

YOUR ROAD TO SUCCESS

SMOOTH PREPARATION FOR THE
BACCALAUREATE NATIONAL EXAM

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To Students and Teachers

Dear student;

Hopefully, this booklet will give you the opportunity to understand the lessons of 2nd year baccalaureate, unit by unit, and practice your understanding through a variety of chosen exercises. The main aim of this booklet is to prepare students for the National Exam. It is our belief that, once you finish this booklet, you will be able to control grammatical rules, vocabulary items, reading skills, and communication expressions, and appropriately use them to pass the final exam. Having said that, we wish you the best of luck throughout your educational journey.

Dear Teacher;

You are totally free to use any of the content of this booklet with your students. We hope that you'll find some of the materials very useful. However, please give credit in case you want to reuse any content taken from this booklet. Having said that, we wish you the best of luck throughout your career.

Table of Contents

<i>Unit 1</i> : Formal, Informal, and Non-formal Education	04
<i>Unit 2</i> : Cultural Issues and Values	12
<i>Unit 3</i> : Gifts of Youth	20
<i>Unit 4</i> : Women and Power	28
<i>Unit 5</i> : Advances in Science and Technology	36
<i>Unit 6</i> : Humour	44
<i>Unit 7</i> : Citizenship	53
<i>Unit 8</i> : Brain Drain	62
<i>Unit 9</i> : Sustainable Development	71
<i>Unit 10</i> : International Organization	80
<i>Grammar Support</i>	88
<i>Answer Key</i>	91
<i>National Exam 2018</i>	97
<i>National Exam 2018</i> (Answer Key)	102
<i>References</i>	104

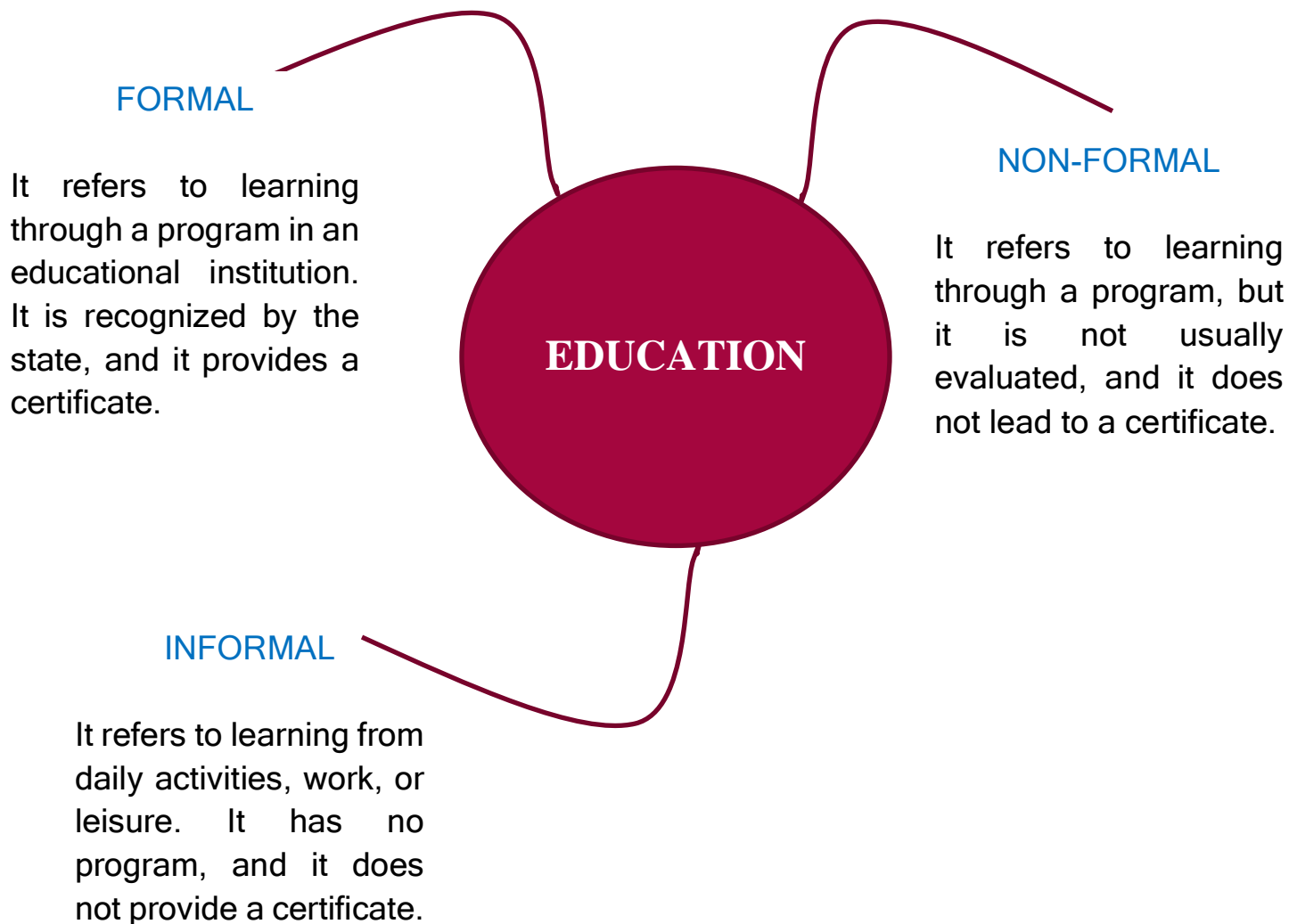


UNIT 1

Formal, Informal, and Non-formal Education



I. Theme of the Unit

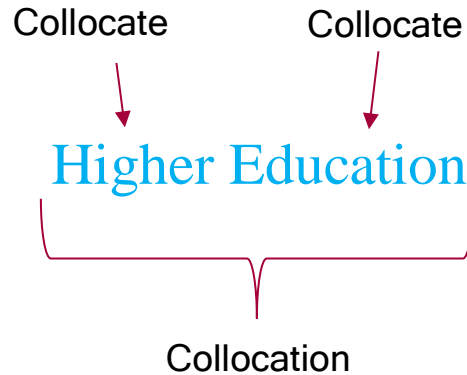


	Formal Education	Non-formal Education	Informal Education
Program	✓	✓	✗
Certificate	✓	✗	✗
Examples	<ul style="list-style-type: none"> - Secondary Schools - University Studies - Primary Schools 	<ul style="list-style-type: none"> - Evening Classes - Literacy Classes 	<ul style="list-style-type: none"> - TV - Newspapers - Daily Conversations - Books

II. Vocabulary

Collocations

A collocation is a group of words (normally 2) that often go together.



Examples:

- | | |
|---------------------------|---|
| 1. Educational System: | We should improve our <i>educational system</i> . |
| 2. School Subject: | English is my favorite <i>school subject</i> . |
| 3. School Year: | 2018/2019 was an amazing <i>school year</i> . |
| 4. School Uniform: | Both girls and boys should wear a <i>school uniform</i> . |
| 5. Private School: | There are many <i>private schools</i> in Morocco. |
| 6. Equal Rights: | Organizations call for <i>equal rights</i> . |
| 7. University Degree: | A <i>university degree</i> will guarantee a job. |
| 8. Free Access: | I have a <i>free access</i> to many websites. |
| 9. Gender Discrimination: | Women often face <i>gender discrimination</i> . |
| 10. Mixed Classes: | Most schools in Morocco have <i>mixed classes</i> . |
| 11. Basic Needs: | Food and education are <i>basic needs</i> . |

III. Communication

Making and Responding to Requests

Making a Request	Accepting Requests	Declining Requests
<i>I wonder if you could</i> open the window.	Sure, no problem	I'm sorry but I cannot.
<i>Do you mind</i> opening the window?	Not at all	I actually do mind
<i>Would you</i> open the window, <i>please</i> ?	Sure.	I would like to, but It's cold
<i>Can you</i> open the window?	Yes, absolutely	No, actually I can't

Examples:

A: *I wonder if you could bring* my jacket.

B: *I'm sorry, but I cannot.*

A: *Do you mind* helping me with my homework?

B: *Yes, absolutely.*

A: *Would you* look after my little brother, *please*?

B: *I would like to, but* I am really busy.

A: *Can you* send these letters to my grandparents?

B: *Sure, no problem.*

IV. Grammar

Gerund Vs Infinitive

Gerund = Verb + ing

Example: Eating**ing**

Infinitive = To + Verb

Example: **To** eat

Gerunds should be put after specific verbs such as:

- Admit
 - Dislike
 - Enjoy
 - Finish
 - Regret
 - Suggest
- + Verb + ing

Examples:

- They *dislike* playing football.
- I *finished* making that sandwich.
- Ahmed *regrets* sleeping late.

Infinitives should be put after specific verbs such as:

- Agree
 - Ask
 - Expect
 - Learn
 - Promise
 - Need
- + To + Verb

Examples:

- He *asked* me to leave.
- Ahmed *Learned* to swim.
- You *need* to relax.

There are some verbs that can be put before both gerunds and infinitives.

- Begin
 - Like
 - Love
 - Start
 - Stop
 - Hate
- + Verb + ing
Or
+ To + Verb

Examples:

- I *like* to watch TV.
- I *like* watching Tv.
- Nabil *stopped* to smoke.
- Nabil *stopped* smoking.

V. Reading

Read the following passage, and answer the questions.

Education encompasses both the teaching and learning of knowledge, proper conduct, and technical competency. It thus focuses on the cultivation of skills, trades or professions, as well as mental, moral and aesthetic development.

Formal education consists of systematic instruction, teaching, and training by professional teachers. This consists of the application of pedagogy and the development of curricula.

Educational systems are established to provide education and training, often for children and the young, so that they can learn. A curriculum defines what students should know, understand and be able to do as the result of education. A teaching profession delivers teaching which enables learning, and a system of policies, regulations, examinations, structures and funding enables teachers to teach to the best of their abilities.

1. Provide a title to the passage.

2. Define the following words:

- a. Education
- b. Formal Education
- c. A curriculum

3. Are the following statements true or false? Justify.

- a. Education is about only moral development.
- b. Educational systems must provide training to elder people.
- c. Teachers must follow specific rules and structures.

4. Find in the text words that mean the same as:

- a. Artistic (paragraph 1)
- b. Capacities (paragraph 3)

5. What do the underlined words in the text refer to?

- a. It (paragraph 1)
- b. They (paragraph 3)

VI. Exercises

1. Define the following terms:

- Formal Education:
- Informal Education:
- Non-formal Education:

2. Fill in the blanks with the appropriate collocation from the list

School Uniforms – Free Access- Mixed Classes – University Degree

- will help decreasing gender discrimination.
- Students should have to online libraries.
- It is very challenging to obtain a
- Our school is giving for free!

3. Put the verbs between brackets in the correct form

- Amina and Anas suggested (watch) a movie.
- John's car has begun(make) a terrible noise.
- I really enjoyed (surf) the internet yesterday!
- Do you expect me (read) the whole book in one night?
- He promised his mother (come) home soon.

4. Make and respond to requests in the following situations.

- You ask your friend to lend you some money because you are broke.
A:
B:
- You are in a hotel, and you are calling the reception asking them to send the room service.
A:
B:



UNIT 2

Cultural Issues and Values



I. Theme of the unit

Q: What is Culture?

A: Culture is everything that is human made, it includes religion, food, clothes, law, celebrations, language, history, and what have you.

Cultural Values

- *Respect*
- *Tolerance*
- *Co-existence*
- *Communication*
- *Appreciation*
- *Open-minds*
- *Organization*
- *Acceptance*
- *Mutual Understanding*
- *Diversity*
- *Harmony*
- *Solidarity*

Cultural Issues

- *Offense*
- *Judgment*
- *Insult*
- *Prejudice*
- *No Appreciation*
- *Stereotypes*
- *Chaos*
- *Racism*
- *Ethnocentrism*
- *Discrimination*
- *Inequality*
- *Injustice*

“ **A nation’s culture resides in the hearts and in the soul of its people.** ”

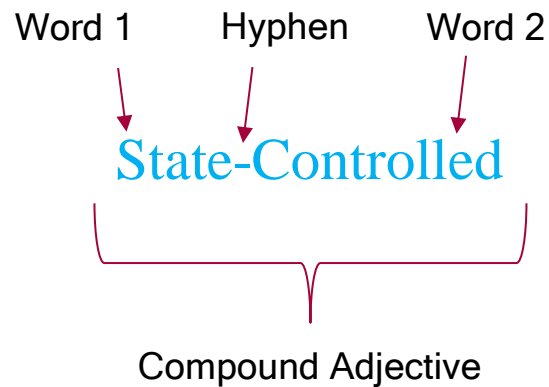
Mahatma Gandhi

II. Vocabulary

Compound Adjectives

Compound adjectives are adjectives that are made up of 2 or more words, usually with a hyphen (-) between them.

Example: A *State-Controlled* University



Examples:

- | | |
|-------------------|---|
| 1. Kind-hearted: | My grandmother is <i>kind-hearted</i> . |
| 2. Brightly-lit: | Classrooms should be <i>brightly-lit</i> . |
| 3. Old-fashioned: | BlackBerry is <i>old-fashioned</i> now. |
| 4. Deeply-rooted: | Traditions are <i>deeply-rooted</i> in our culture. |
| 5. Good-looking: | Amina married a <i>good-looking</i> guy. |
| 6. Labour-saving: | <i>Labour-saving</i> machines are a must in the 21 st century. |
| 7. Left-handed: | Both Nadal and Messi are <i>left-handed</i> . |
| 8. Short-sighted: | <i>Short-sighted</i> people must wear glasses. |
| 9. Well-known: | Eminem is a <i>well-known</i> rapper. |
| 10. Easy-going: | Carrefour has <i>easy-going</i> workers. |

III. Communication

Expressing Lack of Understanding and Asking for Clarification

Expressing Lack of Understanding	Asking for clarification
I beg your pardon?	What do you mean?
I don't quite understand.	Could you be more explicit?
I'm not quite sure I know what you mean.	Do you mean ...?
I don't quite see what you mean.	Could you say that again?
I don't quite follow you.	Can you explain more, please?

