

Unit 1

CULTURAL ISSUES AND VALUES

VOCABULARY: EXPRESSIONS OF DEFINITION

...is...

...refers to...

... is referred to as...

...is defined as...

...has been defined as...

...is the way of...

Cultural anthropology { **is**
refers to
is referred to as being
has been defined as } **the study of human culture.**

An anthropologist **is** an expert in anthropology.

Culture **is the way of** life of a particular group of people.

A stereotype **is defined as** being a belief about an individual or a group based on the idea that everyone in a particular group will behave in the same way.

Hospitality and tolerance are values that are **deeply rooted** in the Moroccan culture.

If you happen to go to live in a foreign country with a different culture, you have to **adjust** to it, otherwise you will feel as a fish out of water.

Different cultures have different values. Values **vary** from culture to culture.

People from rural areas **stick** to customs and traditions more than urban people.

Cultural issues arise when groups of people believe another group behaves **wrongly**.

Culture is learned and **transmitted** from generation to generation.

Deeper insights into other people's customs, values and ideas minimize conflict **due to** ignorance and intolerance.

ASKING FOR CLARIFICATION:

.What does 'the verb'... mean ?

.What is another word for...?

A: What is another word for 'aware'?

B: Conscious.

Vocabulary: (p 12)

uneasy: uncomfortable

unlike: as opposed to

to obey: to respect, to abide by

dissimilarities: differences

natural: healthy

wrongly ≠ **rightly**

Conditional: types 1 and 2

If you pay attention in the classroom, you'll understand better.

I'll continue my studies abroad if I get high grades in my bac exams.

Mariam won't marry Nabil if he isn't an honest person.

If I were you, I'd give up smoking.

We wouldn't have so many car accidents if both drivers and pedestrians were careful enough.

If Souad had money, she could buy a new laptop.

Asking for, giving and responding to advice: (p 15)

Asking for advice	Giving Advice	Responding to advice
What do you think I should do?	I think you should...	That's a good idea. Thanks.
What do you suggest?	May be you should...	Thanks for your advice, but I really...
What would you do if...?	It's best not to...	Thank you for your advice, but I really...
What's your advice for...?	It's a good idea not to...	Sorry, I can't. I'm... ing...
What would you advise me to do?	Why don't you...?	It sounds like a good idea.
How can I ...?	If I were you, I would...	Thanks, but I've already...
What's the best...?	You'd better (not)...	Thanks, but I doubt whether...
I don't know what to do.	Whatever you do, don't...	
What should I do?	You should(n't)/ought(n't)to...	

Patient: I'm afraid I'm putting on weight, doctor. What do you think I should do?

Doctor: It's a good idea not to eat between meals and you'd better exercise at least three times a week. May be you should eat more vegetables and less fatty food.

Patient: It sounds like a good idea! Thanks for your advice, doctor.

Vocabulary: (18)

ADJECTIVE	MEANING
ambitious	hardworking, aspiring
broad-minded	open-minded
capable	competent, effective
cheerful	light-hearted, joyful
forgiving	willing to forgive others
helpful	working for the welfare of others
honest	sincere, truthful
imaginative	daring, creative
independent	self-reliant
logical	consistent, rational
polite	courteous, well-mannered
self-controlled	self-disciplined
courageous	standing up for your beliefs

Expressing lack of understanding, interrupting and asking for clarification:

Expressing lack of understanding	Interrupting	Asking for clarification
Could you say that again / repeat please?	Excuse me...	What do you mean by...?
I beg your pardon?	Sorry, but...	Do you mean...?
I'm not quite sure I follow you.	Excuse me for interrupting...	I'm not quite with you. What do you mean?
I'm not quite sure I know what you mean.	May I interrupt for a moment?	Could you clarify that, please?
I beg your pardon, but I don't quite understand.	Can I add something?	Could you be more explicit?
I don't quite see what you mean, I'm afraid.	Can I say something here?	Could you explain what you mean by...?
Sorry, I didn't quite hear what you said.	I'd like to say something, if I may?	Could you possibly give us an example?
I'm not quite sure I got your point.	Can I ask a question?	I wonder if you could say that in a different way?
Sorry, I didn't get your point, I'm afraid.	May I ask a question?	Could you be a little bit more specific, please.
I don't quite see what you're getting at.		

Expressions for clarifying one's point / idea:

- Let me explain that. - Let me put it another way. - Let me express that differently.	- Sorry, let me explain. - In other words, ... - In other terms...	- To say that differently, ... - To put it differently, ... - Let me explain that in more detail.
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Headmaster: Mobile phones are not allowed at school.

Student: Sorry, sir. I'm not quite sure I know what you mean.

Headmaster: In other words, you mustn't use your mobile at school because they are forbidden.

Student: I'm sorry, sir.

The Past Perfect vs. The Past Perfect Continuous: (p24)

Form:	P. Participle:	had + past participle of the verb
	P. Participle Continuous:	had + past participle + v...ing

After the cultural anthropologist had finished the lecture, he flew to Tangier.

By the time I went to see the doctor, I had been ill for at least two weeks.

Adib had bought a brand new car before he got his driving licence.

Once Ilham had read the advert about the job, she went to the Office of Admission.

Jane had done her homework before she went out.

When he arrived to the airport, there was no plane. It had already taken off.

She didn't go to bed until she had set her alarm clock.

"Why didn't you tell her that you had divorced your first wife?"

The fire had already spread to the neighbouring houses when the fire brigade arrived.

Mounia and Jamal had been e-mailing each other before they got married.

Jim had been studying computer science for three years before he graduated.

Phrasal Verbs: (p 24)

I've tried explaining how it works, but I just can't get through to him. (communicate with)

I'm taking the Baccalaureate this year, I will certainly get through. (pass)

I still don't know how to use Excel. Could you possibly go through the instructions again? (repeat)

One of my classmates has been very ill, but her doctor says she will pull through. (recover/survive)

I've looked through the editorial twice and can't see the issue the editorialist is arguing for. (read carefully)

UNIT 2

THE GIFTS OF YOUTH

Vocabulary: STRENGTHS OF YOUTH

NOUNS	ADJECTIVES	NOUNS	ADJECTIVES
ENERGY	ENERGETIC	AUDACITY	AUDACIOUS
PERSEVERANCE	PERSEVERANT	STRENGTH	STRONG
ENTHUSIASM	ENTHUSIASTIC	COMPETENCE	COMPETENT
PATIENCE	PATIENT	RELIABILITY	RELIABLE
FLEXIBILITY	FLEXIBLE	RESPONSIBILITY	RESPONSIBLE
SOCIABILITY	SOCIABLE	VITALITY	VITAL
OPTIMISM	OPTIMISTIC	ABILITY	ABLE
VIGOUR	VIGOUROUS	PUNCTUALITY	PUNCTUAL
IMAGINATION	IMAGINATIVE	PERSUASION	PERSUASIVE
CREATIVITY	CREATIVE	COOPERATION	COOPERATIVE
ADVENTURE	ADVENTUROUS	MATURITY	MATURE
INNOVATION	INNOVATIVE	EFFICIENCY	EFFICIENT
TALENT	TALENTED	SELF-CONFIDENCE	SELF-CONFIDENT
AMBITION	AMBITIOUS	AUTONOMY	AUTONOMOUS
INQUIRY	INQUISITIVE	REBELLION	REBELLIOUS
		INDEPENDENCE	INDEPENDENT

Although young people are **a heterogeneous group**, they can play responsible, determining roles in society. They are **the lifeblood of a country** and represent the most active and vital force in its development. They should be allowed **to voice their opinions** because they have as much to say about societal problems and potential solutions as others do.

