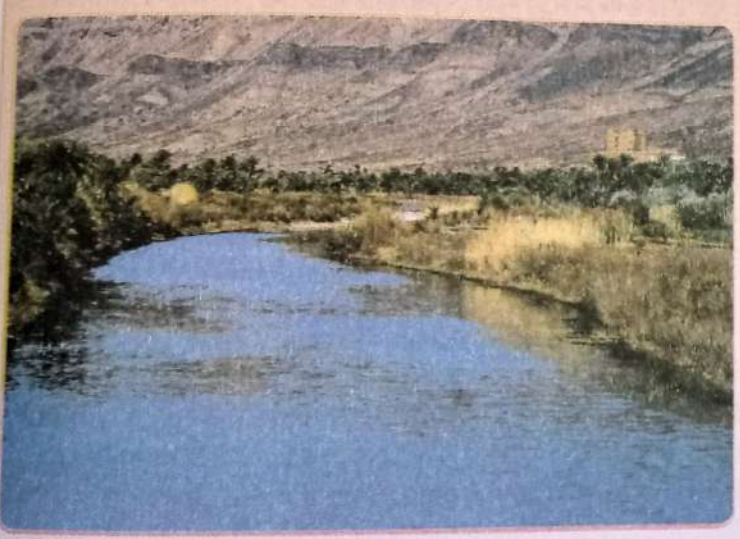
1.



2.



3.



4.



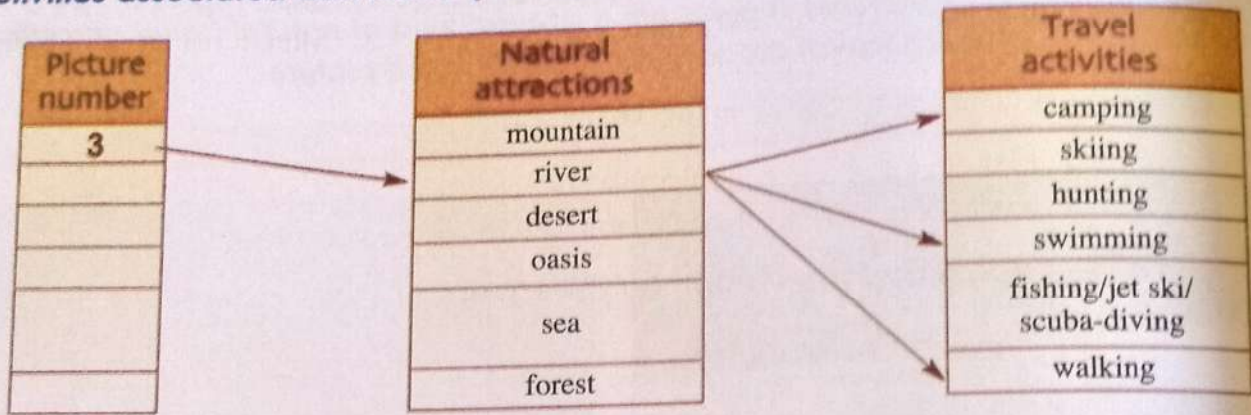
5.



6.



B. Match the pictures in activity A with the following natural travel attractions and the activities associated with them. (an example is given)



C. With your partner, discuss the following points, then report your ideas to the whole class.

1. Which travel attractions in the pictures do you have in your area?
2. Do tourists, both foreign and domestic, visit your area?
3. Are there sufficient facilities in your area for tourists like hotels, restaurants, camping sites, etc.?

D. Here are different types of travel. Match each type with its definition.

Kinds of travel
1. Package tour
2. Escorted tour
3. Solo traveller
4. Family trip
5. Charter trip
6. Trekking

Definitions
a. It usually involves group travel with accommodation, activities and meals included. Generally, the tour will follow a set itinerary and will be accompanied by a tour director or guide. Sometimes local guides and experts may join in.
b. It is like escorted tours usually have fixed itineraries with hotels and all transportation – including local transfers – booked and paid for in advance. The difference is that there is no group. Once you arrive, you are on your own to visit and see what you want. The tour operator may make a range of excursions and local transit arrangements available – at extra but reduced prices. And the operator will usually have a representative available at the destination to handle problems or book local outings.
c. a long and difficult journey, especially in the mountains.
d. It is a variation of a package tour and is a common way to reach the world's more popular destinations. The travel operator rents an airplane and sells the seats. Sometimes hotel or other destination components may be sold alongside the charter flight tickets.
e. Family members on the same trip.
f. Some one who enjoys travelling alone.