Example: Teacher: Stereotypes are false judgments.
 Student: *I don't quite understand. Can you explain more, please?*

Expressing Lack of Understanding

Asking for Clarification

Examples:

Doctor: take this pill once in the morning before breakfast, and once before you sleep.

Patient: *I don't quite follow you. Could you say that again?*

Tailor: I'm sorry but I think I lost your suit.

Client: *I beg your pardon? Do you mean* it's not here?

IV. Grammar

Past Perfect Simple and Continuous

Past Perfect Simple = **Subject** + **Had** + **Past Participle**

Example: I had gone

When we have 2 actions that both happened in the past, we put the first one in the past perfect simple, and the second one in the simple past.

Imagine that you ate a cake, then your brother entered the kitchen. We have here 2 actions: eating the cake and your brother entering the kitchen. Using the rule of past perfect simple, we would say: **I had eaten the cake** before **my brother entered the kitchen**.

I had eaten the cake

my brother entered the kitchen



Example:

- *Ahmed had already bought the book* when *the teacher asked us to buy it*.

Past Perfect Continuous = **Subject** + **Had** + **Been** + **Verb (ing)**

Example: I had been walking

When we have two actions in the past, we put the first one in past perfect continuous *if* it took a long time, or *if* it caused the second action.

Imagine that you were sleeping, then your father called you. Using the rule of past perfect continuous, we would say: **I had been sleeping** when **my father called me**.

I had been sleeping

My father called me



Examples:

- *I had been teaching* for 20 years before *I became a headmaster*.
- *I had been running* for 30 minutes, *my legs hurt*.

V. Reading

Read the following passage, and answer the questions

Don't touch! We are English!

English people think that you should avoid physical contact with strangers. When they ride on an underground train, they keep themselves to themselves. They read on trains or buses so that they don't have to talk to people they don't know. They avoid eye contact at all costs.

The English are much more conscious of their personal space than other nationalities, especially the Irish or the Scots, who seem more at ease with physical contact. The English allow much less contact, even with friends. And ***they*** can be upset if you touch them unexpectedly. You should never tap an English person on the shoulder if you want to attract their attention. It's safer to cough or say: 'Excuse me?'

When the English meet people for the first time, they shake hands, but then immediately move further away. Other nationalities, Spanish people or Egyptians, for example, move closer to someone ***they*** are speaking to show intimacy, but not the English.

Taken from: ideas and issues threshold

1. Tick the questions that the passage answers.

- a. What do English do on underground trains?
- b. How to attract an Englishman attention?
- c. Why do Egyptians move closer when they are speaking?

2. Pick up from the text sentences or phrases which show that:

- a. English people do not look at your eyes.
- b. English people do not like when you touch them.
- c. English people do not move closer to you.

3. Find in the text words that mean the same as:

- a. Subway
- b. Annoyed

4. What do the underlined words in the text refer to?

- a. They (paragraph 2)
- b. They (paragraph 3)

VI. Exercises

1. Fill in the table with the correct words from the list.

Respect–Solidarity–Ethnocentrism–Diversity–Stereotypes–Discrimination–Acceptance–Racism

Cultural Values	Cultural Issues

2. Fill in the blanks with the appropriate compound adjective from the list.

Old-fashioned, Short-sighted, Left-handed, Well-known

- Do people also play football with their left foot?
- Soufiane's dream is to become a tennis player.
- My uncle cannot read the newspapers, he is
- When are you going to sell this car?

3. Put the verbs between brackets in the correct tense: simple past, past perfect simple, or past perfect continuous.

- I (go) to bed as soon as I (finish) my homework.
- My mother (be) exhausted, she (wash) the dishes for more than three hours.
- Anas (watch) football when the lights (go) off.
- We (eat) the cake before we (sleep).

4. Complete the following dialogues appropriately, using lack of understanding and asking for clarification expressions.

a. Carpenter: we need a medium-sized wood to fill this spot.

You:

b. Teacher: a quiz is only 25% of your final grade.

You:



UNIT 3

Gifts of Youth



I. Theme of the Unit

Characteristics of the Youth

Youth are:

- *Leaders*
- *Strong*
- *Ready to Challenge*
- *Motivated*
- *Realistic*
- *Responsible*
- *Powerful*
- *Patient*
- *Flexible*
- *Creative*
- *Risk-takers*

Youth Have:

- *A Desire to Excel*
- *Pride*
- *Support from Others*
- *Willingness to Learn*
- *Communication Skills*
- *Sense of Collaboration*
- *Ability to Think outside the box*
- *Problem-solving Skills*
- *Values*
- *Open-minds*
- *Sense of Humor*



II. Vocabulary

Idiomatic Expressions (1)

An idiomatic expression is a common word or phrase which means something different from its literal meaning, but it can be understood because of its popular usage.

For example, in Arabic, when we say “أطير فرحا” (I am flying of happiness), it doesn't mean that you are actually flying! It means that you are very happy.

In English, for example, we say ‘**It's raining cats and dogs**’, but it doesn't mean that cats and dogs are falling from the sky! It means that it is raining heavily.

Some of the most used idiomatic expressions in English are listed in the table below.

Idiomatic Expression	Meaning	Example
<i>In the bag</i>	Guaranteed	I am revising all my lesson. The baccalaureate exam is <i>in the bag</i> .
<i>A dead loss</i>	Not successful	I am really good at football; but when it comes to basketball, I am <i>a dead loss</i> .
<i>With flying colors</i>	Easily	Ahmed has an amazing voice; he will pass the auditions <i>with flying colors</i> .
<i>Don't let something slip through fingers</i>	Don't waste the opportunity.	You are leading 4 – 0. Be careful! <i>Do not let</i> the match <i>slip through your fingers</i> .
<i>Go cold turkey</i>	Suffering due to stopping an addiction.	After 10 years of smoking, my uncle finally gave up. But sometimes he <i>goes cold turkey</i> .

III. Communication

Making and Responding to Complaints

Making a complaint	Accepting a complaint	Rejecting a complaint
I'm sorry to say this, but ...	I'm sorry, this will never happen again.	Sorry, there is nothing we can do about it.
I have a complaint to make. ...	I'm sorry. We promise never to make the same mistake again.	Sorry, but it's not our fault.
Sorry to bother you, but ...	I can't tell you how sorry I am.	I'm afraid there isn't much we can do about it.
I want to complain about ...	I'm really sorry about that.	
Excuse me, but there's a problem with ...	Oh! We are terribly sorry about that.	
I'm afraid I have to complain about ...	It's totally our mistake. It won't happen again.	
I don't know how to say it, but ...	I'm sorry. I wish it never happened.	

Examples:

A: I am sorry to say this, but there is a mouse in my hotel room.

B: I'm really sorry about that. We will come right now. (Complaint Accepted)

A: I want to complaint about the loud noise you were making last night.

B: I'm sorry, this will never happen again. (Complaint Accepted)

A: I'm afraid I have to complaint about the poor Wi-Fi in this café.

B: Sorry, there is nothing we can do about it. (Complaint Rejected)

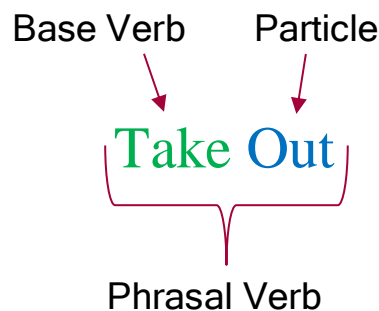
IV. Grammar

Phrasal Verbs (1)

phrasal verb = **Base Verb** + **Particle**

Example: **Stay Out**

A phrasal verb consists of a *base verb* (a normal verb) and a *particle* (a word such as in, out, down, or off). When the base verb and the particle are put together, they form a new meaning different from the meaning of the base verb. For example, ‘**put out**’ doesn’t mean put, and ‘**hand in**’ doesn’t mean hand.



The particles that are most used are **in** and **out**.

Phrasal Verb	Meaning	Example
<i>Stay out</i>	Not returning home	Younes <i>stayed out</i> late; his mother was worried.
<i>Hand in</i>	To submit a paper	You should <i>hand in</i> the paragraph in 30 minutes.
<i>Pull out</i>	To leave	Quickly! The bus is <i>pulling out</i> .
<i>Ask in</i>	To invite someone	My grandmother always <i>asks me in</i> for a cup of tea.
<i>Put out</i>	To extinguish	The firemen <i>put out</i> the fire quickly
<i>Let in</i>	To allow someone to enter	There is a dog chasing me! Please <i>let me in</i> !
<i>Lock out</i>	To keep someone outside	Don't let the cat sleep near you; <i>lock it out</i> .
<i>Take out</i>	To take someone for a trip	In mothers' day, I will <i>take my mom out</i> .
<i>Pass out</i>	To lose consciousness	Safae <i>Passed out</i> when she saw her results.
<i>Log out</i>	To finish using a computer system	You should always <i>log out</i> from your Facebook account.

V. Reading

Read the following passage, and answer the questions.

Young people possess energy, but it should be channelized in the right direction. Misguided youth may do greater harm to the society than even the worst enemy can do. Moreover, it is on the shoulders of the young that the future of the country rests because they represent new values, new thinking and the new ways of life.

Society should mould itself according to the thinking of the young. The young should always look with hope and confidence to the future. They must have the spirit to work among the masses and also give a sense of direction for the others to follow.

Political freedom gives duties as well in responsibilities. These are more important as the case of India because they want to be free from poverty, disease and all types of divisive forces. Our political freedom must create conditions not only for better life but also for peace for the rest of the world. The youth of India should be inspired with these ideas and make them as popular with the people as it is possible.

1. Choose a title to the passage.
2. Are the following statements true or false? Justify.
 - a. Youth should be given enough guidance.
 - b. Youth should not set themselves as models.
 - c. Political freedom gives only duties with no responsibilities.
3. Answer the following questions.
 - a. What do young people represent?
 - b. How should the youth look to the future?
 - c. State 2 problems in India.
4. Find in the text words that mean the same as:
 - a. Have (paragraph 1)
 - b. Illness (paragraph 3)
5. What do the underlined words in the text refer to?
 - a. It (paragraph 1)
 - b. They (paragraph 2)
 - c. Them (paragraph 3)

VI. Exercises

1. Mention 3 youth characteristics that you have, and 3 characteristics that you need to develop.

- a. I have
- b. I need to develop

2. Fill in the gaps with the appropriate idiomatic expression from the list.

In the bag – A dead loss – With flying colors – Going cold turkey

- a. I told you to give up that medicine gradually! Now you are
- b. If you keep the good work, that promotion will be
- c. I am really good at math, but I am In physics.
- d. Badr Hari can beat anyone

3. Fill in the gaps with the appropriate phrasal verb from the list, and make the necessary changes.

Hand in – take out – Ask in – pass out

- a. Ahmed will Amina to Istanbul for their honeymoon.
- b. When Salima saw the mouse in the kitchen, she
- c. I Anas for coffee, but he was in a hurry.
- d. The embassy told me to the papers as soon as possible

4. Make a complaint in the following situations.

- a. The waiter kept you waiting for 30 minutes.

.....

- b. You bought a new book from a bookshop. When you returned home, you found that some pages are missing.

.....

5. Respond to the following complaint.

- a. Your neighbour complained about the noise you were making.

.....

- b. Your boss complained about your late arrival.

.....



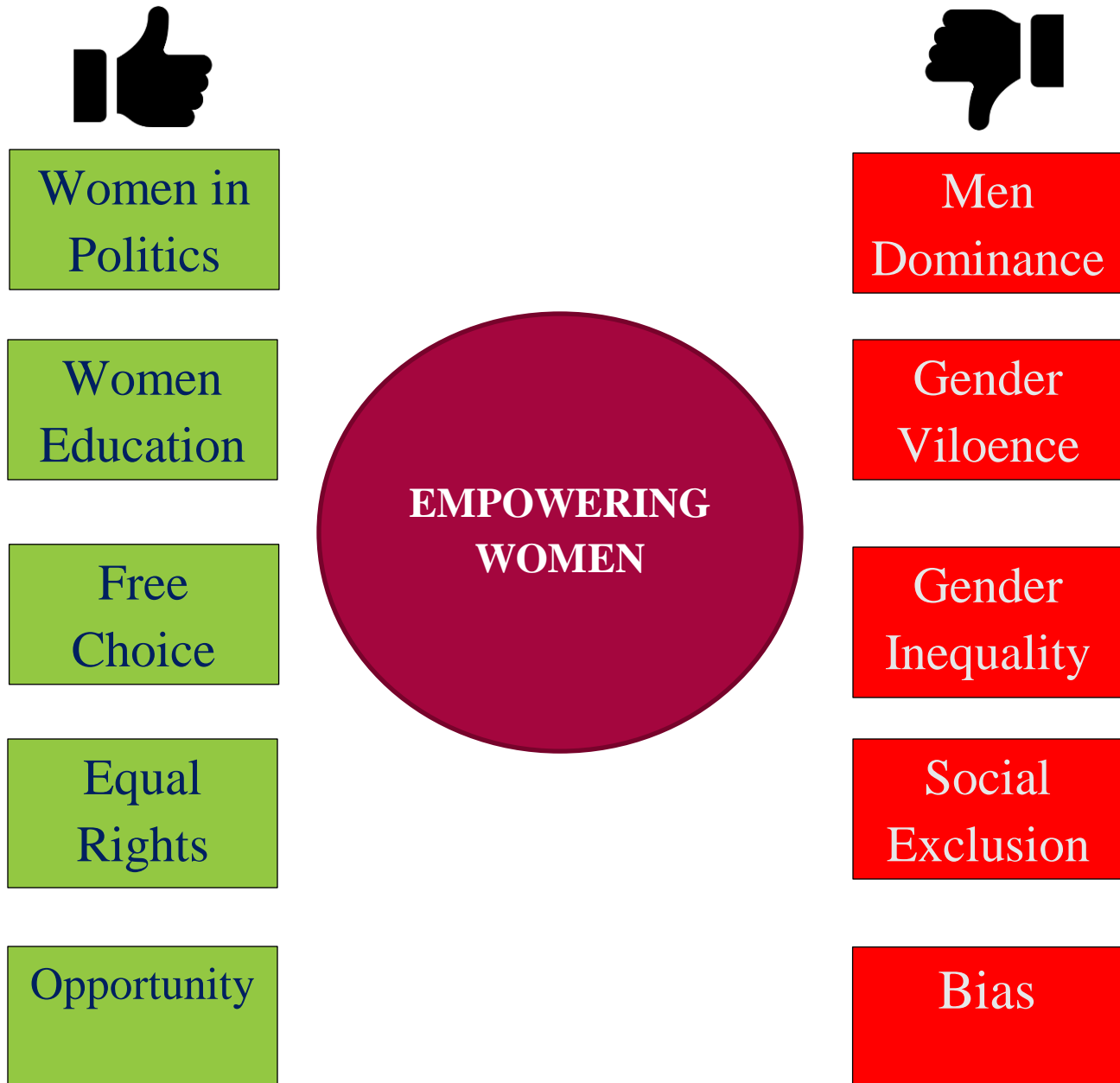
UNIT 4

Women and Power



I. Theme of the Unit

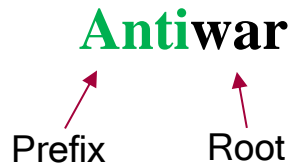
Empowering women is the act of giving women the power to make decisions.