Karim, our classmate, is known to be very **cooperative**. When we are assigned projects, he works well with us and always does his share of work.

A high percentage of young people no longer believe in their country's political parties; that's why they tend to **shy away** from politics.

The youth need their **independence** in order to grow into **responsible** adults.

The young man left the conference room with **a clear conscience**. He felt happy he had been able **to raise people's awareness** to the importance of community work.

UNIT 3

Advances in Science and Technology

Ahmed: What does **OFWT** stand for?

Nabila: It stands for **O**bserve, **F**orm, **W**atch and **T**est.

Ahmed: I think these are the four steps scientists normally follow in their work, aren't they?

Nabila: Yes, they are.

Vocabulary: (p48)

benefits = advantages

events = happenings

on your own = independently

pseudo = false, fake, not genuine

One of the advantages of being scientifically literate is that you can ask and find answers to questions derived from curiosity about everyday happenings. **Another advantage is that** you can understand how the world works and think critically and independently. **A third one is that** scientific literacy allows us to identify pseudo scientific claims.

Yousra: In your opinion, which is the most significant **breakthrough** in technology?

John: For me, the internet is the most significant one. I really can't do without it.

breakthrough = advances

EXPRESSING PURPOSE

Structure

to + infinitive

Souad goes jogging every morning **to keep fit** and healthy.

for + noun

Akram met Mr. Johnson **for an interview**.

for +ing

Posters and brochures are used **for** interviewing people to study.

in order to + infinitive

Adults go to literacy classes **in order to learn** how to read and write.

so that + modal

He trains very hard **so that he can** be ready for the next Olympic Games.

so as to + infinitive

She left home early **so as to be** on time for the interview.

We should all be scientifically literate **so as to** identify pseudo scientific claims.

Salma learnt Italian **so as to** get a better job.

Hicham likes to meet foreigners **so as to** practise his languages.

Journalists should be tactful **so as not to** offend readers.

They left home early **in order not to** miss the train.

Amina works very hard **so as not to** fail her exams.

I took off my shoes and walked upstairs **so as not to** wake my parents.

When I have a lot of homework, I sometimes do it immediately **in order not to** forget it.

He went out for a walk **in order not to** get sleepy.

Could you repeat the message slowly **so that** I can understand.

Other ways of expressing purpose:

An investigation is carried out **for the purpose of** determining the cause of the accident.

Research is being done **with the aim of** developing a cure to bird flu.

The association is raising money **with the objective of** building a street children center.

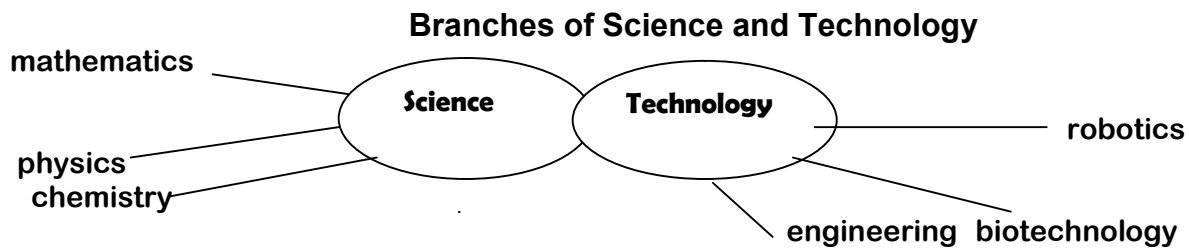
He went to the clinic **with the intention of** doing a general check-up.

Vocabulary: (p50)

fundamental : important

headways : progress, strides

Scientists are making **headways** in many technological fields such as biotechnology and cellular phones technology.



Technology is applied science. It focuses on designing tools and systems for practical purposes **whereas** science focuses on general knowledge by investigating natural phenomena.

The Simple Past Tense: (review)

When I **returned** home from work, I **decided** to watch TV. I **took** the remote controller and **zapped** to my favourite channel. But, the electricity **went** off a short time later. I **took** my mobile phone and **called** my friend to help me fix the problem. He **was** busy on his computer sending and replying to e-mails or chatting. I **couldn't** use the vacuum cleaner to clean the carpet, so I **had** to take a brush and do it manually. I **couldn't** use the microwave oven to heat my dinner and **was obliged** to have cold. After dinner, I **couldn't** use the dishwasher and again, with my own hands, I **washed** all the dishes.

Making and responding to complaints about behavior

COMPLAINING	APOLOGIZING	ACCEPTING/REFUSING APOLOGIES
Sorry to say it, but you..... Enough is enough! I'm not satisfied with the way you... I've been patient long enough, but... I just don't know how to say it, but... I'm afraid I have to make a serious complaint. Oh, I've got a bit of a problem here; you see... Sorry to bother you, but... Look, I'm sorry to trouble you, but...	I do apologise. Sorry about that. I'm very sorry. I'm awfully sorry. I'm terribly sorry. Sorry to hear that. Oh, dear. I'm really sorry. I just don't know what to say. I'm sorry. I didn't realize. I can't tell you how sorry I am.	It's O.K Never mind. It's not important. Don't worry about it. I see no reason why I should.

Rejecting a complaint
 -Well, I'm afraid there's nothing we can do about it actually.
 -I'm afraid there isn't much we can do about it.

*Susan: **I wish you wouldn't** make so much noise when I'm busy working.
 Tom: **Oh, I'm terribly sorry! I didn't realize** you were working.

*Hamid: **I'm sorry to say this, but** I really didn't like the way you talked to your mother.
 John: **Oh, I'm awfully sorry. I didn't realize** I was so rude.

*Barbara: I was waiting for you in the coffee shop but you didn't come.
 Steve: **I'm awfully sorry**, darling. I really forgot it.
 Barbara: **Don't worry about it.**
 Steve: Another time perhaps.

At a hotel

*A: **Excuse me, but** there is a problem with the heating in my room.
 B: **Sorry to hear that** – I'll get someone to check it for you.

*Man: **I'm afraid I have to make a complaint.** Some money has gone missing from my room.

Receptionist: **We're terribly sorry, sir.**

Expressing Certainty and Uncertainty (p56)

EXPRESSIONS OF CERTAINTY	EXPRESSIONS OF UNCERTAINTY
undoubtedly – crystal clear – no one can deny – won't be – are sure – certainly – must be	may –could – might – unlikely - probably – I doubt if... - It's improbable that.....-I think /guess etc

Expressing certainty:

Here are some phrases you can when you are sure that something will not happen in the future.

For example, to the question "Do you think that scientists will find a cure to AIDS in the near future?", you may respond as follows:

Yes	I'm	absolutely sure quite sure certain positive	they will.
	definitely. certainly. of course.		

No,	I'm	absolutely sure quite sure certain positive	they won't.
	definitely not. certainly not. absolutely not.		

Expressing uncertainty:

When you are not sure whether something will happen in the future, you can use these useful phrases:

Well,	it's possible. there might be. it could happen. it's not possible.	I suppose	but	I wouldn't like to say for certain. I'm not really sure. I doubt it. I have my doubts. it's doubtful. it's highly unlikely. it's improbable.
	you never know of course. no one can say for certain.			