E. Problem solving.

1. What's Bob's problem? Read the text and answer the question:

Bob: "Hi friends. I used to enjoy travelling but these days I stopped because my mother usually checks my travel equipments. Most of the time, she finds something missing and starts blaming me for my carelessness. Look at her checklist:

- 1. Personal hygiene items.
- 2. Swiss army knife.
- 3. Well packed luggage.
- 4. Trainers.
- 5. Trekking backpack.

- 6. Tent.
- 7. Sun hat and sun glasses.
- 8. Sleeping bag.
- 9. Digital camera.
- 10. Cooking equipment.

- 11. Swimming suit.
- 12. Insect repellent.
- 13. Money and passport.

Don't you think that it's too much? Help me by choosing the ones that you think aren't important. Justify your choice so that I can convince my mother."

2. Read the text again and respond to Bob's request.

BOOST YOUR LISTENING SKILLS

Promoting rural tourism in Morocco

A. With your partner, discuss these questions, then share your ideas with the whole class.

- Does Morocco have various kinds or a unique kind of tourist attractions? Explain.
- Are the Moroccan tourist attractions well exploited?
- Is there a possibility to increase the number of visitors to our country? Justify.

Part 1

B. Listen to Part 1 of an interview between a radio reporter and a tourism expert and write down the new kind of travel destination that the expert thinks can encourage more tourists to come.

C. Listen to Part 1 again and complete these statements.

- 1. The most daring tourist projects are related to
- 2. Apart from Western European and American tourists who visit Morocco, there are tourists from
- 3. Our country offers international tourists imperial cities,, attracting mountain sites, and

Part 2

A. Listen to Part 2 and say whether the following statements are True or False. Correct the False ones.

- 1. According to the journalist, Morocco is well ranked among the ten principal tourist destinations in the Mediterranean basin.

- 2. Unemployment will be reduced in rural areas because of tourist investment.

- 3. Villagers are well prepared to provide high quality services to tourists visiting their area.

E. Discuss these points in a small group, then share your ideas with the whole class.

- Has anyone of you spent some time in a village before?
- Are there any tourist facilities there?
- Do tourists, domestic or foreign, visit that village?
- What might attract tourists to that village?

BOOST YOUR COMMUNICATION SKILLS

Expressing possibility

A. Read and listen to the telephone conversation below and say who 'he' and 'it' refer to in the following statements. Put a tick in the appropriate box.

Statements	Mr Alami	Peter Hyde	Media Trust
1. He must be the boss.			
2. It might be a company.			
3. He might have travelled on business.			
4. He could be a client.			
5. He might have wanted to talk to Mr. Alami about an urgent matter.			

Operator: Hello, Media Trust, how can I help you?
Caller: This is Peter Hyde. Can I speak to Mr. Alami?
Operator: Certainly, hold on a minute, I'll put you through...
Secretary: Mr Alami's office, how can I help?
Caller: This is Peter Hyde calling. Is Mr Alami in?
Secretary: I'm afraid he's out at the moment. Can I take a message?
Caller: Yes, could you ask him to call me. I need to talk to him, it's urgent.
Secretary: Does Mr Alami have your number?
Caller: Yes.
Secretary: Thank you Mr. Hyde. I'll make sure Mr Alami gets this as soon as possible.
Caller: Thanks, bye.
Secretary: Bye.

B. Classify the statements in the table into present/ future and past possibilities. Put a tick in the appropriate box.

Statements	Present/ Future	Past
1. He must be the boss.		
2. It might be a company.		
3. He might have travelled on business.		
4. He could be a client.		
5. He might have wanted to talk to Mr. Alami about an urgent matter.		

C. Read the following sentences and put 'F' for facts and 'P' for possibilities.

- 1. Mr Alami may not be in his office. (....)
- 2. Mr. Alami is not in his office. (....)
- 3. He might be on a business trip. (....)
- 4. Mr. Hyde was disappointed because he could not get in touch with Mr. Alami. (....)
- 5. He might have wanted him for an urgent meeting. (....)
- 6. The secretary may forget to tell her boss that Mr. Hyde had called. (....)

D. React to the following statements using the words in brackets.

Example: - I've been working for 12 hours today. (must/tired)
 - You **must be** tired.