II. Vocabulary

Prefixes and Suffixes

A **prefix** is a letter or a group of letters that we add at the **beginning** of a word (a root) to make a new word.



The most used prefixes are listed in the table below.

Prefix	Meaning	Example
<i>Dis</i>	Not	<i>Dis</i> advantage
<i>Pre</i>	Before	<i>Pre</i> history
<i>Contra</i>	Against	<i>Contra</i> dict
<i>Anti</i>	Opposite	<i>Anti</i> biotic
<i>Re</i>	Again	<i>Re</i> turn
<i>Post</i>	After	<i>Post</i> war
<i>Out</i>	More than	<i>Out</i> perform
<i>Co</i>	Together or with	<i>Co</i> existence
<i>Mis</i>	In a wrong way	<i>Mis</i> understand

A **suffix** is a letter or a group of letters that we add at the **end** of a word (a root) to make a new word.



There are 2 main suffixes: *ible* and *able*. They mean the same thing: capable or suitable for.

However, we use '*able*' with complete roots.

Examples: Comfort*able*, Depend*able*, Ador*able*. (comfort, depend, and ador are complete roots).

We use '*ible*' with incomplete roots.

Examples: Poss*ible*, Terr*ible*, Horr*ible*. (poss, terr, and horr are incomplete roots).

III. Communication

Apologizing

Apologizing	Accepting an Apology
I'm really sorry about ...	That's alright
Please accept my apology for ...	Never mind
I must apologize for ...	It's fine, don't apologize.
Excuse me for ...	Don't worry about it.
Forgive me, I didn't mean to ...	It's totally fine. Forget about it.
I deeply regret that ...	I understand. It's not a problem.
Pardon me for ...	That's OK.

Examples:

A: Why are you late?

B: *I'm really sorry about* being late.

A: *That's alright.*

A: Did you do your homework?

B: *I deeply regret that* my dog ate it.

A: *I understand. It's not a problem.*

A: You are making so much noise!

B: *Forgive me, I didn't mean to* wake you up.

A: *It's totally fine, forget about it.*

A: where is your textbook?

B: *Please accept my apology.* I left it home.

A: *Don't worry about it.*

IV. Grammar

The Passive Voice

Ahmed ate dinner

Active Voice

To change a sentence from active voice to passive voice, we put:

Object + **'To be'** in the tense of the action verb + **Past Participle** of the action verb + **by** + **the subject**

In our example, the subject is 'Ahmed', the object is 'dinner', and the action verb is 'eat'. The action verb is on the simple past. The past participle of the action verb is 'eaten'. Hence:

Dinner was eaten by Ahmed

Passive Voice

Let's see another example.

Active voice: *Younes had played football very passionately.*

The subject is 'Younes'. The object is 'football'. The action verb is 'play'. The action verb is in past perfect. And the past participle of 'play' is 'played'. Hence:

Passive Voice: *Football had been played by Younes very passionately.*

Sometimes, to say what people feel or think, we use the following expressions:

It is said that ...

It is believed that ...

It is thought that ...

Active voice: Jamal believes that women deserve respect.

Passive voice: It is believed that women deserve respect.

V. Reading

Read the following passage, and answer the questions.

International Women's Day (IWD) is marked on March 8 every year. Countries around the world celebrate IWD to give credit to the economic, political and social achievements of women. The IWD was first celebrated on 19 March, 1911 in Germany. But it's only in the beginning of the 20th century that the day was officially and internationally acknowledged due to the rapid industrialization and the social protest that it accompanied.

On this day women are usually given flowers and small gifts. It is also celebrated as an equivalent of Mother's Day

in some countries. Children also give small gifts to their mothers and grandmothers. In countries like Portugal, it is customary, at the night of 8 March, for groups of women to celebrate the holiday with women-only dinners and parties. In 1975, the United Nations gave official sanction to and it started financing International Women's Day.

1. Are these statements true or false? Justify.

- IWD was internationally recognized because of social media.
- IWD is the same as women's day.
- The United Nations gives money to support IWD.

2. Complete the following sentences.

- In Germany, ...
- In Portugal, ...
- In the beginning of the 20th century, ...

3. Put the following events in the correct order according to the text.

- IWD was internationally acknowledged.
- The United Nations gave credit to IWD.
- First celebration of IWD.

4. What do the underlined words in the text refer to?

- It (paragraph 1)
- It (paragraph 3)

VI. Exercises

1. Fill in the table with correct ideas.

How to Empower Women	How to NOT Empower Women
1.	1.
2.	2.
3.	3.

2. Fill in the gaps with the correct prefix or suffix from the list.

Re – Able – Ible – Out – Mis

- I ...played this YouTube video so many times. I really love it.
- Some people ...use the power given to them.
- Barcelona won 5-0! The score was predict... because they had Messi.
- The fans of the other team ...number the fans of our team.
- I hated the ending of that movie. It was absolutely horr...

3. Rewrite the sentences beginning with the words given.

- The employees cancelled our flight.

Our flight

- They offered Mary the job but she refused it.

Mary

- Mr. Aymen's colleagues will give him a present when he is promoted.

Mr. Aymen

- Many people think that globalization has more drawbacks than positives.

It is

4. Apologize or accept apology in the following dialogues.

A: Did you break the neighbor's window?

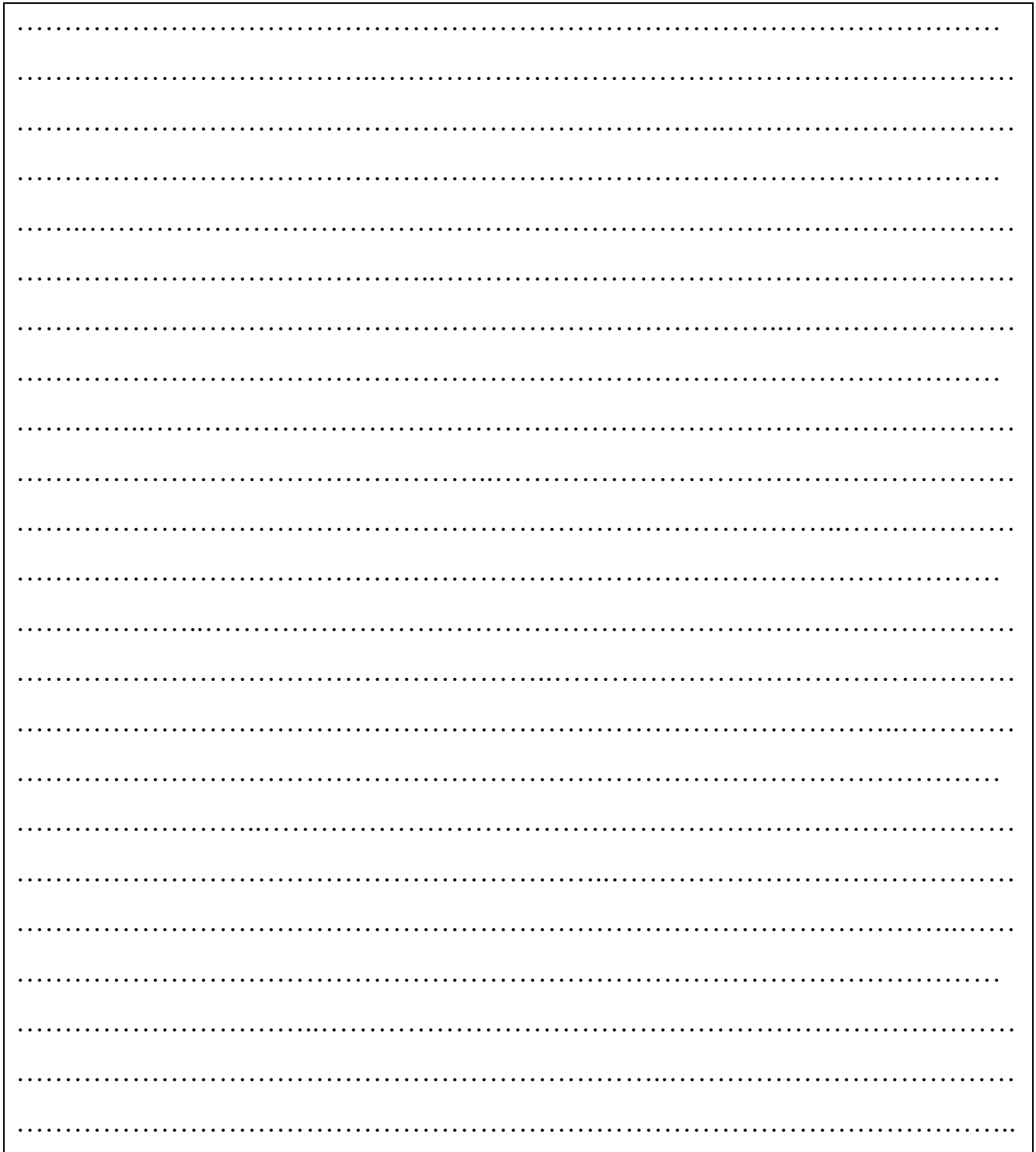
B

A: I'm sorry I didn't bring the homework.

B:

VII. Writing

Write an essay to your local community, about the ways by which women can participate in development. You can state 3 areas: politics, society, and economy.

A large rectangular box with a black border, containing 25 horizontal dotted lines for writing an essay.



UNIT 5

Advances in Science and Technology



I. Theme of the Unit

Science is the study of the nature and behaviour of natural things and the knowledge that we obtain about them. Examples of science are:



Physics



Biology



Chemistry

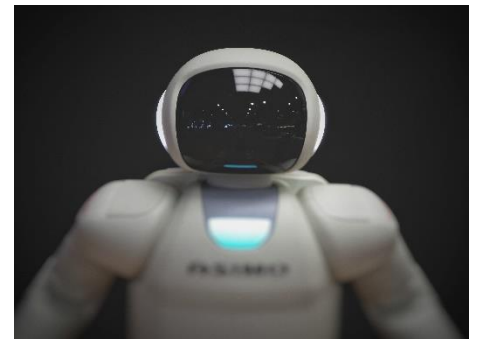
Technology is the application of scientific knowledge for practical purposes, especially in industry to product goods and solve problems. We can say that technology is the practical part of science. Examples of technology are:



Laptops



Virtual Headsets



Robotics

Science and *Technology* can be helpful in many *areas*, such as:



Banking



Energy



Medicine

II. Vocabulary

Topic-based Vocabulary

Verbs

Verb	Meaning	Example
Networking	Using the internet to interact with others and exchange information.	When I have free time, I use it to network new topics.
Inventing	Creating or designing something that has not existed before.	Scientists invented an interactive whiteboard.
Hacking	Gaining unauthorized access to a computer system.	A man in Japan hacked several banks.

Adjectives

Adjective	Meaning	Example
Global	Relating to the whole world; worldwide.	Facebook had become a global community.
Electronic	Operating with components such as microchips and transistors.	Skype and Zoom are platforms of electronic communication.
Scientific	Based on or characterized by the methods and principles of science.	Any new technological tool needs scientific experiment.

Nouns

Noun	Meaning	Example
Access	the means or opportunity to approach or enter a place.	Students need free access to online libraries.
Development	The process of growing and becoming better.	Science is the engine of technological development .
Addiction	the fact or condition of being addicted to a particular substance or activity.	In 2019, Free Fire was an addiction to many people.

III. Communication

Expressing Opinion

Asking for Opinion	Informal Ways of Expressing Opinion	Formal Ways of Expressing Opinion
What do you think about ...?	To be honest, ...	It seems to me that ...
What's your opinion about ...?	If you ask me, ...	I would argue that ...
Are you for or against ...?	I feel that ...	I am convinced that ...
Do you believe that ...?	I believe that ...	In my opinion, ...
What do you have to say about ...?	Personally speaking, I think that ...	It is my belief that ...