Functional meaning of modals:

must: certainty, obligation, (100% necessary to do something.)

mustn't: prohibition (100% necessary not to do something.)

may: possibility – probability (it's about 50% possible)

might: possibility (less than 50% possible)

needn't: (lack of necessity)

should: advice (it's a good idea)

shouldn't: (it's a bad idea)

can't : impossibility

When I leave school, I **may** go to a university of science or I can even get a job at a laboratory.

This **must be** the laboratory – there are instruments and products of scientific research.

I'll **probably** come back to see the manager next week if I am free.

I **think / guess** they are going to offer me a job as I have the ideal profile.

They will **certainly** interview me about my past experience as they usually do.

I **guess / think** their wages are high and their technology is advanced.

I **certainly** will enjoy myself working in this laboratory; I am fond of science and technology.

Computers are **likely** to replace teachers in a few years' time.

It's positive that the problem of unemployment will be solved if drastic measures are taken.

I **bet** the rate of illiteracy in our country will decrease in the next decade.

We **needn't** raise taxes. We have made a lot of money out of phosphates sales this year.

PAST TENSE : simple and continuous (review)

I **was having** lunch in a small restaurant near the office. She **was sitting** at a table near the window. I **wondered** why she **was looking** at me. Did she know me? I **didn't think** I **had** ever seen her before.

Suddenly she **stood up** and **walked** slowly towards me. I still remember my feeling exactly. I **wanted** to run away, but I **knew** I **couldn't**. She **stopped** by my table and **smiled** down at me. She **had** on a purple dress. I think it **had** a flower pattern and she **was** amazingly beautiful. 'Excuse me,' she **said**. 'Have you got a pen?'

Phrasal verbs (pages 56,57)

bump up: increase

turn down: (1) refuse an offer, reject an application. She turned down the new job because she didn't want to move.

turn down: (2) lower the volume or intensity of a TV, radio, or other machine. → I'm studying!
Please turn down the TV.

put down: insult, make someone feel stupid

ease off: reduce pressure

look forward to: be excited about the future

Phrasal verbs 2 (p58)

progress → along, behind, through, on

communication → across, through, over, between

relationships → together, up

getting involved in an activity → in, into

ignoring problems → around, aside, off

My project work is **coming along** nicely.

I've **fallen behind** with my work.

We **sailed through** our exams. We learnt a lot before the exams.

Just **keep on**. You have been doing a good job.

Let's all **join in** when I sing the Moroccan National Anthem.

When I can **get into** my work, I really enjoy it.

I can't **work round** this problem.

We need to **put aside** our differences.

I **laughed off** his criticism.

We **got together** in our first year at this school.

The whole group **rallied together** to protest against child labour.

Two students from each class **pair up** to produce a short play.

I don't seem to be able to **get through** to them.

The message **came over** clearly.

Something interesting **passed between** them.

She **eased off** the accelerator to let the car slow down.

Reading: (pages 60,61)

A: What did Graham Bell invent?

B: He invented the telephone.

To do any job well requires hard work, **perseverance** and the ability to focus on your aims without being distracted.

perseverance: determination

Abdellah: What would you like to be in the future?

Habiba: I'd like to be a laboratorial.

CONDITIONAL TYPE 3 + WISHES

Rule: Conditional type 3

FORM	USE	EXAMPLE
If + past perfect + would have + past participle	To describe hypothetical conditions in the past and the results that the speaker imagines were possible	If the leaders had been wiser, the war wouldn't have broken out.

Rule: Wishes

FORM	USE	EXAMPLE
I wish / wished / If only + past participle	To express past wishes	My grandfather wishes he had had a cell phone in his childhood.
	To express regret	If only there hadn't been many victims in the second world war.

Text: If I had time, I would have done it

"My brother Jamal won a national award for his latest scientific invention. We celebrated it last night. A lot of people came. We had a lot of food. Unfortunately, I ate so much that I had a stomach-ache. I couldn't get up in the morning because I didn't sleep early. I didn't go to school. I missed several lessons. I didn't do the test. The teacher gave me a bad mark because I forgot to do my homework."

If Jamal **hadn't eaten** a lot, he **wouldn't have had** a stomach-ache.

If he **had slept** early, he **could have got up** in the morning.

He **wouldn't have missed** several lessons if he **had gone** to school.

If he **had gone** to school, he **would have done** the test.

The teacher **wouldn't have given** him a bad mark if he **had done** the homework.

I wish I hadn't eaten so much last night. I felt terrible then.

If I hadn't eaten so much last night, I **wouldn't have felt** terrible.

I wish my father **had bought** me computer last year. I could be a programmer then.

If my father **had bought** me a computer last year, I **could have been** a programmer then.

Health authorities **wish** people **got immunized**. They could improve their health then.

People **could have improved** their health if they **had got immunized**.

Nabil **wishes** his satellite receiver **hadn't stopped** working. He could watch the live conference about the nuclear danger on the environment.

Nabil **could have watched** the live conference about the nuclear danger on the environment **if** his satellite receiver **hadn't stopped** working.

Dialogue:

Student: **Could you give me an idea about** biotechnology, please?

Teacher: Yes, of course. Biotechnology (or bioengineering) **refers to** any change of an organism's genes for practical purposes like disease control, better crops, cloning of plants and animals,... Biotechnology **is** closely **related to** genetics which **can be defined as** the scientific study of genes, i.e. variations in the characteristics – resemblances and differences – of organisms and how these characteristics are inherited from generation to generation. Modern genetics is as much concerned with the organism level of this process as it is with cellular and molecular levels.

Thanks to biotechnology, farmers are able **to get rid of** unwanted characteristics of plants and keep the ones that they desire. One example of these is the new type of potatoes that resist invasion by dangerous insects.

Advances in genetic engineering **have made it possible** to decrease the need for fertilizers by breeding plants that produce their own form of efficient fertilizers... **However**, there are some negative **side effects** that must be worked out. **An example of this**, is a decline in the quality of taste, which would definitely outweigh the benefits of a long shelf life or resistance to insects!

Student: Is it used to control some of the human diseases?

Teacher: Yes. The use of genetic engineering in humans promises some extraordinary benefits, **one of which** is cure and prevention of many types of diseases that come from faulty genes.

Student: Thank you very much, sir.

Teacher: Not at all.

Expressions of concession and addition:

Link your Sentences

When diplomats met to form the United Nations in 1945, one of the things they discussed was settling up a global health organizations. **As a result**, World Health Organisation was set up on 7 April 1948- a date we now celebrate every year as World Health Day. WHO is responsible for providing leadership on global health matters. It **also** accounts for shaping the health research agenda **such as** setting norms and standards, providing technical support to countries, monitoring and assessing health trends. **Since** health is a shared responsibility, WHO's job is to provide equitable access to essential care and collective defence against transnational threats. **In brief** WHO's greatest concern must always rest with disadvantaged and vulnerable groups; **that is to say**, the groups who often live in remote rural areas or shanty towns and have little political voice.

Although the school is far away, Zahra attends all afternoon classes.

Although he is rich, Adil does not give alms to the poor.

Although international organizations work hard, they can't solve all the problems.

Although globalization has a positive impact on Moroccan women's situation, there is still fear of losing local tradition.

Although it was raining, we went out.

Though the school is very far from her village, Fatima insists on attending all her lessons.

In spite of his wealth, Adil does not give alms to the poor.

In spite of the fact that he is wealthy, Adil does not give alms to the poor.

She gets higher marks **despite** studying in difficult conditions.

In spite of being illiterate, some women use the magazine's pictures as resources for dressmaking.