- 1. Jane hasn't arrived to the party yet. (may/ forget)

- 2. The door bell is ringing. (might/ Saad)

- 3. Bob didn't stop when I waved to him. (can't/ see me)

- 4. Laura is smiling after the interview. (could/ be accepted for the job)

- 5. Whose bag is this? (might/ John's)

E. Look at the following pictures and say to your partner what you think about them. Express possibilities in the present/ future or in the past.

Example: In **Picture 1** the student may be finding the exam very easy.
 He might have worked hard for his exam. He could get a passing mark.



BOOST YOUR READING SKILLS

The future of travel

A. Discuss the following questions with a partner, then share your ideas with the whole class.

- Why do people travel?
- Is tourism good? Justify.
- Do foreign tourists have an influence on our way of life? Explain.

B. Read the text and answer this question.

According to the text, does tourism have negative effects?

The well-known saying "Leave only footprints-take only photographs" sounds naïve. The presence of tourists in a foreign country always has an **impact** not only via waste disposal and pollution of the environment but also through the destruction of local traditions and traditional ways of life.

Travel means discovery, challenge, and new experiences. But a journey of discovery is only successful if it does not destroy what it discovers. Travellers need to educate themselves to minimize their impact on the local environment, infrastructure, people, and culture. An **ethics** of travel should be concerned not only with the economic impact of travel, but also with how visitors impact the cultures of their host countries. While travel is a way to promote peace, mutual understanding, and friendship between the peoples of different cultures, it also causes economic inequalities and cultural and environmental degradation.

Much of travel today is about consumption-the consumption of foreign places, cultures, and people. The colourful locals are often objects of curiosity and visual consumption, part of an **exotic** land to be admired and photographed. The interactions between the visitor and the local people often do not go beyond the exchanges of seller-buyer and provider-consumer.

We do not just visit cities, mountains, museums, and beaches. We visit the people. They have a right to

privacy and to a way of life that is not shaped by outside forces such as international tourism. The best way to learn to respect the locals is to meet and get to know them. It is in the interactions and **encounters** between the host and the visitor that an ethics of travel begins. Where friendship and understanding develop, the traditional relationships of seller-buyer and provider-consumer are transformed. More than consuming places and people, travel is an opportunity to break out of our patterns of familiarity and gain insights into the cultures that make up the diversity and complexity of the human race.

Although travellers certainly have rights in foreign countries, they have obligations as well. If they appreciate and respect the cultural, economic, and social integrity of the travel destination, they will help it by choosing a low-impact and non-intrusive ways of travel-to give preference to small, locally-owned operations that are sensitive to the ecosystem and local culture. It is also important to **interact** with the local people in their authentic cultural context and ignore the stereotypes of tourist brochures and the glossy travel press. The tourist industry will continue to grow. Distant locations and people will continue to be exploited as travel destinations. We all leave footprints in the places we travel to, but we can learn to minimize **them** and reduce **their** impact.

C. Read the text again and fill in the chart with the appropriate information from the text.

Some negative sides of tourism

-

-

-

-

-

-

-

D. Read the text again and answer the following questions.

1. What definition is given to travel in the text?
2. Why is it important for tourists to interact with the local people?
3. What does the writer suggest to preserve travel destinations?
4. What do 'them' and 'their' in the last sentence in the text refer to?

E. Complete the following sentences with information from the text.

1. and
2. To reduce some negative effects of tourism, are two negative aspects of tourism.
3. Travellers can't learn to respect the locals if

F. Choose the appropriate meaning of the following words according to the text.

1. **impact** (paragraph 1):
 a. contact b. cause c. influence d. remark
2. **ethics** (paragraph 2):
 a. political systems b. global strategies c. moral principles d. economic policies
3. **exotic** (paragraph 3):
 a. familiar b. unusual c. new d. far
4. **encounters** (paragraph 4):
 a. meetings b. difficulties c. solutions d. contradictions
5. **interact** (paragraph 5):
 a. entertain b. contact c. investigate d. communicate

G. The following words are taken from the text. Fill in the table with the correct form of the words.

Noun	Verb	Adjective
1. pollution	.....	.....
2. ....	.....	successful
3.	destroy	.....
4.	promote	.....
5. interaction	.....	.....
6. ....	.....	economic
7. consumption	.....	.....
8.	develop	.....
9. ....	.....	familiar
10. diversity	.....	.....

Role play: Planning for a trip

A. In small groups, discuss the following situation about planning for a trip.

1. Agree on a budget which can help you travel for a week.
2. Choose a means of transport (coach/ train/ car/ biking/ hiking/ flying/ sailing)
3. Choose your destination: city (beach/monuments/etc.) or countryside (mountain farm/ etc.)
4. Where to stay: in a hotel, a camp, or renting a house.
5. List the main expected activities of your trip.
6. Is there any possibility to follow the ethics of travel? Explain.