Examples:

A: **What do you think about** the new video games?

B: **Personally speaking, I think that** they are a huge waste of time.

A: I think you are wrong because they reduce stress.

A: **Do you believe that** there will be flying cars in the future?

B: **I am convinced that** scientists will invent them very soon.

A: I think so too.

A: **What do you have to say about** global warming?

B: **It is my belief that** it is a serious matter that should be addressed immediately.

A: I share your opinion

IV. Grammar

The Future Perfect

Future Perfect = Subject + Will Have + Past Participle

Example: Anas will have played football

When do we use future perfect?

Imagine that you will study from 2:00 to 6:00.

You will say: "I will study from 2:00 to 6:00".

Or you can say: "By 6:00, I will have studied"

We use future perfect to indicate the completion of an action at a particular time in the future.

There are some adverbials that are used with future perfect:

1. **By:** By 2030, By 5 o'clock, By January ...
2. **Before:** Before the end of the year, before summer, before 6 o'clock ...
3. **In:** In 10 years, In 5 weeks, In 3 months ...

Examples:

- By midnight, Younes will have celebrated his birthday.
- School will have ended by July.
- I will have finished revising my lessons before the exam.
- Scientists will have discovered a cure before 2032.
- In 10 years, my father will have become 70 years old.
- In 2 hours, Barcelona will have beat Real Madrid.

V. Reading

Read the passage and answer the questions

Modern technology is changing the way we live. Clever gadgets make everyday activities easier and enable people to use their time effectively. But what impact will this change have and is it really a positive thing? People are busier than ever before. Technological advances mean that things are often possible with the touch of a button. A hundred years ago, however, things were different. Everyday jobs, like doing the laundry, would take a whole day, and the telephone was a new invention!

Research shows that around 28% of children in the UK are overweight or obese. Some people are concerned that this is because they spend too much time online and not enough time socializing with their friends and playing outside.

There are many benefits of using technology but we need to be responsible in the choices we make. Modern equipment is often very expensive and does not last a long time. It is important to consider how much we really need these things and the impact they have on our health, the environment and society.

1. Provide a title to the passage.

2. Answer the following questions.

- a. In the past how much time did it take to do the laundry?
- b. Why are some children from the UK obese?
- c. What should we consider when buying new equipment?

3. Find in the text words that mean the same as:

- a. Tools (paragraph 1)
- b. Advantages (paragraph 3)
- c. New (paragraph 3)

4. What do the underlined words in the text refer to?

- a. It (paragraph 1)
- b. They (paragraph 2)

VI. Exercises

1. What is the difference between science and technology?

.....

.....

.....

2. Fill in the gaps with the appropriate word from the list.

Invent – Hack – Scientific – Addiction

- I begged my brother to a Facebook account, but he couldn't.
- An academic research must follow procedure.
- Nowadays, many video games may lead to
- Biologist were trying to a cure to CoronaVirus.

3. Put the verbs between brackets in the correct tense: future simple / future perfect.

- I (study) hard, and in 6 years, I (become) a doctor.
- Before summer, Ahmed (gain) more weight.
- Stop talking nonsense or we (leave)!
- By the time Amina arrives, Mohammed (eat) that sandwich.

4. What is your opinion about the following topics?

- Legalizing abortion

.....

- Effect of brain drain on society

.....

5. Ask your friend for their opinion about:

- Who is better? Messi or Ronaldo?

.....

- What is the hardest lesson in English?

.....



UNIT 6

Humour



I. Theme of the Unit

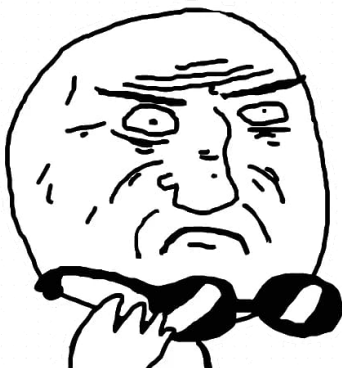
Humor is the quality of being amusing or comic, especially as expressed in literature or speech. In American English, it is preferred to say ‘humor’, but British people spell it ‘humour’.

Here are some vocabulary items related to humour.

Nouns	Verbs	Adjectives
<i>Comedy</i>	<i>Cracking a joke</i>	<i>Amusing</i>
<i>Comedian</i>	<i>Making a jock</i>	<i>Funny</i>
<i>Joke</i>	<i>Laughing</i>	<i>Droll</i>
<i>Gag</i>	<i>Smiling</i>	<i>Hilarious</i>
<i>Sense of humour</i>	<i>Kidding</i>	<i>Silly</i>
<i>Laughingstock</i>	<i>Joking</i>	<i>Sarcastic</i>
<i>Laughter</i>	<i>Mocking</i>	<i>Ironic</i>

An old man told his wife to bring him an empty cup and another cup full of water. The wife was surprised and asked him “why!?”.

The man said: “I may drink, and I may not drink”.



II. Vocabulary

Collocations with Hot Verbs: Make and Do

As we saw in Unit 1, a collocation is a group of words that often go together. For example, we can say ‘take a look’, but we cannot say ‘make a look’.

Unfortunately, there are no rules that say how to create collocations. Hence, some collocations need to be memorized.

Hot verbs are ‘*make*’ and ‘*do*’. Some collocations are made with ‘*make*’ (for example, we say ‘*make* noise’ and not ‘do noise’), and other collocations are made with ‘*do*’ (for example, we say ‘*do* a favour’ and not ‘make a favour’).

Here are the most used collocations with ‘*make*’ and ‘*do*’.

Make	Do
<i>A mess</i>	<i>Housework</i>
<i>A mistake</i>	<i>A test</i>
<i>The beds</i>	<i>A job</i>
<i>Noise</i>	<i>A favour</i>
<i>A wish</i>	<i>The shopping</i>
<i>A promise</i>	<i>Harm</i>
<i>A speech</i>	<i>Hair</i>
<i>A call</i>	<i>Research</i>

III. Communication

Agreeing and Disagreeing

<i>Agreeing</i>	<i>Disagreeing</i>
I totally agree with you.	I'm not sure I agree with you.
You're absolutely right.	I don't think so.
Absolutely.	I'm afraid I disagree with you.
That's so true.	I'd say the exact opposite.
Exactly.	That's not always true.
That's for sure.	I'm not sure about that.
You have a point there.	No, that's wrong.

Examples:

A: I think that people who are funny are also very smart.

B: ***I totally agree with you.*** I heard Charlie Chaplin was very intelligent.

A: I think Instagram is better than Facebook.

B: ***I'd say the exact opposite.*** Facebook has some useful tools.

A: I hate shopping with women! It takes forever!

B: ***You're absolutely right.*** They spend hours there.

A: Life is all about money.

B: ***I'm afraid I disagree with you*** because there are things money cannot buy.

IV. Grammar

Conditional Type III

Conditional type III =

If + Subject + had + Past Participle, S + Would/Could/Should + have + past participle

If Clause
Comma
Main Clause

We use conditional type III to express conditions in the past that did not happen, and their probable results if they happened. It is often used to express regret or criticism.

Imagine that you did not succeed because you did not study hard. You would say:

“If I had Studied hard, I would have succeeded”.

If clause
Comma
Main Clause

We can also start the sentence with the main clause, but in this case, we should omit the comma: *“I would have succeeded if I had studied hard”.*

Examples:

- *If Jamal had driven carefully, he would not have had an accident.*
- *Ahlan could have eaten the cake if she had come on time.*
- *If my parents had spoken to me, I could have not left the house.*
- *The children should have played outside if their mother had allowed them.*

V. Reading

Read the following passage, and answer the questions.

Humour encompasses any human communication which makes people laugh or feel happy. It is the ability or quality of people, objects or situations to summon feelings of amusement in other people. Who does not enjoy a great laugh whenever possible?

Laughter is a great healer and one of the most positive human emotions. Not only does it strengthen our immune system, but it releases beneficial hormones that refresh us, calms our nerves, reduces tension and stimulates creativity.

Many researchers, including Drs. Lee Berk and Stanley Tan, have studied the therapeutic benefits of laughter and humor. They have published studies that show that laughing lowers blood pressure, reduces anxiety, relaxes muscles, and strengthens the immune system

Apart from the significant medical benefits of laughter, all of us enjoy having a good laugh. And we enjoy being around people who make us laugh. Laughter can release negative tensions both physically and psychologically. It is a wonderful natural sedative.

1. Choose the best title.

- a. Definition of Humour.
- b. Benefits of Humour.
- c. Research on Humour.

2. Answer the following questions.

- a. What is humour?
- b. Mention 5 advantages of humour.

3. Pick out from the text sentences or phrases which show that:

- a. Everyone enjoys laughing.
- b. Humour is a positive drug.

4. What do the underlined words in the text refer to?

- a. They (paragraph 3)
- b. We (paragraph 4)

VI. Exercises

1. Fill in the gaps with the appropriate word from the list.

Gags – Sense of Humour – Cracking – Mocking – Silly – Hilarious

Yesterday, I went to the cinema to watch a comedy movie. The film was full of, and actors were Jokes. They were also each other. The main actor was doing some and movements. He showed that he has a great

2. Fill in the gaps with hot verbs (make or do), and make necessary changes.

- Don't a promise you cannot keep.
- If you don't want to help me, at least don't me harm.
- No that's it! I you too many favours in the past!
- I couldn't sleep yesterday, my neighbour was so much noise.

3. Rewrite the following sentence using Conditional Type III.

- I did not call you because I did not check my phone.
.....

- Kamal crashed his car because he fell asleep while driving.
.....

- I lost my job because I was always late.
.....

- I couldn't call Issam because I had lost his number.
.....

4. Show either agreement or disagreement to the following statements.

- In my opinion, fast food is great because it saves time and money.
.....

- It is my belief that everyone should donate from time to time.
.....

- I really think that humour is a waste of time and energy.
.....

VII. Writing

Using the outline and the transitions words from the table, write an argumentative essay to your friend convincing him of the importance of humour.

<i>Transition Words</i>		
To add big ideas	To add details	To conclude
First of all,	Also,	All things together,
Firstly,	In addition to that,	To conclude,
Secondly,	Furthermore,	To sum up,
Last but not least,	Besides,	In a nutshell,
Finally,	Apart from that,	To summarize,

Outline

Title

I. Introduction: Thesis Statement

II. Body

1. Supporting Idea

a. Detail 1

b. Detail 2

2. Supporting Idea

a. Detail 1

b. Detail 2

3. Supporting Idea

a. Detail 1

b. Detail 2

III. Conclusion: Restate Topic

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UNIT 7

Citizenship



I. Theme of the Unit

Citizenship is the position or status of being a **citizen** of a particular country. This unit targets the main acts and areas related to citizenship. Some of which are:



Citizenship

II. Vocabulary

Idiomatic Expressions (2)

As we have seen in Unit 3, an *idiomatic expression* is a common word or phrase which means something different from its literal meaning, but it can be understood because of its popular usage.

In this unit, we will see 8 new idiomatic expressions.

Idiomatic Expression	Meaning	Example
<i>A Piece of Cake</i>	Very easy	Yesterday's English quiz was <i>a piece of cake</i> .
<i>On the go</i>	Very busy	I have so much things to do today. I am <i>on the go</i> .
<i>To cram</i>	To try to learn a lot of things in a short time	I've been lazy for the past week, and now I have <i>to cram</i> 6 lessons!
<i>To Keep Fingers Crossed</i>	To hope for the best	It is impossible for Morocco to win this world cup, but <i>keep your fingers crossed</i> .
<i>Get on Nerves</i>	To irritate someone	I really dislike Anas; he easily <i>gets on my nerves</i> .
<i>To be Green</i>	To be inexperienced	Don't blame him! He is <i>green</i> in this job.
<i>To feel Blue</i>	To feel sad and depressed	Please go away! I'm <i>feeling blue</i> today.
<i>Rain Cats and Dogs</i>	Rain heavily	Don't forget your umbrella. The weather forecast said it will <i>rain cats and dogs</i> .

III. Communication

Expressing Regret

To express regret, we use two structures known as ‘*if only*’ and ‘*I wish*’.

If only + *Subject* + *Had* + *Past Participle*

Example: Imagine that you did not pass a test because you did not study hard, you would say: “*If only I had studied hard*”.

I wish + *Subject* + *Had* + *Past participle*

Example: Imagine that you missed a football game, and now all your friends are talking about how exciting it was. You would say: “*I wish I had watched the game*”.

There are other expressions used to express regret, some of which are:

- I feel sorry ...
- I regret ...
- Conditional Type III

Examples:

- *If only* Ahmed had brought the food.
- *I wish* my mother had told me before about my brother’s addiction.
- *I feel sorry* that I didn’t follow my parents’ advice.
- *I regret* not choosing that blue sweater.
- If Oussama had watched that video, he would have understood the situation.
(*Conditional Type III*)

IV. Grammar

Reported Speech

- Direct Speech: Ahmed: "I love my family"
- Reported Speech: Ahmed said that he loved his family.

When we move from direct speech to reported speech, we need to change **tenses**, **modal verbs**, and **adverbials**.

Reporting Tenses

Direct Speech	Reported Speech
1. Simple Present	Simple Past
2. Present Continuous	Past Continuous
3. Present Perfect	Past Perfect
4. Present Perfect Continuous	Past Perfect Continuous
5. Simple Past	Past Perfect
6. Past Perfect	Past Perfect
7. Past Perfect Continuous	Past Perfect Continuous
8. Simple Future (will/shall)	Would/should

Reporting Modal Verbs

Direct Speech	Reported Speech
1. Can	Could
2. May	Might
3. Might	Might
4. Must	Had to
5. Have to	Had to
6. Should	Should

Reporting Adverbials

Direct Speech	Reported Speech
1. Now	Then
2. Today	That day
3. Yesterday	The previous day
4. Tomorrow	The next day
5. Last Year	The year before
6. Here	There
7. This	That
8. These	Those

Examples:

1. Amina: "Aymen **is playing** Free Fire".

Amina said that Aymen **was playing** Free Fire.