In spite of the rain, we went out.

In spite of the fact that it was raining, we went out.

Despite spending much time at work, working women are able to perfectly manage their households.

It's true that a lot of women and girls have access to education. **Yet**, their situation is far from perfect.

Along with being busy with his professional career, Rachid is a good father.

Zahra has got an award from the UNESCO **because** she was the first to fight illiteracy in her village.

Her parents were illiterate. **Consequently**, they didn't send her to school when she was young.

Fouad is **not only** good at volleyball **but** he is **also** a fantastic handball player.

Helen Keller was a woman of luminous intelligence, high ambition and great accomplishment. **In addition**, she devoted her life to helping others.

Moroccan women need education **as well as** health care.

Women have demonstrated considerable leadership in community, **as well as** in public office.

However, they still suffer from negative stereotyping.

UNESCO works to promote fields of interest **such as** education, science, and culture.

Greenpeace works to preserve the environment. **Besides**, it is a non-profit organization.

Some Moroccan women are illiterate. **However**, they benefit from pictures in magazines.

Educated women have a big influence on society. **Moreover**, they contribute to the welfare of their families.

Educated women look after their houses. They **also** work outside their homes.

UNIT 4

Women and Power

Many people are actively involved in many Moroccan **non-governmental organizations**. The Palestinians have been **struggling** for their independence since 1948.

to struggle: to fight

Meriam Chadid was the first woman to **set foot** on the Antarctica, where she patriotically and proudly raised Morocco's flag.

Nawal Almoutawakil is a UNICEF **goodwill** ambassador.

Women have demonstrated considerable leadership in community, **as well as** in public office. Moroccan rural women need education **as well as** health care.

However, they still suffer from negative stereotyping.

Our district has been short of water for about six months now. **However**, nothing has been done about so far.

Along with being busy with her professional career, Karima manages her family life.

Not only.....but.....also.....

Moroccan women's magazines are **not only** criticized for being elitist **but also** for focusing on urban issues.

Educated women have a big influence on society. **Moreover**, they contribute to the welfare of their families.

Educated women look after their houses. They **also** work outside their homes.

Despite spending much time at work, working women are able to perfectly manage their households.

In spite of the efforts made by the government to alleviate poverty, the problem still persists.

It's true that a lot of women and girls in Morocco have access to education. **However**, their situation is far from perfect.

Although, Globalization has a positive impact on women's status, they are still regarded as inferior in some societies.

Hamid takes after his father **whereas** Abdellah takes after his mother.

Regardless of their colour or religion, people must be treated equally.

Don't give up your project **regardless** of how much money it will cost you.

Contrary to what people think, the youth are not so selfish as they are portrayed.

No matter how they tried, they couldn't get to the other side of the sea-coast.

No matter what your social status, you must abide by the law.

Writing: Using Conjunctions

Talking About Australia

Australia is very hot in December, **but** cold in July. **Although** the country is big, there aren't many people living there. Australia has a lot of interesting animals. The koala is cute, **but** the crocodile is dangerous. Australia has a lot of open spaces, **and** the weather is good, **so** sport is very popular. Australian people often eat barbecued food.

Writing:

feminism: a movement which advocates the rights of women to have equal opportunities to those possessed by men.

gender: male or female

emancipation: freeing someone socially or politically

violence: actions or words which are intended to hurt someone

polygamy: having more than one spouse

stereotype: an exaggerated or wrong image of the characteristics of a particular group

self-confidence: belief in one's own abilities or skills

Examples:

Negative **stereotypes** are obstacles that hinder women's advancement in different domains. Thanks to the new Moroccan **family code**, the status of women has noticeably changed. According to the new 'Mudawana', **polygamy** can't be practised without the first wife's approval.

All over the world, women have always had a continuous struggle for **emancipation**.

The Red Crescent organization provides **humanitarian aid** for people in need, especially women and children.

UNIT 4

Insights into English

Asking for and giving opinion: (Please see p70)

Asking for opinion	Giving opinion
-What do you think about...? -What's your opinion about...? -What's your view about...? - How do you feel about...? -Do(n't) you think/ believe that...? -Do you really think/ believe that...? -Are you absolutely sure that...? -Am I right in thinking that...? -Would I be right in thinking that...? -etc	-To be honest,... -Well, if you ask me... -To my mind,.../ In my opinion,/ view,... -I really feel that... -Personally speaking, I think... -I'd like to point out that... -I strongly believe that... - From my point of you,.. -As far as I'm concerned,... -I think/ believe... / It seems to me that... - etc

Reported Speech:

DIRECT SPEECH	REPORTED SPEECH
Present simple Present continuous Past simple Present perfect Past continuous 'Will' future Can May Must	Past simple Past continuous Past perfect Past perfect Past perfect continuous 'would' conditional Could Might Had to

Time and place words changes reporting statements or questions: Here are some changes that may to be made:

now	then	yesterday	the day before
this	that	tonight	that night
these	those	tomorrow	the next day
here	there	next week	the following week
today	that day		

He	says thinks believes feels	that	it's nice to have faithful friends.
According to him, In his view,			

EXAMPLES :

- "I'm awfully sorry I am late."
- He apologised for being late.
- "Congratulations on having successfully passed this exam,"
- My English teacher congratulated me for having successfully passed my exam.
- "You'd better take up computer science next year,"
- My classmate advised me to /that I should take up computer science.
- "I will help you with your computer science," I am a computer literate,"
- My classmate also offered to help me with my computer science.
- "You really must work harder to pass the mathematics test,"
- My teacher of math ordered me to work harder.
- "Anouar should go to university,"
- The English teacher suggested that Anouar should go to university.
- "Why don't we go to the library?"
- My friend suggested our going / that we should go to the library.
- "It's freezing cold today,"
- My Mum complained about the freezing cold.
- "Go on! You'll never have another chance to visit Spain,"
- The travel agent encouraged me to visit Spain.
- "Hurry up!"
- The headmaster ordered me to hurry up.
- "Where Hassan Tower, please?"
- He asked me where Hassan Tower is.
- "Does the charter company run cheap flights to Japan?"
- He asked me if the charter company runs cheap flights to Japan.
- "Have you bought a Moroccan Arabic phrasebook?"
- I asked him if he had bought a Moroccan Arabic phrasebook.
- "How long are you going to stay in Morocco?"
- I asked him how long he was going to stay in Morocco.
- "Is Japanese easy to learn?"
- I asked him if he thinks Japanese is easy to learn.

Reading: A long struggle for equality and freedom (p74)

A: When is the International Women's Day?

B: It's on March 8.

Vocabulary: (p74)

irrevocably: irretrievably; once and for all; forever

idealistic ≠ realistic

UNIT 5

BRAIN DRAIN

Brain drain: human capital migration

Brain drain is the departure of highly skilled people to more favourable, geographic, economic, or professional conditions.

Due to conflicts, political turmoil and lack of opportunities in their home countries, many talented and trained people emigrate to other countries to look for a better life.

Janet: Are you for or against brain drain?

Adila: I'm not in favour of brain drain because this human capital migration has very bad side-effects on the developing countries. It really empties these countries of their human resources. As far as I'm concerned, highly skilled people such as engineers, architects and doctors should return home after finishing their studies abroad. Governments should do their best to encourage these highly qualified people to return to their countries by creating a good working environment and more attractive opportunities for their graduates and researches to stop or at least to reduce this phenomenon.

Janet: I share your view.