B. Report your plan to the whole class.

BOOST YOUR GRAMMAR**Reported Speech (2)**

A. Read and listen to this dialogue, then underline the questions.

Dave: Hi Bill! We haven't met since last week.

Bill: Yes, you're right. I've been very busy these days. Didn't I tell you? I bought a new house.

Dave: Well, well, that must come as a surprise. Congratulation.

Bill: Thanks. I'm moving tonight.

Dave: Do you think you'll need any help?

Bill: Well, actually, I'll need somebody to give a hand. Laura is away on a business trip.

Dave: Ok, then. What time can I come?

Bill: Seven. Will that be ok?

Dave: Yes, That'll be ok for me. See you at seven then.

Bill: See you. Bye.

B. Complete this paragraph using information from the text.

When Dave met Bill last week, he told him that
 Dave said he and told Bill that
 and that that night. Dave asked him
 and he said he would because his wife was away on
 business trip. Then Dave asked him what time
 and they agreed on seven.

C. Underline the verbs you find both in the dialogue and the paragraph and copy them in the following table.

Verbs in the dialogue	Verbs in the paragraph
.....
.....
.....
.....

D. What changes do you notice? Are there any other words that have been changed?

E. Rewrite the following sentences beginning with the words given.

- "Is the train station far from here?"
The tourist asked a policeman.....
- "Where do you live?"
My teacher wanted to know.....
- "How long does it take to walk to the city centre?"
A stranger asked me
- "Have you got anything to declare?"
The customs officer asked me.....
- "Do you think Mary will like the present?"
Sarah asked me.....
- What time did you get up?"
My father wanted to know

F. The following verbs can also be used as reporting verbs.

advise beg congratulate suggest remind blame accuse warn

Read the grammar summary, then fill in each blank with the appropriate verb from the list.

- "Why don't we go out for a walk?"
James that we should go out for a walk.
- "Remember you have a meeting at three o' clock."
Margaret her husband that he had a meeting at three o'clock.
- "Well done! I knew you would pass the exam this time."
My teacher me on passing the exam.
- "Please, please Dad, let us play football in the garden."
The children their father to let them play football in the garden.
- "We missed our train because of you. You were very late."
The students their friend for missing the train.

6. "It was you who sat on my glasses and broke them. wasn't it?"
Salah his room-mate of sitting on his glasses and breaking them.
7. "Don't let the children go out. The street is very dangerous."
Mrs. Brown the baby-sitter not to let the children go out.
8. "If I were you I would buy a bigger car."
Jane her friend to buy a bigger car.

BOOST YOUR WRITING SKILLS

Writing a biography

A. In pairs, look at the picture and answer the following questions, then share your ideas with the whole class.



1. Who is the person in the stamp?
2. What do you know about him (nationality, places he visited, period of time he lived in, ways of travelling at that time, books he wrote, etc.)?

B. Read more information about Ibn Battuta in the table and map below. Check your understanding of vocabulary.

1. Here are some important events in the life of Ibn Battuta:

Year/Period	Event	Other information
1304	- born/Tangier	
1325	- started travelling	- went on pilgrimage (Hajj)
1325-1350	- visited many countries (44 modern countries). - covered about 120,000 km (75,000 miles).	- got married many times. - went to Mecca on pilgrimage several times. - faced many dangers. - did many jobs, especially a judge (Qadi), an ambassador, a trader, etc.
1350	- returned home	- his mother died a few months before.
A few days later	- travelled to Spain (Al-Andalus).	
1352-1354	- his journey into Africa	- visited Mali, Timbuktu, etc.
1354	- settled in Fez. - dictated his journeys to Ibn Juzzayy.	- served as consultant to Sultan Abu Inan. - his book Arrihla was written.
1369	- died/Fez.	
1800s	- Arrihla was discovered and translated into many languages.	- became famous.

2. This map shows some of the places Ibn Battuta visited and the way he took in his journey:



C. Write a short biography of Ibn Battuta using the information in the table and the map above. These expressions may help you.