2. Reda: "the police **have been looking** for the thief".

Reda said that the police **had been looking** for the thief.

3. Anas: "I **must** read **these** books **now**".

Anas said that he **had to** read **those** books **then**.

4. Ahmed: "I **can** put **this** book **here**".

Ahmed said that he **could** put **that** book **there**.



'Said' is called a reporting verb. There are other reporting verbs based on the type of the sentence:

1. To report WH questions, we use the verb '**asked**'.

Example: Iman: "Where **are you going**?"

Iman **asked** me where **I was going**.

2. To report Yes/No questions, we use the verb '**asked**' + '**if**'

Example: Yassine: "**Do you like** cheese?"

Yassine **asked** me **if I liked** cheese.

3. To report suggestions, we use the verb '**suggested**' + **Verb** + **ing**

Example: Marouane: "Let's **go** to the cinema".

Marouane **suggested going to** the cinema.

4. To report promises, we use the verb '**promised**' + **To** + **Verb**

Example: Jamal: "I will **buy** you a new phone"

Jamal **promised to buy** me a new phone.

V. Reading

Read the following passage, and answer the questions.

To be a good citizen is not an easy task. It involves many characteristics and qualities that the citizen should have. Firstly, good citizens always obey the law and authority. Also, they perform civic duties to help their communities. A good citizen is also expected to love his or her country, and show patriotism. Another quality is respecting others and their properties. Furthermore, good citizens are honest and trustworthy; that is, they won't betray you. In addition to that, a good citizen is tolerant, responsible, morally courageous, and self-disciplined. Finally, citizens who want to be a model should be active and productive members in society; they should be involved in politics, in a way or another. But more importantly, they should possess personal qualities such as kindness and generosity. In a nutshell, it is a great honor to be a good citizen, and to set a model for other people to follow. By doing so, we will see progress in our communities, and it will be fast.

1. Choose the best title.

- a. Citizenship in the 21st century.
- b. Benefits of good citizens.
- c. Qualities of a good citizen.

2. Answer these questions.

- a. Is being a good citizen an easy thing? Why?
- b. State 5 qualities of a good citizen, mentioned in the text.
- c. Why should we be good citizens?

3. What do the underlined words in the text refer to?

- a. They
- b. It

4. Find in the text words that mean the same as:

- a. Features
- b. Societies

VI. Exercises

1. What are the citizenship characteristics that you have, and what characteristics you need to develop?

a. I am a good citizen because I

.....

b. But I need to develop

.....

2. Fill in the gaps with the appropriate idiomatic expression from the list.

A piece of cake – Gets on nerves – Green – Feeling blue

a. Why didn't you go out today? Are you

b. I really don't know how to treat this program! I'm really in this.

c. Come on! Don't practise too much; victory will be

d. Can you please change this song? It really

3. Report the following speeches.

a. Amal: "I want breakfast here and now!"

.....

b. Younes: "Let's bring some food from this restaurant".

.....

c. Teachers: "We have designed the tests yesterday".

.....

d. Ayman: "did you eat all the food?".

.....

4. Express regret in the following situations.

a. You wasted too much time on Facebook. (use 'if only')

.....

b. You missed your friend's birthday. (use 'I wish')

.....

c. You didn't do your homework. (use 'I regret')

.....

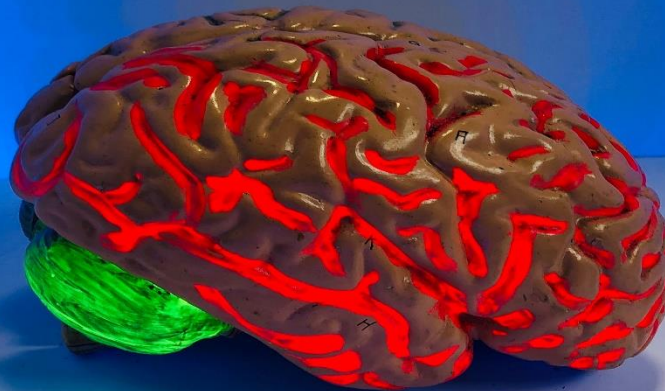
d. You didn't get +2 because you did not participate. (use conditional Type III)

.....



UNIT 8

Brain Drain



I. Theme of the Unit

Brain drain is the action of having highly skilled and educated people leaving their country to work abroad.

There are 2 factors to brain drain:

1. **Push Factors**: the negative factors in the home country that push skilled people to leave.
2. **Pull Factors**: the positive factors that attract highly educated people to another country.

Both **push** and **pull** factors are listed in the table below.

Push Factors	Pull Factors
<i>Low salaries</i>	<i>Higher income</i>
<i>Unsatisfactory work and living conditions</i>	<i>Better working conditions</i>
<i>Lack of research facilities</i>	<i>Substantial funds for research</i>
<i>Declining quality of educational system</i>	<i>Better educational system</i>
<i>War of political conflicts</i>	<i>Political stability</i>
<i>Discrimination</i>	<i>Intellectual freedom</i>

Brain Drain

Push Factors



Pull Factors



II. Vocabulary

Concession Links

We use concession links to contrast 2 ideas.

1. ***In spite of*** + **Verb** + **ing** or ***In spite of*** + **Noun**

Examples: - *In spite of working* hard, Nabil couldn't pass the test.
 - *In spite of the crisis*, the banks are still working.

2. ***Despite*** + **Noun**

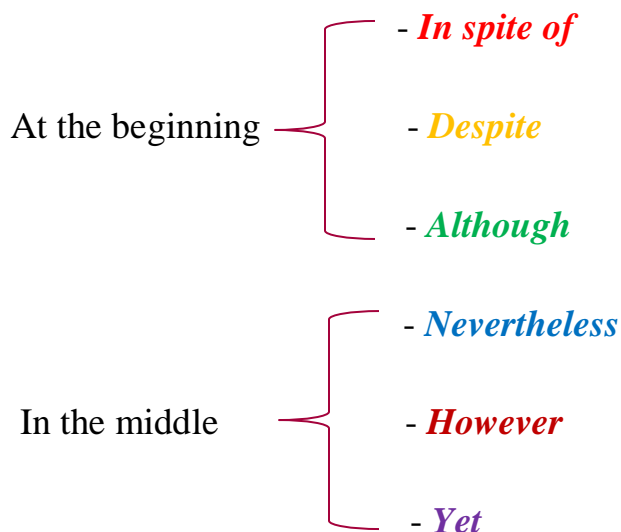
Example: - *Despite the loss*, we are still leading the league.

3. ***Although*** + **Subject** + **Verb**

Example: - *Although Ahmed is* lazy, he always gets good marks.

4. ***Nevertheless/However/Yet*** + **Subject** + **Verb**

Examples: - Reda was very sick. *Nevertheless*, *he feels* better now.
 - Amal did not sleep early. *However*, *she woke up* at 7:00.
 - The company will be shut down. *Yet*, *every worker will get* money.



III. Communication

Asking for and Giving Advice

Asking for Advice	Giving Advice
<i>What should I do?</i>	<i>You should ... / you shouldn't ...</i>
<i>What's your advice ...?</i>	<i>You ought to ...</i>
<i>If you were me, ...?</i>	<i>If I were you, I would ...</i>
<i>What do you advise me to do?</i>	<i>I advise you to ...</i>
<i>What do you suggest?</i>	<i>You'd better ...</i>

Examples:

A: I have a terrible toothache. *What should I do?*

B: **You should** visit the dentist immediately, and **you shouldn't** touch your mouth.

A: *What's your advice* concerning marriage?

B: **You ought to** prepare yourself financially.

A: *If you were me*, what would you do if someone is trying to copy your answers?

B: **If I were you, I would** tell the teacher right away!

A: I lost all my mother's money while shopping! *What do you advise me to do?*

B: **I advise you to** simply tell her the truth. I'm sure she'll understand.

A: I have a choice between this red dress and that blue one. *What do you suggest?*

B: **You'd better** take the red one. It's more feminine.

IV. Grammar

Relative Clauses

A *relative clause* is a part of a sentence that describes the person or thing we are talking about.

Example: The man *who is here* is my uncle.


 Relative Clause

There are 2 types of relative clauses:

1. **Restrictive:** They are necessary to understand the meaning of the sentence, and they are not put between commas because they restrict the words they modify.
Example: The house *that was on sale* is mine.
2. **Non-restrictive:** They only give additional information without affecting the meaning of the sentence. And they are put between commas because they do not restrict the words they modify.
Example: Casablanca, *which is the biggest city of Morocco*, is very beautiful.

Relative Pronouns		
<i>Usage</i>	<i>Relative Pronoun</i>	<i>Example</i>
Subject / Person	Who or that	- The man <i>who/that</i> won the race is a great person.
Subject / Thing	Which or that	- The boat <i>which/that</i> is sailing is really big.
Object / Person	Who or whom or that	- The man <i>whom/who/that</i> I hate is walking in.
Object / Thing	Which or that	- The table <i>which/that</i> I broke was really fancy.
Possessive / Person or Thing	Whose	- Ahmed, <i>whose</i> car was broken, had to take the bus.



If the relative pronoun modifies the object of the sentence, it can be omitted.

Example: - The friend *who I always beat in PlayStation* is not here.

Or - The friend *I always beat in PlayStation* is not here.

V. Reading

Read the passage, and answer the questions.

Brain drain, which is the action of having highly skilled and educated people leaving their country to work abroad, has become one of the developing countries concerns. Brain Drain is also referred to as human capital flight. More and more Third World science and technology educated people are heading for more prosperous countries seeking higher wages and better working conditions. This has of course serious consequences on the sending countries.

While many people believe that immigration is a personal choice that must be understood and respected, others look at the phenomenon from a different perspective. What makes those educated people leave their countries should be seriously considered and a distinction between push and pull factors must be made. The push factors include low wages and lack of satisfactory working and living conditions. They also include social unrest, political conflicts and wars. The pull factors, however, include intellectual freedom and substantial funds for research.

1. Are the following statements true or false? Justify.

- a. Brain drain is concerning developing countries.
- b. We don't have to look for the reasons of brain drain.
- c. Social unrest is one of the pull factors of brain drain.

2. Answer the following questions.

- a. What is brain drain?
- b. What is another name of brain drain?
- c. Mention 3 pull factors and 3 push factors of brain drain.

3. What do the underlined phrases in the text refer to?

- a. The sending countries (paragraph 1)
- b. They (paragraph 2)

4. Find in the text words that mean the same as:

- a. Worries (paragraph 1)
- b. Difference (paragraph 2)

VI. Exercises

1. Fill in the table with some factors of brain drain.

Push Factors	Pull Factors
1.	1.
2.	2.
3.	3.

2. Fill in the gaps with the appropriate concession link from the list.

In spite of – Despite – Although – Yet

- the long road, we did not get tired.
- having so much money, many billionaires are not happy.
- Everyone thought that the movie will be boring., it was a masterpiece.
- Samir bought the hat; I've never seen him wearing it.

3. Fill in the gaps with the appropriate relative pronoun from the list.

Who – Whom – which – That – Whose – Ø

- The kid Leg was broken is finally coming back to school.
- Dragon Ball was an anime all people loved.
- Yassine, is my elder brother, is really smart.
- The firemen finally put out the house was burning.
- The student to I gave the book is not responding my calls.
- Our old house, was sold lately, was really warm.

4. Ask for and give advice in the following situations.

- You don't know what university to choose. Ask advice from your father.

You:

Your father:

- You want to learn more English quickly. Ask advice from your teacher.

You:

The teacher:

VII. Writing

Write a letter to a famous magazine, about the causes and effects brain drain.

Do not forget to follow the norms of letters (your address, date, recipient's address, formal salutation, body of the letter, and the signature)

Make use of the following template.