MAKING REQUESTS AND OFFERS: (p83)

EXPRESSING REQUESTS	RESPONDING TO REQUESTS	MAKING OFFERS
<ul style="list-style-type: none">- (Do sth.fo me) , will you?- Will you please...?- I want you to + vb...- Can you...?- Could you please...?- Would you...?- Do you think you could...?- Could you possibly...?- Do you mind...?- Would you mind...?- I wonder if you could possibly...?	<ul style="list-style-type: none">- Yes, of course.- Sorry, I can't.- Certainly not.- Not at all.- Sure- Sorry, I'm afraid not.	<ul style="list-style-type: none">- Let me help you + vb...- Let me help you with...- Do you want me to...- Shall I...?- Would you like me to...?- If you like, I can...

Accepting offers	Declining offers
<ul style="list-style-type: none">- Yes, please (if you could)- Thank you.- Could you? That's very kind of you!- Thank you. I'd appreciate that.- That'll be fine. Thanks.- Oh, that'd be great. Thanks.	<ul style="list-style-type: none">- Thanks, but that won't be necessary.- Thanks, but please don't bother.- That's very kind of you, but...- That won't be necessary.- No, it's all right, thanks. I can manage.- No, thanks all the same.

A: Can you lend me your English book, please?

B: I'm sorry, I need it.

A: Thanks, anyway.

A: Could you type this letter for me, please?

B: Yes, I think so.

A: Thank you very much, indeed.

A: Could I borrow the magazine for a while?

B: I'm sorry, I'm afraid not.

A, Oh, I see. Well, thank you, anyway.

A: Sir, Would you mind my opening the window?

B: Not at all.

A: I wonder if you wouldn't mind word processing this article for me?

B: Not at all.

A: Will you please turn down the volume?

B: OK.

A: Thanks.

A: If you like I can help you carry your suitcase.

B: Could you? That's very kind of you.

LINKING WORDS: (p84)

Despite this, → nevertheless

In comparison to this, → by contrast

As I see it, → personally

It seems → apparently

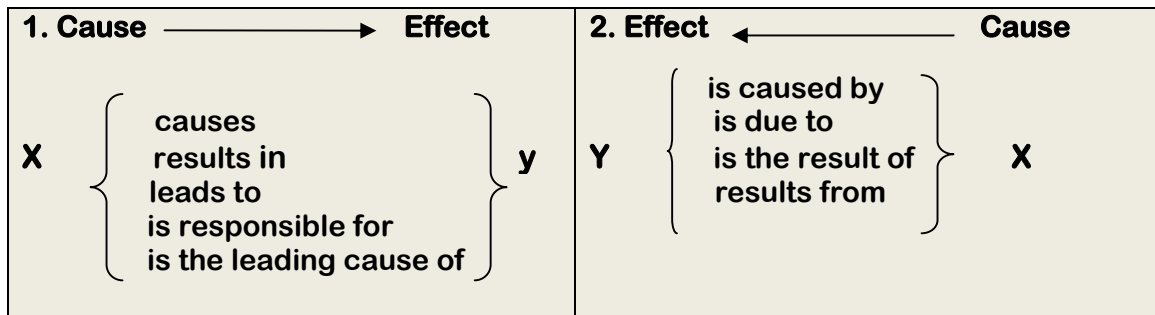
As a result of this, → consequently

For this reason, → therefore

It is easy to appreciate / grasp / see that → understandably

It certain that → undoubtedly

CAUSE AND EFFECT: (p 85)



The result / effect / consequence ofis.....
Because of this,.....
 Consequently,.....
 As a result,.....
 As a consequence,.....
 So,.....

Examples:

Smoking results in lung cancer. (Cause → Effect)

Lung cancer results from smoking. (Effect → Cause)

Careless driving leads to road accidents.

Road accidents are the result of careless driving.

Brain drain is due to the lack of opportunities in the home countries.

Schools are far from students.Consequently, absenteeism increases in rural areas.

One cause of underdevelopment is illiteracy.

One effect of illiteracy is large family size.

Due to drought and lack of public services, many people have left their villages to look for a better life in the cities.

As a consequence of this, cities have grown so large.

Educated women have fewer children because they plan their family well. As a result, they have better personal life and nutrition.

Scientists, engineers, **experts** and talented university students from poor countries are flocking to the **industrialized** world, drawn by the promise of better **salaries** and working conditions. But not everyone is happy with his situation. Governments of some developing countries regard the phenomenon as a **loss of human capital** that must be restricted. Others view the situation with some **optimism** as countries of origin might also gain some benefit.

VOCABULARY

tempting: highly attractive

skilled: having the ability to perform a task expertly and well

unskilled: not having special skill or training

A physicist: an expert in physics

income: revenue

gain: obtain something needed or wanted

The president of the World Bank **urged** developing countries to invest in education and economy and combat poverty effectively.

An estimated 900,000 of **highly skilled** professionals entered the American labour market between 1990 and 2000.

Talented professionals emigrate to develop countries to earn **tempting** wages and secure a better future.

A physicist is a scientist who studies the properties and interactions of matter and energy in all their forms (liquid, solid, gas and plasma).

COLLOCATIONS:

brain drain	developed countries
low pay	high technology
attract attention	skilled workers

Prefixes and their meanings:

PREFIXES	MEANING	EXAMPLES
inter	between, among	intercontinental, international
extra	outside, beyond	extraterrestrial, extraordinary
intra	within, over, inside	intracellular
under	less than, insufficient	underpaid, underdeveloped
over	excessively, more than	overpopulated, overcrowded
super	above, over, beyond	supersonic, supernatural
hyper	above, over, excessive	hypersensitive

etc

etc

etc

Examples:

Underpaid workers prefer to emigrate abroad to improve their salaries.

According to the **International Organisation for Migration**, Africa has been losing 20,000 professionals each year since 1990.

An immigrant scientist in the USA said that the mystery of Bermuda triangle is something **supernatural**.

The majority of highly talented professionals emigrate from **underdeveloped** to developed countries.

Some youths are **overexcited** about emigrating to Europe not knowing the problems they might face.

Many scientists and experts attended an **intercontinental** conference on brain drain.

An African scientist presented **extraordinary** ideas turn brain drain to brain gain.

EXPRESSING REGRET

« After spending two months in Canada, I began to feel homesick. It's too cold to live here. Also I didn't like the job. **If only I had stayed** in my country! I'm now longing for my country's climate and my family life. I can't come back because I lost my job in Morocco. **If I hadn't abandoned** my job there, **I wouldn't have stayed** here a day longer. I thought that immigrating to Canada would help me make a lot of money. Unfortunately, I was unlucky. **I should have thought** well before deciding to do that. I regret it now. **I wish I were** among my relatives.

Relative Clauses:

Study these two sentences and notice the difference:

a) My brother **who graduated from the university** emigrated to Canada.

I have more than one brother and I am speaking about the one who emigrated to Canada.

b) My brother, **who graduated from the university**, emigrated to Canada.

I have only one brother. He graduated from the university and emigrated to Canada.

{NB. The clause in sentence b) can be deleted without affecting the meaning of the sentence }

Lionel Messi **who is a talented football player** is from Argentina.

African writers **who write in English** settle down in England or the USA.

Graduates **whose grades are the highest** will be given jobs with tempting salaries.

The Pan African Conference, **which took place in Illinois**, USA on October 24, 2003 focused on reversing brain drain into brain gain.