- In 1304 / in 1304
- Between 1325 and 1350 / From 1325 to 1350
- While
- During
- After/ Before
- for 2/ 4/ 25 years.
- A year/ Two years later
- At the end of/ At the beginning of

LEARNER TRAINING

Using reference sources for searching information

A. Where can you get the following information? Match each reference source with the information it provides.

Reference sources
1. Thesaurus
2. Almanac
3. Dictionary
4. Encyclopedia
5. Atlas
6. Internet/ CD ROM

Types of information
Synonyms
Definitions
Current information about different subjects
Short articles about different subjects
Maps
Varied types of information in different formats (text, audio, video, etc).

B. What reference will you start with to search about a topic? (Justify your choice)

1. Dictionary
2. Magazine articles
3. Encyclopedia
4. Almanac.

C. Writing reference sources in a bibliography.

References in a bibliography are generally written in the following way:

a. For books

- Author, Year, Title of Book, City/ Country of Publication: Publisher.
(the year can be at the end)
- For the author's name, start with family name followed by comma (,) then first name.
- When there are more than 2 authors, write the name of the first author followed by: et al (= and other authors).

b. For magazine articles

- Author, "Title of Article," Title of Magazine, Date: Page(s). (the year can be at the end).

D. Look at the way this reference is written in a bibliography, then rewrite the other ones correctly: Paton, Alan, 1948, Cry, the beloved country, UK, Penguin Books.

1. Internet for English language teaching – Office of English Language Programs - Washington – 2002 – Mark Warschauer, et al.
2. 1966 – Heinemann Educational books Ltd – Francis Selormey – London – The narrow path
3. Khalil Gibran – Pan Books – The Prophet – 1991 - London

GRAMMAR SUMMARY

Reported Speech (2)

A. Study the following: Direct questions versus indirect questions.

<i>Direct questions</i>	<i>Indirect questions</i>
Will we get our money back?	They asked if they would get their money back.
Why has the bus stopped?	She asked why the bus had stopped .

Notice that for a yes/no type of question (auxiliary + subject + verb?), we use "if", while for wh-questions (What, Why, How, Where, etc. + auxiliary + subject + verb?), we use the question word used in the direct question.

B. Here are some other basic reporting verbs.

Accuse: To accuse someone of doing something.
 "It's you who broke my earring."

Siham accused her sister of breaking her earring.

Admit: To admit doing something.
 To admit that ...

"You are right. I've broken the rule."

He admitted breaking the rule.

He admitted that he had broken the rule

To advise: To advise someone to do something.

"You should work harder."

He advised me to work harder.

To agree: To agree that.....

"It's true that the problem is too delicate."

He agreed that the problem was too delicate.

To apologise: To apologise to someone for doing something.

"I'm terribly sorry for being late."

She apologised to the teacher for being late.

To complain: To complain about something

"I'm sorry to say it but you make too much noise."

They complained about the noise.

To congratulate: To congratulate someone on doing something.

"Congratulations on passing your driving test."

They congratulated him on passing his driving test.

To invite: To invite someone to do something.

"You are welcome to my birthday party."

She invited us to come to her birthday party.

To offer: To offer to do something for someone.

"Can I help you carry that heavy bag?"

He kindly offered to carry the heavy bag for me.

To promise: To promise to do something.

"I won't be late again."

He promised not to be late again.

To refuse: To refuse to do something.

"Sorry but I can't help you with the washing up."

He refused to help with the washing up.

To suggest: To suggest that someone should do something/ To suggest that someone do something.

"Why don't you go on a picnic?"

He suggested we (should) go on a picnic.

To warn: To warn someone about something

To warn someone (not) to do something.

"Be careful while driving. The road is not in good condition."

He warned him about the bad road condition.

He warned him not to drive too fast.

Review: Units 9 and 10

A. Match the words in column A with the ones in column B.

Column A
1. Forced
2. Natural
3. Equal
4. Package
5. Digital
6. Basic
7. Health
8. Sexual
9. Play
10. Insect

Column B
a. care
b. time
c. violence
d. repellent
e. labour
f. rights
g. disasters
h. opportunity
i. tour
j. camera

B. Fill in the blanks with one of the collocation on page 149.

1. Having a family is one of the in the International Declaration of Human Rights.
2. may be one of the reasons why a large number of people cross the border to take refuge in another country.
3. There are a lot of mosquitoes here. We need to buy an
4. A lot of women round the world are victims of
5. Children all over the world should be protected and be given a minimal
6. A lot of children in third world countries are still victims of
7. I need to take some photographs during my trip to Italy that's why I have bought this
8. This includes a two night five star hotel accommodation plus a return plane ticket.
9. Children have the right for both education and
10. Men and women must have in higher positions.