Sender's Address

Date

Recipient's Address

Dear Editor,

***Body (Essay): 1. Causes of Brain Drain
2. Effects of Brain Drain***

Yours Sincerely,

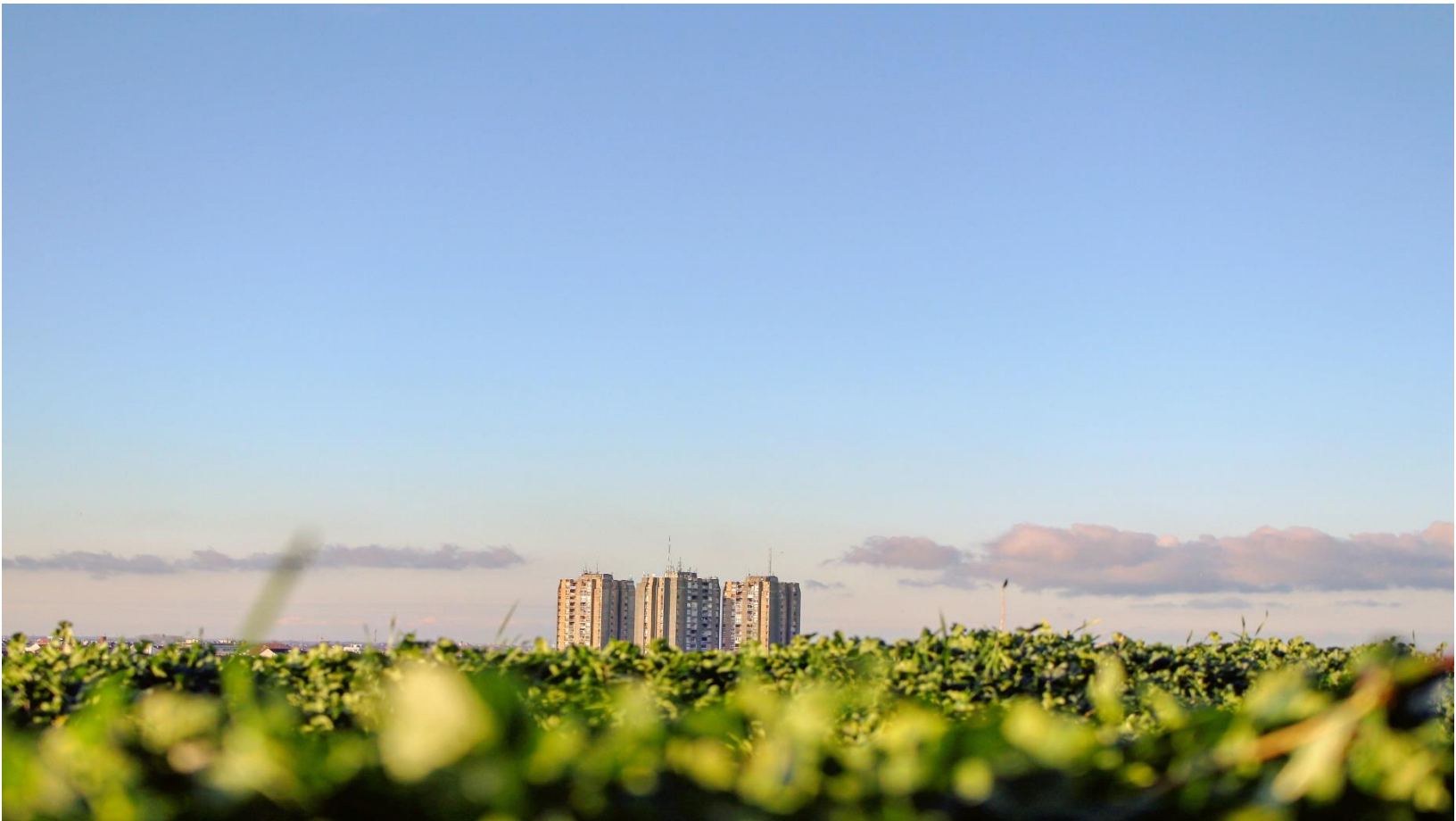
Your Name

A large rectangular area with a black border, containing 25 horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the page.



UNIT 9

Sustainable Development



I. Theme of the Unit

Q: What is *sustainable development*?

A: *Sustainable development* is the organizing principle for meeting human development goals while simultaneously sustaining the ability of natural systems to provide the natural resources and ecosystem services based upon which the economy and society depend.

Q: What are the *elements* of *sustainable development*?

A:

Elements of Sustainable Development		
Economic Growth	Environmental Growth	Social Growth
<i>Profit</i>	<i>Bio-diversity</i>	<i>Equality</i>
<i>Risk Management</i>	<i>Water/Chemical Usage</i>	<i>Human Rights</i>
<i>Resources</i>	<i>Climate Change</i>	<i>Safety</i>
<i>Global Energy Issues</i>	<i>Green Lands</i>	<i>Diversity</i>

Q: What are the *goals* of *sustainable development*?

A:



II. Vocabulary

Metaphors and Similes

A *simile* is a figure of speech where one thing (X) is compared to another thing (Y), using words like ‘*as*’, or ‘*like*’.

Example: When the thief saw the cops, he ran away *like* the wind.

In this example, X is the thief and Y is the wind.

A *metaphor* is a figure of speech that states one thing (X) as something else (Y). It is a comparison but *without* words such as ‘like’, or ‘as’.

Example: Time is money.

In this example, X is time and Y is money.



Writers often use *similes* and *metaphors* to create what we call ‘*images*’.

Examples of *similes*:

- Hicham has a mind *like* a computer.
- My mother is *as* the sun of my life.
- Ayman is *as* strong *as* a lion.
- Bilal is fast *like* a cheetah.

Examples of *metaphors*:

- Mary was showered with gifts for her birthday.
- Health is a crown on our heads.
- Your heart is my shelter.
- My brother is the black sheep of my family.

III. Vocabulary

Expressing Certainty and Uncertainty

Expressing Certainty	Expressing Uncertainty
Certainly ...	I'm doubtful about ...
I'm certain that ...	I'm uncertain about ...
I'm sure that ...	I'm not sure if ...
Without any doubts, ...	With many doubts, ...
It's obvious that ...	It's vague whether ...

Examples:

A: What are your thoughts about the VAR in football?

B: **Certainly**, it brought justice to football games around the world.

A: Do you believe that hunger will be eliminated by 2050?

B: **I'm doubtful about** that because there are not many resources at the moment.

A: Do you think that singers deserve the attention they get?

B: **Without any doubts**, we need to give that attention to scientists.

A: Would you like to see a movie later?

B: **I'm not sure if** that will be convenient because I have a lot of homework.

A: Did you see that prank on TV?

B: **It is obvious that** it was staged.

A: Many people said that they are ready to donate their whole salaries!

B: **I'm uncertain about** those statements.

IV. Grammar

Modals

1. Certainty

To express certainty in the present, we use: **Must** + Verb

To express certainty in the past, we use: **Must have** + Past Participle

Examples: - Anas bought a new car, he **must** be very rich.
 - We haven't seen Anas in a long time; he **must have** changed his job.

2. Possibility

To express possibility in the present, we use: **May/Can/Might** + Verb

To express possibility in the past, we use: **May/Can/Might have** + Past Participle

Examples: - It **might** rain tomorrow, we're not sure.
 - I didn't see Yassine yesterday, he **may have** gone to his hometown.

3. Impossibility

To express impossibility in the present, we use: **Can't** + Verb

To express impossibility in the past, we use: **Couldn't have** + past participle

Examples: - Marouane **can't** play with us, his leg hurts.
 - Farah was very happy, she **couldn't have** heard any bad news.

4. Obligation

To express obligation in the present, we use: **must/have to/ought to/should** + Verb

To express obligation in the past, we use: **Had to** + Verb or
Ought to have/Should have + Past Participle

Examples: - You **must** respect the law.
 - When you felt tired, you **ought to have** stopped working.



Passive Voice with modals:

Object + **Modal Verb** + **Be** + **Past Participle of the Main Verb** + **By** + **Subject**

Example: active Voice: Ahmed had to eat dinner.

Passive Voice: **Dinner had to be eaten by Ahmed**

V. Reading

Read the following passage, and answer the questions.

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It is thus the ability to meet the needs of the present while contributing to the future generations' needs. It focuses on two goals: to improve the quality of life for all of the Earth's citizens, and to stop using up the natural resources beyond the capacity of the environment to supply them indefinitely.

Green development is generally differentiated from sustainable development. Even if they both promote development, green development prioritizes what its proponents consider to be environmental sustainability over economic and cultural considerations. Sustainable development requires action on the part of world states, governments and people. The detrimental situation of the environment, the enormous stress upon our natural resources, and the huge gap between developed and underdeveloped countries, necessitate practical strategies to reverse the trends.

1. Provide a title to the text.

2. Answer the following questions.

- a. What is sustainable development?
- b. What are the aims of sustainable development?
- c. What is the difference between sustainable development and green development?
- d. Who needs to participate in sustainable development?

3. What do the underlined words in the text refer to?

- a. It (paragraph 1)
- b. They (paragraph 2)

4. Find in the text words that mean the same as:

- a. Necessities (paragraph 1)
- b. Pressure (paragraph 2)

VI. Exercises

1. Fill in the table with elements and goals of sustainable development.

Elements	Goals
1.	1.
2.	2.
3.	3.
4.	4.

2. Write down 2 metaphors and 1 simile

Metaphor:

Metaphor:

Simile:

3. Fill in the gaps with the appropriate modal verb from the list.

Must – Must have – Can – Might have – Have to – Couldn't have – Should have

- You eaten that sandwich, you look so hungry now.
- Amal was accepted in that university, she be very happy.
- I kicked the ball because it was too far.
- Nada looked so scared yesterday, she watched that horror movie.
- You pay for what you did, you criminal!
- The news be true, but we are not certain.
- I didn't see Kamal in the party, he had something to do; I'm not sure.

4. Express certainty and uncertainty to the following statements.

A: The problem of unemployment in Morocco will be completely solved in the future.

B: (*Certainty*)

A: To activate sustainable development, only the government should do its job.

B: (*Uncertainty*)

A: Horoscopes are the biggest lie in history!

B: (*Certainty*)

VII. Writing

Watch the movie 'JoJo Rabbit' (2019), and write a film review of it.

Use the following template as a guide to write film and book reviews.

Title of the Movie

Your Title of the Review

Paragraph 1: General information about the film (director, year, etc.).

Paragraph 2: In your opinion, we should we watch the film? (write at least 3 reasons).

Paragraph 3: Summary of the plot (what happened in the film?).

Paragraph 4: What do you think about the actors and the visual effects?

Paragraph 5: Write a conclusion and express your final opinion about the movie.

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UNIT 10

International Organizations



I. Theme of the Unit

An ***international organization*** is an organization established by a treaty or other instrument governed by international law and possessing its own international legal personality.

Here are some examples of ***international organizations***:



***World Health
Organization
(WHO)***



***United Nations
International Children's
Emergency Fund
(UNICEF)***



***Food and Agriculture
Organization (FAO)***



***The United Nations
Educational, Scientific
and Cultural
Organization
(UNESCO)***



***United Nations
(UN)***



***Islamic World
Educational, Scientific
and Cultural
Organization (ISESCO)***

II. Vocabulary

Adjectives Order

When we describe someone or something, we use *adjectives*. However, adjectives must follow a particular order. For example, we can say: ‘a *young British* woman’, but we cannot say: ‘a *British young* woman’.

What is the order of *adjectives*, then?

1. Opinion	2. Size	3. Age	4. Shape	5. Colour	6. Origin	7. Material	8. Purpose
<i>Pretty</i>	<i>Big</i>	<i>Young</i>	<i>Round</i>	<i>Green</i>	<i>Moroccan</i>	<i>Wooden</i>	<i>Racing</i>
<i>Nice</i>	<i>Small</i>	<i>Old</i>	<i>Square</i>	<i>Yellow</i>	<i>British</i>	<i>Silver</i>	<i>Washing</i>
<i>Good</i>	<i>Tall</i>	<i>Aged</i>	<i>Deep</i>	<i>Blue</i>	<i>American</i>	<i>Golden</i>	<i>Cleaning</i>
<i>Bad</i>	<i>Huge</i>	<i>Junior</i>	<i>Straight</i>	<i>Red</i>	<i>German</i>	<i>Iron</i>	<i>Cooking</i>

To remember the order, just memorize the following word.



Examples:

- An *ugly old rectangular plastic* table.
- A *good small square black leather* wallet.
- A *bad new Spanish horror* movie.

Do you want an example that includes every category!? Here you go.

- A *good huge new square white American iron washing* machine.

III. Communication

Expressing and Responding to Good and Bad News

Expressing Good News	Responding to Good News
<i>I've got wonderful news for you; ...</i>	<i>Congratulations!</i>
<i>I've got some smashing news; ...</i>	<i>That's fantastic.</i>
<i>I'm really pleased to tell you that ...</i>	<i>I'm really happy to hear that.</i>
<i>Ready for some great news? ...</i>	<i>Wow! That sounds exciting.</i>

Examples:

A: *I've got some smashing news*; I've been promoted!

B: *That's fantastic*. You really deserve that.

A: *Ready for some great news?* I've got the best grades in my school!

B: *I'm really happy to hear that*. You're a great student.

Expressing Bad News	Responding to Bad News
<i>I'm really sorry to say that ...</i>	<i>I'm sorry to hear such terrible news.</i>
<i>I'm afraid I've got some bad news; ...</i>	<i>That must be awful.</i>
<i>I really don't know how to say it, but ...</i>	<i>Please accept my deepest sympathy.</i>
<i>I really feel bad to have to say this, but ...</i>	<i>Oh, dear!</i>

Examples:

A: *I'm afraid I've got some bad news*; my grandmother passed away.

B: *Please accept my deepest sympathy*.

A: *I really don't know how to say it, but* I've caught your son smoking.

B: *Oh, dear!*

IV. Grammar

Phrasal Verbs (2)

In Unit 4, we've seen phrasal verbs with the particles 'in' and 'out'.

In this unit, we will see some phrasal verbs with the particles '*up*' and '*down*'.

Sometimes, it is easy to guess the word meaning from the particles. The following diagram represents verbs associated with '*up*' and '*down*'.



However, sometimes we can't guess the meaning. Examples of phrasal verbs with '*up*' and '*down*' are listed in the table below.

Phrasal Verb	Meaning	Example
<i>Set up</i>	Establish	WHO <i>set up</i> a new building in Amsterdam.
<i>Turn up</i>	Increase Volume	<i>Turn up</i> the radio; I love this song.
<i>Speak up</i>	Raise Voice	I really can't hear you; <i>speak up</i> !
<i>Eat up</i>	Eat Everything	You're skinny, you should start <i>eating up</i> your food.
<i>Hold up</i>	Wait	<i>Hold up</i> ! Take the umbrella; there's a storm coming.
<i>Show up</i>	Arrive	I thought you were sick, but you <i>showed up</i> .
<i>Give up</i>	Surrender/Stop	Never <i>give up</i> on your dreams.
<i>Cheer up</i>	Become Happy	Stop this sorrow and <i>cheer up</i> .
<i>Pull down</i>	Destroy	Our old house was recently <i>pulled down</i> .
<i>Turn down</i>	Decrease Volume	I'm trying to sleep. Please <i>turn down</i> the music.
<i>Break down</i>	Stop Functioning	I must buy a new phone, the old one <i>broke down</i> .
<i>Calm down</i>	Relax	<i>Calm down</i> ! There's still time to solve the issue.