Capital flight, **which is problematic as brain drain**, refers to financial capital that is no longer invested in the country where its owner lived and earned it.

One of the problems which **the Arab countries suffer from** is brain drain.

My uncle, **who got his university degree**, emigrated to Canada to continue his studies.

India, whose highly skilled labour is IT engineers, has remarkably succeeded in reversing brain drain to brain gain.

Experts who came around 50 African countries were given a special reception at the hotel. The United Nations is an international organisation whose mission is to maintain world peace and security.

The house, which has been empty for about a year, has just been sold.

The lady whom / that Ban Ki-Moon appointed to serve as his deputy is well qualified.

REMEMBER!

Two kinds of relative clauses can be distinguished: defining relative clauses and non-defining relative clauses. The relative pronouns used are: “who - which - whom - that - whose.”

In defining relative clauses, the relative can be left out if it is the object of the relative clause.

e.g. Did you like the present (which) I sent you? (“which” can be left out here).

If the relative pronoun is the subject of the clause, we cannot leave it out.

e.g. I met a woman who works for the UN Organisation. (“who” cannot be left out).

Non-defining relative clauses add extra information to a sentence and are set off by commas.

My grandmother, who is 75 years old, still goes jogging twice a week.

My car, which is 25 years old, often lets me down.

Relative pronouns cannot be left out of NDRC.

Paragraph writing: Problems of schooling in rural areas

Today in many parts of the world growing up in a rural region often means growing up without a decent education. School attendance is generally low and absenteeism is high, mainly among girls. This is not surprising, considering the distance many children have to walk daily, only to find a school in precarious areas, without furniture, learning materials, drinking water or toilets, and sometimes even without a teacher. Rural people are often caught in the vicious circle of having no access to the services and opportunities that might lift them out of poverty.

Test yourself:

1. legal: There is no doubt that cannabis will remain an _____ drug for the foreseeable future.
2. possible: It was quite _____ for us to drive all the way from Paris to Madrid in one one day.
3. successful: He made an _____ attempt to climb the highest mountain in the range.
4. responsible: To take the boat out with four children under the age of ten and with no life jackets on board was quite _____ of him.
5. appropriate: The dress she was wearing was quite _____ for the occasion.
6. polite: It was very _____ of him to insult his mother in front of his aunt.
7. religious: They were a completely _____ family and I never thought that one day I would marry one of the daughters.
8. honest: As a politician he was _____ and it was not long before nobody trusted him.
9. perfect: The goods were _____ and had to be returned to the store we bought them from.
10. contented: She was _____ with her life and decided that things had to change.

Answers: 1) illegal 2) impossible 3) unsuccessful 4) irresponsible 5) inappropriate 6) impolite
7) irreligious 8) dishonest 9) imperfect 10) discontented

PHRASAL VERBS:

Phrasal verbs	Definitions / Synonyms
call off	cancel
break up	end a relationship with somebody
put up with	tolerate
get on with	have a good relationship with sb.
let somebody down	fail to help, disappoint
run out of something	have none left
take after	look like, resemble
put on	get dressed in
put up	increase, raise
put off	postpone, delay
put on	increase weight
put out	extinguish
give up	stop; abandon
check in	register
look forward to	long for, anticipate with pleasure
fill in	complete
set up	establish, start
turn down	reject
put somebody up	give accommodation to
cut down on	reduce
go on	happen
get over	recover from an illness
get rid of	throw away
look up	search for
look after	take care of
pull down	demolish
figure out	understand
go off	ring
	etc.

Examples:

. How are you getting on with your new neighbours? I hope they are as nice as the previous ones.

- . The price of petrol has been put up several times over the last two years.
- . We can't have lunch at home. We've run out of gas. We'd rather go to a restaurant and have lunch there.
- . I'm really thinking of moving to the country. I can't put up with the city noise any longer.
- . Put on your coat. It's cold outside!
- . I'm sorry to be nuisance, but could we put off our meeting until next week?
- . The manager is off sick, so we need to call off all his appointments today.
- . If you'd like to keep fit, cut down on fatty food and exercise three times a week.
- “All country women who are willing to set up their own businesses can now get loans from the bank.” said the social affairs minister in a recent interview.
- . On international flights, passengers need to check in about two hours before departure.
- . I've put on five kilos since last January. I ought to go on diet.
- . I miss you a lot. I'm really looking forward to seeing you soon.
- . You needn't stay at a hotel. We can put you up for a few days. We've got a spare room.
- . Mr and Mrs Jones, our next door neighbours, are making too much noise. I wonder what's going on over there. Perhaps they're arguing again.
- . “You'll have to give up smoking, otherwise your cough will get worse.” said the doctor to the patient.
- . Take off your coat and hang it up in the wardrobe.
- . I was rearranging my home library books when I came across an old school report of mine.
- . My brother is determined to emigrate somewhere. However, he hasn't made up his mind which country to go to.
- . Look at these abbreviations, Jacky. Do you know what they stand for?
- . Pick up that banana skin from the stairs and put it in the dustbin; somebody might slip on it.
- . The aircraft was refused permission to take off because of lack of visibility due to thick fog.
- . Look! There's a job advertisement in this newspaper. Why don't you apply for it?
- . I've been waiting here since 4 o'clock. Now it's round 5 now and he hasn't turned up yet.
- . Sorry, I can't make out the doctor's prescription. His handwriting is so terrible.
- . Will you please try on these new shoes? I've just bought them for you.
- . My car engine didn't start yesterday morning. The battery might have died out.
- . Most of NGO's in Morocco rely on benevolent donations only. They receive no financial support from the government.
- . Slow down, will you? Speed limit is limited here. It's only 40 km.
- . “I hope the USA will not carry out its threats to impose new sanctions on our country.” said the Iranian diplomat to a journalist.
- . Turn off the tap, will you? You're wasting too much water these days.
- .“Don't worry! Cheer up! Your son's all right. He's out of danger.” The doctor said to Jim's mother.
- . Love between married couples does not last long. It fades away with time.
- . Look out! You almost knocked out that old lady. How many times do I have to tell you to drive slowly and carefully?
- . Tommy knew he was in big trouble; so he made up a fabulous alibi to make the police believe he was innocent.
- . One of our classmates is mentally-retarded. He finds it difficult to keep up with the class.
- . My parents object to my moving homes and changing jobs now and again. They'd really like me to get married and settle down once for all.
- . When I got back home from work yesterday evening, I was surprised to find out that I had left the front door unlocked. How careless of me!
- . How's your mother? Has she got over from her illness or is she still in bed?
- . It took the fire fighters hours and hours to put out the fire in the forest.
- . Let's get the work done today. I hate putting off things to a later time.
- . The plane took off on time but landed 20 minutes late due to some technical problems.
- . “Could I add an other idea here?” “Sure. Go ahead.”
- . I'll ring you up in case I need you.
- . The song you're listening to dates back to the 70's. It's a very nice one.
- . Kate has thrown away every single letter her ex-fiancé wrote to her. She hasn't kept one.
- . Although they set off / out early in the morning, they didn't get to their destination until past midnight.
- . “I wonder if you could possibly look after my child while I'm away on holiday?” Mrs Jefferson said to her aunt.
- . I don't have the company's phone number. I must look it up in the directory.
- . As soon as he finished the telephone conversation, he took off his pyjamas, put on his suit and rushed out.
- . The city council is pulling down the old houses and in the city center and converting them into buildings

and shopping centres.

. If you try to open that safe door, the alarm will certainly go off.