C. Rewrite the following sentences in reported speech starting as suggested.

1. "Don't forget to do your homework."
The teacher told me.....
2. "Open the window."
My brother asked me
3. "Don't crack your fingers."
The mother told her son
4. "I'll try to do my best in the exam tomorrow."
My sister said
5. "We haven't had fish for quite a long time."
Mary told her husband
6. "I spent all my pocket money last week-end".
Kamal said
7. "I sometimes eat out with friends."
Sarah said

D. Rewrite these questions into reported speech.

1. "Where are you going?"
My mother asked me

2. "Did you enjoy the party?"

My father wanted to know

3. "Are you tired?"

Jane asked me

4. "Do you like cheese?"

My friend wanted to know

5. "When are you going to have a holiday?"

My father asked me

6. "Who broke that window?"

The teacher asked me

E. Fill in each blank with one of the reporting verbs from the list:

agree remind apologise accuse complain offer promise refuse advise invite

1. "I'm sorry, I didn't come to the meeting."

Susan for not coming to the meeting.

2. "Yes, you're right, it's a big issue."

The journalist that it was a big issue.

3. "If I were you, I wouldn't spend too much time watching TV."

My friend me not to spend too much time watching TV.

4. "It was you who ate the cakes I was keeping in the cupboard, Jim, wasn't it?"

Mrs Smith her son of eating the cakes she had been keeping in the cupboard."

5. "Remember you have to go to the dentist. You have an appointment today."

Mrs. Cob her husband that he had to go to the dentist.

6. "Well, I won't talk to her again."

Salma to talk to her again.

7. "Shall I do the washing up?"

The daughter to do the washing up.

GRAMMAR SUMMARY

The past continuous

A. Form: The past continuous is composed of two parts:

The past tense of the verb **to be (was/were)**, and the **bare infinitive + ing**.

B. Use: We use the past continuous tense for

1. Temporary actions in progress in the past.
2. Actions that were in progress when something else happened.
3. Actions in progress at the same time.

The Present Perfect simple

A. Form

1. Affirmative.

Subject + have/has + past participle

(Regular verbs: verb + ed (work = worked)/

Irregular verbs = see the list)

2. Negative.

Subject + have/has + not + past participle

3. Interrogative.

have/has + subject + past participle?

B. Use: Use the present perfect

1. when the time period has not finished.
2. when the time is not mentioned.
3. when the time is recent.
4. with "for" and "since".

The Present Perfect Continuous

A. Form

Subject + have + been + Verb-ing

I have been reading

B. Use

We use the present perfect continuous:

1. to express an action in the past that has an effect in the present.
2. to focus on the duration of time.
3. to talk about a temporary repeated action.
4. to express an action that is still continuing or that has just finished.

The Future

A. "will + verb" is used for.

1. Predictions
2. Scheduled events
3. Promises
4. Making offers

B. verb "be" + "going to" + verb.

1. Planned actions or intentions.
2. Predictions based on physical (usually visual) evidence.

Conditional Type "0"

A. Form: If + simple present, + simple present

B. Use

Conditional type "0" is used to express statements about real and possible situations. It refers to general truths such as scientific facts.

Conditional Type "1"

A. Form: If + simple present, + future

B. Use: Conditional type one is used to talk about possibilities in the present or in the future.

Conditional Type "2"

A. Form.

If clause : If + Subject + Simple past
 Main clause: Subject + Would + Verb

Notice that when the "if clause" comes first, we must use a comma but there is no comma when it comes second.

B. Uses.

1. We use conditional type 2 to talk about things which are unreal (impossible or not true; things which don't or won't happen) in the present or the future.
2. We use conditional type 2 to express advice.

Reported Speech (1)

When the introductory verb is in the past:

Direct Speech	Reported Speech
Changes in tenses	
The present simple	past simple
present continuous	past continuous
present perfect	past perfect
past	past perfect
'will + verb'	'would' + verb
Modals	
can + verb	could + verb
must + verb	had to + verb
may + verb	might
Other changes	
now	then
today	the other day
yesterday	the day before (the previous day)
last year	the year before (the previous year)
tomorrow	the day after (the following day)
here	there
this	that
these	those

Reported Speech (2)

A. Direct questions versus indirect questions.

- For a yes/no type of question (auxiliary + subject + verb?), we use reporting verb + "if".
- For wh-questions (What, Why, How, Where, etc. + auxiliary + subject + verb?), we use reporting verb + the question word used in the direct question.