V. Reading

Read the following passage, and answer the questions.

The World Health Organization (WHO) is a specialised agency of the United Nations responsible for international public health. It is part of the U.N. Sustainable Development Group. The WHO Constitution, which establishes the agency's governing structure and principles, states its main objective as ensuring "the attainment by all peoples of the highest possible level of health.". It is headquartered in Geneva, Switzerland, with six semi-autonomous regional offices and 150 field offices worldwide.

The WHO was established in 7 April 1948, which is commemorated as World Health Day. The first meeting of the World Health Assembly (WHA), the agency's governing body, took place on 24 July 1948. The WHO incorporated the assets, personnel, and duties of the League of Nations' Health Organisation and the International Office of Public Hygiene, including the International Classification of Diseases. Its work began in earnest in 1951 following a significant infusion of financial and technical resources.

1. Choose the best title.

- a. The Goals of WHO.
- b. The Principles of WHO.
- c. The History of WHO.

2. What happened in the following dates?

- a. 7 April 1948.
- b. 24 July 1948.
- c. 1951.

3. Answer the following questions.

- a. Where is the head office of WHO?
- b. What is the main aim of WHO?
- c. When is World Health Day?

4. Find in the text words that mean the same as:

- a. Sets up (paragraph 1)
- b. Included (paragraph 2)

VI. Exercises

1. What do the following acronyms mean?

- a. UN:
- b. FAO:
- c. UNICEF:

2. Place the adjectives in the correct order.

- a. Lazy – White – Small: chicken.
- b. Cleaning – Old – American: machine.
- c. Square – New – Wooden: table.

3. Fill in the gaps with the appropriate phrasal verbs from the list, and make necessary changes.

Speak up – Give up – Break down – Calm down

- a. We are very sorry. The microphone You have to
.....
- b. My uncle Smoking, and now he went cold turkey; no one could
..... him

4. Express and respond to good news in the following situations.

- a. You got accepted in the university you've been dreaming about.

You:

Your friend:

- b. Your mother is fully recovered from her illness.

You:

Your friend:

5. Express and respond to bad news in the following situations.

- a. You failed your final exam.

You:

Your father:

- b. Your grandmother died.

You:

Your best friend:



Grammar Support



I. Tenses

1. Simple Present: **S + Verb** e.g., **I clean**
2. Simple Past: **S + Verb (in simple past)** e.g., **I cleaned**
3. Present Continuous: **S + To be (pres) + Ving** e.g., **He is cleaning**
4. Past Continuous: **S + To be (past) + Ving** e.g., **She was cleaning**
5. Present Perfect: **S + Have (pres) + PP** e.g., **We have cleaned**
6. Past Perfect: **S + Had + PP** e.g., **You had cleaned**
7. Pres Perfect Con: **S + Have (pres) + been + Ving** e.g., **I have been cleaning**
8. Past Perfect Cons: **S + Had + been + Ving** e.g., **I had been cleaning**
9. Simple Future: **S + Will/Shall + Verb** e.g., **You will clean**

II. Verb 'To Be' in Different Tenses

Present Simple	Present Continuous	Present Perfect	Present Perfect Continuous
<i>I am</i>	<i>I am being</i>	<i>I have been</i>	<i>I have been being</i>
<i>You are</i>	<i>You are being</i>	<i>You have been</i>	<i>You have been being</i>
<i>He is</i>	<i>He is being</i>	<i>He has been</i>	<i>He has been being</i>
<i>She is</i>	<i>She is being</i>	<i>She has been</i>	<i>She has been being</i>
<i>It is</i>	<i>It is being</i>	<i>It has been</i>	<i>It has been being</i>
<i>We are</i>	<i>We are being</i>	<i>We have been</i>	<i>We have been being</i>
<i>You are</i>	<i>You are being</i>	<i>You have been</i>	<i>You have been being</i>
<i>They are</i>	<i>They are being</i>	<i>They have been</i>	<i>They have been being</i>

Past Simple	Past Continuous	Past Perfect	Past Perfect Continuous
<i>I was</i>	<i>I was being</i>	<i>I had been</i>	<i>I had been being</i>
<i>You were</i>	<i>You were being</i>	<i>You had been</i>	<i>You had been being</i>
<i>He was</i>	<i>He was being</i>	<i>He had been</i>	<i>He had been being</i>
<i>She was</i>	<i>She was being</i>	<i>She had been</i>	<i>She had been being</i>
<i>It was</i>	<i>It was being</i>	<i>It had been</i>	<i>It had been being</i>
<i>We were</i>	<i>We were being</i>	<i>We had been</i>	<i>We had been being</i>
<i>You were</i>	<i>You were being</i>	<i>You had been</i>	<i>You had been being</i>
<i>They were</i>	<i>They were being</i>	<i>They had been</i>	<i>They had been being</i>

Future Simple	Future Continuous	Future Perfect
<i>I will be</i>	<i>I will be being</i>	<i>I will be been</i>
<i>You will be</i>	<i>You will be being</i>	<i>You will be been</i>
<i>He will be</i>	<i>He will be being</i>	<i>He will be been</i>
<i>She will be</i>	<i>She will be being</i>	<i>She will be been</i>
<i>It will be</i>	<i>It will be being</i>	<i>It will be been</i>
<i>We will be</i>	<i>We will be being</i>	<i>We will be been</i>
<i>You will be</i>	<i>You will be being</i>	<i>You will be been</i>
<i>They will be</i>	<i>They will be being</i>	<i>They will be been</i>

III. Irregular Verbs

Infinitive	Simple Past	Past Participle	Infinitive	Simple Past	Past Participle
<i>Be</i>	<i>Was/Were</i>	<i>Been</i>	<i>Mean</i>	<i>Meant</i>	<i>Meant</i>
<i>Beat</i>	<i>beat</i>	<i>beat</i>	<i>Meet</i>	<i>Met</i>	<i>Met</i>
<i>Become</i>	<i>Became</i>	<i>Become</i>	<i>Put</i>	<i>Put</i>	<i>Put</i>
<i>Begin</i>	<i>Began</i>	<i>Begun</i>	<i>Read</i>	<i>Read</i>	<i>Read</i>
<i>Bite</i>	<i>Bit</i>	<i>Bitten</i>	<i>Ride</i>	<i>Rode</i>	<i>Ridden</i>
<i>Break</i>	<i>Broke</i>	<i>Broken</i>	<i>Run</i>	<i>Ran</i>	<i>Run</i>
<i>Bring</i>	<i>Brought</i>	<i>Brought</i>	<i>Say</i>	<i>Said</i>	<i>Said</i>
<i>Buy</i>	<i>Bought</i>	<i>Bought</i>	<i>See</i>	<i>Saw</i>	<i>Seen</i>
<i>Catch</i>	<i>Caught</i>	<i>Caught</i>	<i>Sell</i>	<i>Sold</i>	<i>Sold</i>
<i>Choose</i>	<i>Chose</i>	<i>Chosen</i>	<i>Send</i>	<i>Sent</i>	<i>Sent</i>
<i>Come</i>	<i>Came</i>	<i>Came</i>	<i>Shoot</i>	<i>Shot</i>	<i>Shot</i>
<i>Do</i>	<i>Did</i>	<i>Done</i>	<i>Show</i>	<i>Showed</i>	<i>Shown</i>
<i>Dream</i>	<i>Dreamed</i>	<i>Dreamt</i>	<i>Shut</i>	<i>Shut</i>	<i>Shut</i>
<i>Drink</i>	<i>Drank</i>	<i>Drunk</i>	<i>Sing</i>	<i>Sang</i>	<i>Sung</i>
<i>Drive</i>	<i>Drove</i>	<i>Driven</i>	<i>Sit</i>	<i>Sat</i>	<i>Sat</i>
<i>Eat</i>	<i>Ate</i>	<i>eaten</i>	<i>Sleep</i>	<i>Slept</i>	<i>Slept</i>
<i>Fall</i>	<i>Fell</i>	<i>Fallen</i>	<i>Smell</i>	<i>Smelt</i>	<i>Smelt</i>
<i>Feed</i>	<i>Fed</i>	<i>Fed</i>	<i>Speak</i>	<i>Spoke</i>	<i>Spoken</i>
<i>Fell</i>	<i>Felt</i>	<i>Felt</i>	<i>Spin</i>	<i>Spun</i>	<i>Spun</i>
<i>Find</i>	<i>Found</i>	<i>Found</i>	<i>Stand</i>	<i>Stood</i>	<i>Stood</i>
<i>Fly</i>	<i>Flew</i>	<i>Flown</i>	<i>Steal</i>	<i>Stole</i>	<i>Stolen</i>
<i>Forget</i>	<i>Forgot</i>	<i>Forgotten</i>	<i>Strike</i>	<i>Struck</i>	<i>Stricken</i>
<i>Forgive</i>	<i>Forgave</i>	<i>Forgiven</i>	<i>Swear</i>	<i>Swore</i>	<i>Sworn</i>
<i>Get</i>	<i>Got</i>	<i>Got</i>	<i>Swim</i>	<i>Swam</i>	<i>Swum</i>
<i>Give</i>	<i>Gave</i>	<i>Given</i>	<i>Take</i>	<i>Took</i>	<i>Taken</i>
<i>Go</i>	<i>Went</i>	<i>Gone</i>	<i>Teach</i>	<i>Taught</i>	<i>Taught</i>
<i>Have</i>	<i>Had</i>	<i>Had</i>	<i>Tell</i>	<i>Told</i>	<i>Told</i>
<i>Hear</i>	<i>Heard</i>	<i>Heard</i>	<i>Think</i>	<i>Thought</i>	<i>Thought</i>
<i>Hide</i>	<i>Hid</i>	<i>Hidden</i>	<i>Throw</i>	<i>Threw</i>	<i>Thrown</i>
<i>Keep</i>	<i>Kept</i>	<i>Kept</i>	<i>Understand</i>	<i>Understood</i>	<i>Understood</i>
<i>Know</i>	<i>Knew</i>	<i>Known</i>	<i>Undertake</i>	<i>Undertook</i>	<i>Undertaker</i>
<i>Lead</i>	<i>Led</i>	<i>Led</i>	<i>Wake</i>	<i>Woke</i>	<i>Woken</i>
<i>Learn</i>	<i>Learned</i>	<i>Learnt</i>	<i>Wear</i>	<i>Wore</i>	<i>Worn</i>
<i>Leave</i>	<i>Left</i>	<i>Left</i>	<i>Wet</i>	<i>Wet</i>	<i>Wet</i>
<i>Lose</i>	<i>Lost</i>	<i>Lost</i>	<i>Win</i>	<i>Won</i>	<i>Won</i>
<i>Make</i>	<i>Made</i>	<i>Made</i>	<i>Write</i>	<i>Wrote</i>	<i>Written</i>



Answer Key



Unit 1

I. Reading

1. Education – Formal Education – The Educational System
2. a. Education is the cultivation of skills, trades or professions, as well as mental, moral and aesthetic development.
b. Formal education is the application of pedagogy and the development of curricula.
c. A curriculum defines what students should know, understand and be able to do as the result of education
3. a. False. Education is about mental, moral and aesthetic development.
b. False. Educational systems must provide training to the children and the young.
c. True
4. a. Aesthetic b. Abilities
5. a. Education b. Children and the young

II. Exercises

1. Check theme of the unit.
2. a. Mixed classes b. Free Access c. University Degree d. School Uniforms
3. a. Watching b. Making/To make c. Surfing d. To read e. To come
4. a. A: Would you lend me some money, please?
B: I'm sorry, but I can't. I don't have enough money.
b. A: Hello, I wonder if you could send the room service.
B: Yes, absolutely. It's on the way.

Unit 2

I. Reading

1. a. Yes. When the English are on underground trains, they don't touch anyone.
b. Yes. To attract an Englishman attention, you cough or say 'excuse me'.
c. Not mentioned.
2. a. They avoid eye contact at all costs.
b. They can be upset if you touch them unexpectedly.

c. Immediately move further away.

3. a. Underground train b. Upset
4. a. The English b. Spanish people or Egyptians.

II. Exercises

1. Cultural Values: Respect – Solidarity – Diversity – Acceptance
Cultural Issues: Ethnocentrism – Stereotypes – Discrimination – Racism
2. a. Left-handed b. Well-known c. Short-sighted d. Old-fashioned
3. a. went/had finished b. was/had been washing c. had been
watching/went d. had eaten/slept
4. a. I don't quite understand. Can you explain more, please?
b. I beg your pardon? Do you mean they can still pass the final exam?

Unit 3

I. Reading

1. The Power of the Youth
2. a. True
b. False. Youth should give a sense of direction for the others to follow.
c. False. Political freedom gives both duties and responsibilities.
3. a. Youth represent new values, new thinking, and the new ways of life.
b. Youth should look to the future with hope and confidence.
c. 2 problems in India are poverty, and diseases.
4. a. Possess b. Disease
5. a. Energy b. The young c. These ideas

II. Exercises

1. Check theme of the unit.
2. a. Going cold turkey b. In the bag c. A dead loss d. with flying colors
3. a. Take out b. Passed out c. Asked in d. Hand in
4. a. Sorry to bother you, but I've been waiting for 30 minutes.
b. I have a complaint to make. The book I bought has missing pages.
5. a. I'm sorry; this will never happen again.
b. I can't tell you how sorry I am. I couldn't catch the bus.

Unit 4

I. Reading

1. a. False. IWD was recognized because of the rapid industrialization.
b. True
c. True

2. a. In Germany, the IWD was first celebrated.
b. In Portugal, women celebrate IWD by women-only dinners and parties.
c. In the beginning of the 20th century, IWD was officially acknowledged.
3. C – A – B
4. a. Rapid Industrialization b. The United Nations

II. Exercises

1. Check theme of the unit.
2. a. Re b. Mis c. Able d. Out e. Ible
3. a. Our flight was cancelled by the employees.
b. Mary was offered the job but she refused it.
c. Mr. Aymen will be given a present by his colleagues when he is promoted.
d. It is thought that globalization has more drawbacks than positives.
4. a. I'm really sorry about that; it was an accident.
b. Don't worry about it; but bring it next time.