Prepositions:

Adjective + preposition combinations:

pleased with certain about good at satisfied with clever at serious about optimistic about fed up with	hopeless at useless at bad at famous for impressed by late for ready for nervous about	capable of covered in frustrated with interested in lacking in skilled at responsible for frightened of	sorry for worried about afraid of fond of proud of different from dependent of terrified of	keen on astonished at accustomed to allergic to guilty of angry with compatible with etc.
---	---	--	--	--

Verb + preposition combinations:

apologize for complain about deal with congratulate on wait for hear of / from	apply for object to succeed in approve of abide by insist on	suffer from agree with disagree with comply with concentrate on be / get used to	protect (sb.) from warn (sb.) against / about arrest sb. For attribute sth. to etc.
---	---	---	---

Examples:

Our neighbour's daughter is excellent at all subjects. Her mother is proud of her.

My sister is really keen on playing the piano.

"Is there anything you're allergic to?" The doctor asked the patient.

Most people living in rural areas are pessimistic about the future. They feel the situation is getting worse.

Jack was accused of stabbing his wife to death.

The pilot was held responsible for the aircraft crash. He insisted on landing in bad weather conditions.

When will you sit for the entrance examination to the faculty of medicine?

Sara is suffering from insomnia. She'd better see a doctor.

Some Japanese are used to eating raw fish.

Moroccan cuisine is famous for its delicious dishes.

The student apologized for coming late.

Nabil was angry with his sister because she damaged his camcorder.

Although the exam questions were a bit difficult, Ali succeeded in answering all of them.

UNIT 6

HUMOUR

Some jokes are untranslatable because of cultural differences.

Some mental-experts think there is a correlation between optimism in an individual and having a good sense of humour.

Positive emotions	amusement – pleasure – happiness - joy – fun – merriment – jubilation –optimism –cheerfulness –gaiety – light-hearted -
Negative emotions	sorrow – sadness – pessimism – grief –loneliness – anger – depression – misery –bitterness – boredom – tension – down-heartedness

When my father laughs, his mouth stretches almost from ear to ear.

Life nowadays is more enjoyable than it was in the past.

“What was the play like?” “Great! We enjoyed it very much. We had lots of fun.”

“Do you know which people in Morocco are famous for joke telling?” “People from Marrakech. they excel at that!”

The story I read last night was so amusing that I couldn’t help laughing all along.

I know how you must be feeling, but I didn’t mean to hurt your feelings. I was just joking.

RESPONDING TO GOOD AND BAD NEWS: (p93)

RESPONDING TO GOOD NEWS	RESPONDING TO BAD NEWS
That’s great! / Congratulations! / That’s wonderful! / I’m glad to hear that/ Great news!/ Incredible!! Superb!/ Sounds great! / Lucky you! / Oh, how wonderful! / Really? I can’t believe that! / Wow! That sounds exciting! / That’s fantastic!	I’m awfully sorry that... / I’m sorry to hear that. / I hope there is nothing wrong. / I’m ever so sorry. / It’s such a frightening experience. / I’m sorry to hear such terrible news/ My goodness! / I can’t believe it! Poor you! / I’m awfully sorry to hear that. / I do sympathize with you. / Please, accept my deepest sympathy. / I know how you must be feeling. / that must be awful!

Examples:

Rim: I’ve passed my driving test.

Ilias: **That’s great!**

Rim: Thank you very much.

Karima: I’ve learnt all my irregular verbs by heart.

Souad: **That’s wonderful!**

Karima: Thanks.

Loubna: What’s the problem, Oualid?

Oualid: My father had a bad car accident this morning.

Loubna: **I’m sorry to hear such terrible news.**

Jalila: You look pale, Lamiae! Are you sick?

Rajae: No, but somebody wanted to steal my handbag a few minutes ago. I was so scared because

he was holding a knife, but fortunately he ran away when he saw a policeman coming towards us.

Jalila: **It’s such a frightening experience.**

Rachid: We’ll establish a clean-air association in our town. Would you like to join us?

Samy: **Superb!** I wouldn’t miss such an initiative.

Son: Did you hear that? A new civil war has broken in central Africa.

Father: **My goodness!** I hope it won't last for long.

Son: But, the UN will send soldiers to establish order there.

Father: **Great!** They'll surely calm down things there.

Rachid : We'll establish a clean-air association in our town. Would you like to join us?

Samy: **Superb!** I wouldn't miss such an initiative.

Amal: What was yesterday's anti-globalisation rally like?

Salim: Some angry boys clashed with the police!

Amal: **I can't believe it!** I hope there weren't any casualties!

Salim: Fortunately, there weren't.

UNIT 7

CITIZENSHIP

A: Who and when were the lyrics of the Moroccan National Anthem written by?

B: They were written by Ali Skalli in 1970.

A: Do you feel patriotic when you hear our national anthem?

B: Yes, I do. I think schools should teach their students to respect their flags and anthems.

FUNCTIONAL EXPRESSIONS

How do you feel when..... ?
Is having..... important?

Who was it..... by?
Who were they.....by?

A: How do you feel when you see some African people starving?

B: I feel sad and very sorry for them.

A: Is having a lot of friends important to you?

B: No, I prefer to have one or two good and intimate friends.

A: Who was the Moroccan National Anthem composed by?

B: It was composed by Léo Morgan.

'**Citizenship**' refers to the status of being a citizen. In this sense, it has to do with certain rights and obligations that are defined by law, such as the right to vote, the obligation to pay taxes and so on.

VOCABULARY (p104)

aware: conscious

to abide by: to respect

keep abreast of: stay informed about

altruistic: caring about the goods of others

to be proud of: to take satisfaction in

We should be **proud of** our Moroccan cultural heritage.

We should **abide by** all laws whether we like them or not.

Ahmed is optimistic over the future of Morocco.

Many people work and **keep abreast of** public affairs.

A good citizen has to be **altruistic** and cooperative.

All citizens should be **aware** of their rights and obligations.

Expressing probability, ability, obligation and making deductions: (Please see the examples on p109)

Samir: What are you planning to do next weekend?

Hamid: I **may** go to Ifrane to practise skiing.

Lotfi **might** continue his studies abroad. He hasn't taken a decision yet.

Rachid isn't at home now. He **must be** with his friends.
 We **could have spent** a longer time in Rabat, but we didn't.
 She **can't have been** a university student.
 We **should** have a medical check-up from time to time.
 When he was younger, Nabil **could** swim very well.
 Omar **could have gone** on a picnic with his friends.
 Laila **had to** stay at home yesterday to look after her sister's baby.

*A: Where is Amal?

B: I don't know for certain. She **might be working** on her project.