B. Other basic reporting verbs.

- accuse: to accuse someone of doing something.
- admit: to admit doing something / to admit that ...
- advise: to advise someone to do something.
- agree: to agree that.....
- apologise: To apologise to someone for doing something.
- complain: To complain about something
- congratulate: to congratulate someone on doing something

- invite: to invite someone to do something.
- offer: to offer to do something for someone.
- promise: to promise to do something.
- refuse: to refuse to do something.
- suggest: to suggest that someone should do something / to suggest that someone do something.
- warn: to warn someone about something/to warn someone (not) to do something/that he/she should (not) do something.

Passive Voice:

A. Uses: We use the passive mainly in three ways:

1. When we don't know or don't want to say who the doer is.
2. When we are more concerned about the happening than who or what did it:
3. When there are vague subjects like one, people, somebody, etc.

B. Forms.

Tense	Active	Passive
simple present	do/does	is/are done
present continuous	am/is/are doing	am/is/are being done
simple past	did	was/were done
past continuous	was/were doing	was/were being done
going to	am/are/is going to do	am/are/is going to be done
must/can/may	must/can/may do	must/can/may be done
have to	have/has to do	have/has to be done

Modals

Modals	Uses
Can	ability, permission / requesting assistance
Could	ability in the past and when requesting assistance
Have (got) to	necessity
May	possibility and permission
Might	express possibility
Must	certainty, necessity and obligation
Mustn't and Can't	prohibition
Don't have to' and Needn't to	absence of necessity and absence of obligation
'Should' and 'Ought to'	advice and recommendation

Used to

We use "used to do" to express:

1. an activity that we did regularly in the past (like a habit)
2. a situation that was true in the past (but no more in the present)

Relative pronouns

- 'Who' used for people.
- 'Which' used for things and animals.
- 'Whose' used instead of 'his, hers and theirs'.

Phrasal verbs

- A. Phrasal verbs are made of a verb + adverbial particle.
- B. Some phrasal verbs keep the exact meaning of the verb and adverb particle; example throw away, get up, sit down.
- C. Other phrasal verbs have a meaning totally different from the verb and adverb particle they are composed of, for example: give up, take after, break down.
- D. Phrasal verbs can be: Transitive or intransitive.
- E. There are separable and non-separable phrasal verbs. Transitive verbs are separable.

IRREGULAR VERBS

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Infinitive

Simple Past

Past participle

A rise	arose	arisen
Awake	awakened / awoke	awakened / awoken
B e	was, were	been
Bear	bore	born / borne
Beat	beat	beaten / beat
Become	became	become
Begin	began	begun
Bend	bent	bent
Bet	bet / betted	bet / betted
Bind	bound	bound
Bite	bit	bitten
Bleed	bled	bled
Blow	blew	blown
Break	broke	broken
Breed	bred	bred
Bring	brought	brought
Broadcast	broadcast / broadcasted	broadcast / broadcasted
Build	built	built
Burn	burned / burnt	burned / burnt
Burst	burst	burst
Buy	bought	bought
C ast	cast	cast
Catch	caught	caught
Choose	chose	chosen
Cling	clung	clung
Come	came	come
Cost	cost	cost
Cut	cut	cut
D eal	dealt	dealt
Dig	dug	dug
D o	did	done
Draw	drew	drawn
Dream	dreamed / dreamt	dreamed / dreamt
Drink	drank	drunk
Drive	drove	driven
Dwell	dwelt / dwelled	dwelt / dwelled
E at	ate	eaten
F all	fell	fallen
Feed	fed	fed
Feel	felt	felt
Fight	fought	fought
Find	found	found
Fit	fitted / fit	fitted / fit
Flee	fled	fled
Fly	flew	flown
Forbid	forbade	forbidden
Forecast	forecast	forecast
Foresee	foresaw	foreseen
Foretell	foretold	foretold
Forget	forgot	forgotten
Forgive	forgave	forgiven
Forsake	forsook	forsaken
Freeze	froze	frozen
G et	got	got / gotten
Give	gave	given