Unit 5

I. Reading

1. Drawbacks of Modern Technology
2. a. In the past, it took a whole day to do the laundry.
b. Some children from the UK are obese because they spend much time online.
c. When buying new equipment, we should consider their usefulness and impact.
3. a. Gadgets b. Benefits c. Modern
4. a. Change b. Obese children from the UK

II. Exercises

1. Technology is the practical application of science that is rather theory.
2. a. Hack b. Scientific c. Addiction d. Invent
3. a. Will study/Will have become b. Will have gained c. Will leave
d. Will have eaten
4. a. In my opinion, the government should never legalize abortion.
b. If you ask me, brain drain do harm to the sending countries.
5. a. Do you believe that Messi is better that Ronaldo? Or vice versa?
b. What's your opinion about the hardest English lesson?

Unit 6

I. Reading

1. Benefits of Humour
2. a. Humour is the ability or quality of people, objects or situations to summon feelings of amusement in other people.

b. 5 benefits of humour are: strengthening our immune system, calming nerves, reducing tension, stimulating creativity, and lowering blood pressure.

3. a. Who does not enjoy a great laugh whenever possible?

b. It is a wonderful natural sedative.

4. a. Drs. Lee Berk and Stanley Tan b. All of us

II. Exercises

1. Gags – Cracking – Mocking – Silly – Hilarious – Sense of humour

2. a. Make b. Do c. Did d. Making

3. a. If I had checked my phone, I would have called you.

b. If Kamal hadn't fell asleep, he wouldn't have crashed his car.

c. I wouldn't have lost my job if I hadn't been always late.

d. I could have called Issam if I hadn't lost his number.

4. a. I'm afraid I disagree with you because it's bad for our health.

b. That's so true; we must show solidarity.

c. I'd say the exact opposite because it is proven to have many benefits.

Unit 7

I. Reading

1. Qualities of a good citizen

2. a. Being a good citizen is a hard task because it involves many qualities and characteristics one should have.

b. 5 qualities of a good citizen are: obeying law, performing civic duties, showing patriotism, respecting others, and being honest and trustworthy.

c. We should be good citizens to see progress in our communities.

3. a. Good citizens b. Progress

4. a. Characteristics or qualities b. Communities

II. Exercises

1. Check theme of the unit.

2. a. Feeling blue b. Green c. A piece of cake d. Gets on nerves

3. a. Amal said that she wanted breakfast there and then.

b. Younes suggested bringing some food from that restaurant.

c. The teachers said that they had designed the tests the previous day.

d. Ahmed asked me if I had eaten all the food.

4. a. If only I hadn't wasted too much time on Facebook.

b. I wish I hadn't missed my friend's birthday.

c. I regret not doing my homework.

d. If I had participated, I would have got +2.

Unit 8

I. Reading

1. a. True
b. False. What makes those educated people leave their countries should be seriously considered.
c. False. Social unrest is one of the push factors of brain drain.
2. a. Brain drain is the action of having highly skilled and educated people leaving their country to work abroad.
b. Another name of brain drain is human capital flight.
c. 3 push factors: low wages, social unrest, and lack of working conditions.
3 pull factors: Intellectual freedom, substantial funds for research, and better working conditions.
3. a. Developing countries or third world countries b. The push factors
4. a. Concerns b. Distinction

II. Exercises

1. Check theme of the unit.
2. a. Despite b. In spite of c. Yet D. Although
3. a. Whose b. Ø c. Who d. Which e. Whom f. That
4. a. You: If you were me, which university would you choose?
 You father: If I were you, I would choose The Medicine University.
- b. You: I want to learn English quickly. What should I do?
 The teacher: I advise you to communicate no matter how much mistakes you do.

Unit 9

I. Reading

1. Aspects of Sustainable Development – Sustainable Development
2. a. Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
b. The aim of sustainable development is to improve the quality of life for all of the Earth's citizens, and to stop using up the natural resources beyond the capacity of the environment to supply them indefinitely.
c. Green development prioritizes what its proponents consider to be environmental sustainability over economic and cultural considerations.
d. World states, governments and people should participate in sustainable development.

3. a. Sustainable development b. Green and sustainable developments
 4. a. Needs b. Stress

II. Exercises

1. Check Theme of the unit.
 2. Check Vocabulary of the unit.
 3. a. Should have b. Must c. Couldn't have d. Must have e. Have to
 f. can g. Might have
 4. a. Without any doubts, the problem of unemployment will be resolved.
 b. I'm not sure about that.
 c. It's obvious that they are not true.

Unit 10

I. Reading

1. The History of WHO.
 2. a. Establishment of WHO
 b. The first meeting of the World Health Assembly
 c. WHO began to work.
 3. a. The headquarter of WHO is in Geneva, Switzerland.
 b. WHO's aim is the attainment by all peoples of the highest level of health.
 c. World Health Day is on April 7th.
 4. a. Establishes b. Incorporated

II. Exercises

1. Check them of the unit.
 2. a. Lazy small white chicken.
 b. Old American cleaning machine.
 c. New square wooden table.
 3. a. Broke down – Speak up b. Gave up – Calm him down
 4. a. You: I've got some smashing news; I've been accepted in that university!
 Your friend: That's fantastic! You deserve it!
 b. You: Ready for some great news? My mother has fully recovered!
 Your friend: I'm really happy to hear that.
 5. a. You: I'm really sorry to say that I've failed the final exams.
 Your father: Oh, dear!
 b. You: I'm afraid I've got some bad news; my grandmother passed away.
 Your friend: I'm sorry to hear such terrible news.



National Exam 2018: Ordinary Session



Laura is an Australian university student. On her 18th birthday, her father decided to do something special for her. She is telling her story.

[1] When my father asked me about what I wanted for my 18th birthday, my answer was “I want to do voluntary work in Nepal”. I heard about travel volunteering from some of my classmates who already served global communities while having the pleasure to see different places. ***They*** all agreed that volunteering abroad allows people to have an authentic trip while serving another community.

[2] For my 18th birthday, I decided to do something for the people in Nepal. After consulting different volunteering websites, I opted to work at the children’s Daycare Center in Chitwan, not far from Kathmandu. Flying from my hometown, Sydney, to Kathmandu was both scary and exciting as I had never been to Nepal before.

[3] At the airport, I was greeted by my guide Phil. He accompanied me for a quick visit of the streets of Kathmandu. The first night in the hotel was a real shocker and an eye-opener for me, having seen kids no more than 10 years old living on the street. In the morning, I took a bus to Chitwan where I was welcomed by Dilu and Binu, my generous homestay Dad and Mom. They immediately made me feel at home.

[4] During the first week, I worked at the children’s Daycare Center. Working with the kids was an absolute delight: from playing with them to teaching them the alphabet and some English words; it was all just an amazing experience. My homestay family organized my best 18th birthday party following local rituals; several natives of Chitwan danced and sang memorable traditional chants. For my second week, I decided to travel and see some of the rest of ***the country***. Dilu took me to visit some of the most amazing places I have ever seen. We also went on elephant safaris and had long walks through the jungle.

[5] Although it was a short stay, my volunteering experience has offered me some of the most memorable moments of my travelling life and has helped me to grow as a person. Being outside my normal routine and working with people from other cultures challenged me to open my mind.

[6] Choosing a travel volunteering experience can be challenging. Yet, I recommend it to anyone who wants to see the world while doing some good for another community. International volunteering serves to strengthen communities and support them to face challenges

I. COMPREHENSION (15 POINTS)**A. ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY. (3 pts)**

1. Laura knew about travel volunteering from a website.
.....
2. Laura stayed in a hotel in Chitwan.
.....
3. Laura spent two weeks in Nepal.
.....

B. ANSWER THESE QUESTIONS. (4 pts)

1. How did Laura know about Children's Daycare Center?
.....
..
2. Why was Laura shocked when she arrived in Kathmandu?
.....
.....
3. How did Laura help the local children?
.....
4. How did Dilu and Binu celebrate Laura's birthday?
.....

C. COMPLETE THESE SENTENCES WITH INFORMATION FROM THE TEXT. (3 pts)

1. For Laura's 18th birthday, her father
.....
2. Laura was afraid of her trip to Nepal because.
.....
3. In addition to her work in the Daycare Center, Laura spent some of her time.
.....
.....

D. FIND IN THE TEXT WORDS OR PHRASES THAT MEAN ALMOST THE SAME AS (3 pts)

1. chose (paragraph 2):
2. songs (paragraph 4):
3. unforgettable (paragraph 5):

E. WHAT DO THE UNDERLINED WORDS IN THE TEXT REFER TO? (2 pts)

1. They (paragraph 1):
2. the country (paragraph 4):

II. LANGUAGE (15 POINTS)

A. FILL IN THE GAPS WITH THE APPROPRIATE PHRASES FROM THE LIST. (2 pts)

take place - give up - take after - look after - make up

1. Mouna's wedding party will in a five-star hotel.
2. I know Yassine; he will a story to justify his absence again.

B. GIVE THE CORRECT FORM OF THE WORDS IN BRACKETS. (2 pts)

1. The aim of this project is to (integration) disabled people in the local economy.
2. Renewable energy contributes to the (improve) of social services.

C. FILL IN EACH GAP WITH AN APPROPRIATE WORD OR PHRASE FROM THE LIST. (2 pts)

1. Feel free me if you need more details about the job.

to call - call - calling

2. Ouarzazate, Gladiator was filmed, is attracting more and more film directors.

which - whose - where

D. PUT THE VERBS IN BRACKETS IN THE CORRECT FORM. (2 pts)

Teacher: Is your project ready?

Student: Not yet sir. We (start) only last Tuesday. We (still/collect) information.

Teacher: When do you think the project (be) ready?

Student: We (complete) the first part by the end of this week.

Teacher: Ok. Remember that you have to present your project to the class next week!

E. REWRITE THE SENTENCES BEGINNING WITH THE WORDS GIVEN. (3 pts)

1. Beth was too late. She didn't take the exam. If Beth hadn't been too late, she
.....
2. With this software, you can transform pictures into animations. With this software, pictures.
3. "The investment plans did not reduce unemployment," the minister said. The minister admitted that

F. MATCH EACH EXPRESSION WITH ITS APPROPRIATE FUNCTION. (2 pts)

Expressions	Functions
1. "I'm afraid but we gave you the best room in our hotel"	a. Asking for opinion
2. "It's a pity she doesn't speak Spanish"	b. Responding to a complaint
3. "What do you think should be done to reduce the crime rate?"	c. Expressing certainty
4. "I can hear noise, there must be someone at home".	d. Giving advice
	e. Expressing regret

1 2 3 4

G. WRITE APPROPRIATE RESPONSES TO THE FOLLOWING SITUATIONS. (2 pts)

1. Your friend: I'm really sorry. I didn't know you were sleeping.

You: (Accept the apology)

.....

.....

2. Your teacher: The government should invest more in renewable energies.

You: (Ask for clarification)

.....

.....

II. WRITING (10 POINTS)

TASK 1 (4 pts)

Write a short biography of Angelina Jolie using the details below:

Name: Angelina Jolie.

Date of birth: June 4, 1975.

Birth place: Los Angeles, California, US.

Nationality: American.

Education: Theater Institute, California.

Profession: actress / film maker/activist.

First movie: Lookin' to get out (1982); as a child actress.

Famous movies: Mr and Mrs Smith, 2005. Wanted, 2008. Salt, 2010.

Hobbies: reading/volunteering/music

Favorite singers: Madonna, Elvis Presley



National Exam 2018: Ordinary Session (Answer Key)



I. COMPREHENSION (15 POINTS).

A. TRUE/FALSE: (3 pts; 1 pt each)

1. F. ...from classmates...
2. F. ...she stayed with a homestay family/with Binu and Dilu...
3. T. ...for my second week I decided to travel.....

B. WH-QUESTIONS: (4 pts; 1 pt each)

1. ... from (different volunteering) websites.../from the internet
2. ...because she saw young children sleeping on the street.
3. ... by playing with them and teaching them the alphabet and...
4. ... they organized a party/they followed local rituals/they invited natives who danced and ...

C. SENTENCE COMPLETION: (3 pts; 1 pt each)

1. ... decided to do something special for her/offered her a trip to Nepal....
2. ... she had never been there before.
- 3.... on safaris and jungle walks/ travelling/seeing the rest of the country....

D. WORD MEANING: (3 pts; 1 pt each)

1. opted
2. chants
3. memorable

E. WORD REFERENCE: (2 pts; 1 pt each)

1. (my/Laura's) classmates.
2. Nepal.

II. LANGUAGE (15 POINTS)

A. GAP FILLING: (2 pts; 1 pt each)

1. take place 2. make up

B. WORD FORM: (2 pts; 1 pt each)

1. integrate 2. improvement

C. GAP FILLING: (2 pts; 1 pt each)

1. to call 2. where

D. VERB FORM: (2 pts; 0.5pt each)

1. started 2. are still collecting 3. will be/is 4. will have completed

E. SENTENCE REWRITING: (3 pts; 1 pt each)

1. ... would have taken the exam.

2. ... can be transformed into animations ...

3. ...the investment plans had not reduced/ did not reduce unemployment.

F. MATCHING: (2 pts; 0.5 each)

1. b 2. e 3. a 4. c

G. RESPONDING TO SITUATIONS: (2 pts; 1 pt each)

Accept any correct and appropriate answer.

For more previous National Exams, you can visit: Moutamadris.ma



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