Go
Grind
Grow
Hang
Have
Hear
Hide
Hit
Hold
Hurt
Interweave
Interwind
Keep
Kneel
Knit
Know
Lay
Lead
Lean
Leap
Learn
Leave
Lend
Let
Lie
Light
Lose
Make
Mean
Meet
Mislead
Misspell
Mistake
Overcome
Overtake
Overwrite
Plead
Proofread
Prove
Put
Read
Relay
Rid
Ride
Ring
Rise
Run
Saw
Say
See
Seek
Sell
Send
Set
Sew
Shake
Shave
Shed
Shine

went
ground
grew
hung
had
heard
hid
hit
held
hurt
interwove / interweaved
interwound
kept
knelt / kneeled
knitted / knit
knew
laid
led
leaned / leant
leaped / leapt
learned / learnt
left
lent
let
lay
lit / lighted
lost
made
meant
met
mised
misspelled / misspelt
mistook
overcame
overtook
overwrote
pleaded / pled
proofread
proved
put
read
relaid
rid
rode
rang
rose
ran
sawed
said
saw
sought
sold
sent
set
sewed
shook
shaved
shed
shined / shone

gone
ground
grown
hung
had
heard
hidden
hit
held
hurt
interwoven / interweaved
interwound
kept
knelt / kneeled
knitted / knit
known
laid
led
leaned / leant
leaped / leapt
learned / learnt
left
lent
let
lain
lit / lighted
lost
made
meant
met
mised
misspelled / misspelt
mistaken
overcome
overtaken
overwritten
pleaded / pled
proofread
proven / proved
put
read
relaid
rid
ridden
rung
risen
run
sawed / sawn
said
seen
sought
sold
sent
set
sewn / sewed
shaken
shaved / shaven
shed
shined / shone

Shoot
Show
Shrink
Shut
Sing
Sink
Sit
Sleep
Slide
Smell
Speak
Speed
Spell
Spill
Spin
Spit
Split
Spoil
Spread
Spring
Stand
Steal
Stick
Sting
Stink
Stride
Strike
String
Strive
Swear
Sweep
Swell
Swim
Swing
Take
Teach
Tear
Tell
Think
Throw
Thrust
Tread
Unbend
Undergo
Understand
Uphold
Upset
Wake
Wear
Weave
Weep
Wet
Win
Wind
Withdraw
Wring
Write

shot
showed
shrank / shrunk
shut
sang
sank / sunk
sat
slept
slid
smelled / smelt
spoke
spelled / spelt
spent
spilled / spilt
spun
spit / spat
split
spoiled / spoilt
spread
sprang / sprung
stood
stole
stuck
stung
stunk / stank
strode
struck
strung
strove / strived
swore
swept
swelled
swam
swung
took
taught
tore
told
thought
threw
thrust
trod
unbent
underwent
understood
upheld
upset
woke / waked
wore
wove / weaved
wept
wet / wetted
won
wound
withdrew
wrung
wrote

shot
shown / showed
shrunk
shut
sung
sunk
sat
slept
slid
smelled / smelt
spoken
spelled / spelt
spent
spilled / spilt
spun
spit / spat
split
spoiled / spoilt
spread
sprung
stood
stolen
stuck
stung
stunk
stridden
stricken
strung
striven / strived
sworn
swept
swollen / swelled
swum
swung
taken
taught
torn
told
thought
thrown
thrust
trodden / trod
unbent
undergone
understood
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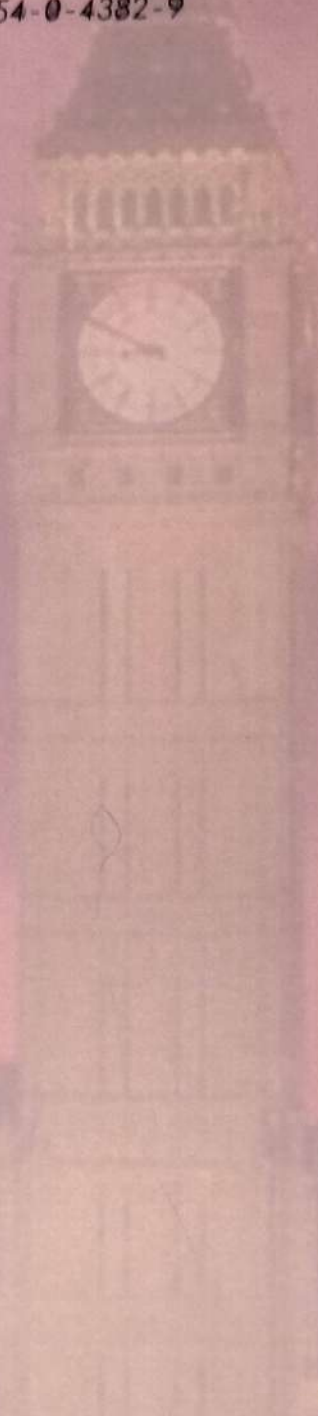
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