Vocabulary: **USING AFFIXATIONS:** (Please see the guide on pages 111 and 11 for more examples)

PREFIX	MEANING	EXAMPLE
re-	do again / back	reread - rewrite
en-	make - cause to be - put into	enlarge - enrich - encircle
de-	remove	demotivate - debone
pre-	before / earlier	pretest - preplan - prehistoric
post-	after	post-war ; post-graduate
pro-	for / in favour of	pro-abortion - pro-American
anti-	against	anti-war - anti-nuclear weapons
over-	too much / excessively	oversleep - over-populated
under-	not enough / too little	underpaid - undercook - underworked
mis-	wrongly / badly	misunderstand - mishear
self-	by oneself	self-educated - self-sufficient
non-	not connected with / not	non-governmental - non-violence
ex-	former	ex-president - ex-wife
sub-	under	submarine - subway - submarine
co-	together / with	co-manage - co-author
bi-	two / twice	bilingual - biannual
out-	more than / outdo another	outnumber - outweigh
hyper-	very / above / over	hyper-critical - hyper-sensitive
auto-	of or by oneself / self	autograph - autobiography

Examples:

Salma didn't get the job because of her **inexperience** in marketing.
 It **illegal** to sell drugs.
 Irregular school attendance is a bad thing.
 I don't like **dishonest** people.
 Football hooliganism is a **antisocial** behaviour. We should stamp it out.
Citizenship often implies working towards the betterment of one's community.
 Morocco is a member of the Islamic organization.
 In 1953 the Moroccan people did not accept the replacement of Sultan Mohammed V by the **unpopular** Ben Arafa, Whose reign was illegitimate.
 Last week I read the **autobiography** of my favourite playwright.
 Morocco recovered its political **independence** on March 2, 1956.
 Passengers must **fasten** their belts before the planes take off land down.
 The students asked the teacher to **simplify** the instructions for them.
 My friend Amina decorated her bedroom beautifully.
 The freedom of speech, democracy, **collaboration** and happiness are some of the values Yassine believes in.
 Catchy: 1. attractive or appealing → A catchy idea for a TV series.
 2. easily remembered → A song with a catchy tune.
 3. tricky; deceptive → A catchy question on an exam.

Writing:

Sports as a means of building body and character:

It's given fact that practising sports has a very great importance. Sport contributes to building our bodies perfectly. It's the best solution to obesity .It also leads to intelligence because a sound reason is in a sound body. Sports also accustom us to great values such as team-work, co-operation, punctuality, self-reliance and ambition. Nowadays, the government gives due care to sports activities. New clubs and stadiums are set up all over the country. Sports competitions are hold everywhere to encourage our youth to do their best and become a strong generation. Unless you practise sport, you will be weak, lazy and aimless.

UNIT 7

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She **can't have been** a university student.

We **should** have a medical check-up from time to time.

When he was younger, Nabil **could** swim very well.

Omar **could have gone** on a picnic with his friends.

Laila **had to stay** at home yesterday to look after her sister's baby.

*A: Where is Amal?

B: I don't know for certain. She **might be working** on her project.

Vocabulary: **USING AFFIXATIONS:** (Please see the guide on pages 111 and 11 for more examples)

PREFFIX	MEANING	EXAMPLE
re-	do again / back	reread - rewrite

en-	make - cause to be - put into	enlarge - enrich - encircle
de-	remove	demotivate - debone
pre-	before / earlier	pretest - preplan - prehistoric
post-	after	post-war ; post-graduate
pro-	for / in favour of	pro-abortion - pro-American
anti-	against	anti-war - anti-nuclear weapons
over-	too much / excessively	oversleep - over-populated
under-	not enough / too little	underpaid - undercook - underworked
mis-	wrongly / badly	misunderstand - mishear
self-	by oneself	self-educated - self-sufficient
non-	not connected with / not	non-governmental - non-violence
ex-	former	ex-president - ex-wife
sub-	under	submarine - subway - submarine
co-	together / with	co-manage - co-author
bi-	two / twice	bilingual - biannual
out-	more than / outdo another	outnumber - outweigh
hyper-	very / above / over	hyper-critical - hyper-sensitive
auto-	of or by oneself / self	autograph - autobiography

Examples:

Salma didn't get the job because of her **inexperience** in marketing.

It **illegal** to sell drugs.

Irregular school attendance is a bad thing.

I don't like **dishonest** people.

Football hooliganism is a **antisocial** behaviour. We should stamp it out.

Citizenship often implies working towards the betterment of one's community.

Morocco is a member of the Islamic organization.

In 1953 the Moroccan people did not accept the replacement of Sultan Mohammed V by the unpopular Ben Arafa, Whose reign was **illegitimate**.

Last week I read the **autobiography** of my favourite playwright.

Morocco recovered its **political independence** on March 2, 1956.

Passengers must **fasten** their belts before the planes take off land down.

The students asked the teacher to **simplify** the instructions for them.

My friend Amina decorated her bedroom **beautifully**.

The freedom of speech, democracy, **collaboration** and **happiness** are some of the values

Yassine believes in.

Catchy: 1. attractive or appealing → A **catchy** idea for a TV series.

2. easily remembered → A song with a **catchy** tune.

3. tricky; deceptive → A **catchy** question on an exam.

Writing:

Sports as a means of building body and character:

It's given fact that practising sports has a very great importance. Sport contributes to building our bodies perfectly. It's the best solution to obesity .It also leads to intelligence because a sound reason is in a sound body. Sports also accustom us to great values such as team-work, co-operation, punctuality, self-reliance and ambition. Nowadays, the government gives due care to sports activities. New clubs and stadiums are set up all over the country. Sports competitions are hold everywhere to encourage our youth to do their best and become a strong generation. Unless you practise sport, you will be weak, lazy and aimless.

Page 109	EXAMPLES	FORM	TIME REFERENCE
Ability Probability Obligation obligation Ability	I can work hours and hours. I may apply for a scholarship. I should have a medical check-up. I had to wear a tie for the interview. When I was younger, I could play football well.	Modal + Simple verb (infinitive without to)	Present Future Past
Probability Making deduction	He might be joking! You must be joking!	Modal + continuous form	Present
Making deduction Probability Ability	You can't have been serious! My classmate might have gone on holiday. I could have sent him an e-mail.	Perfect Modals	Past
Ability	They might have been making arrangements for their holiday up north.	Perfect Modals	Past

Dialogue: (page 110)

Journalist: The team coach has been away for a week now. When is going to return home.

Press secretary: Well, I can't really be certain. He may / might stay longer. perhaps three more days.

Journalist: Is he having a good time?

Press secretary: He must be having a wonderful time because he simply does not want to leave.

Journalist: What did he do this morning?

Press secretary: I can't say for sure, but he might have talks with a Moroccan player in Liverpool.

Journalist: What is he doing now?

Press secretary: He may be resting, or he may be talking to English coaches. I don't know for certain.

Dialogue: Advice please!

A: Can't you see children dying?

B: What do you think I should do?

A: I think you should help them.

B: What do you suggest to help these children?

A: May be you should help feeding them and curing their illness.

B: What would you do in this situation?

A: If I were you, I would participate in building shelters and hospitals for them.

He asks me if I can do it

Reporting statements, questions and commands in the present and the past

“Citizenship includes civic virtues and duties,” the teacher always states.
The teacher always states that citizenship includes civic virtues and duties.

“What is fairness? Some students ask the teacher.
Some students ask their teacher what fairness is.

“Always express your gratitude,” my mother often reminds me.
My mother often reminds me **to** always **express** my gratitude.

“How do you define a good citizen?”, Brahim asked his friend.
Brahim **asked** his friend **how he defined** a good citizen.

“Is civility similar to politeness?”, Brahim wonders.
Brahim wonders **if** civility **is** similar to politeness.

“Responsibility means being in charge of our choices and our lives.”
The quote **states that** responsibility means being in charge of our choices and our lives.

“What does fairness involve?”
Students **ask** their teacher what fairness involves.

“Fairness involves issues of equality and impartiality”
The teacher **replies that** fairness involves issues of equality and impartiality.

“Never judge others without prior knowledge. Judge them only on their character, abilities and conduct.”
He always **warns** them not to judge others without prior knowledge, and to judge them only on their character, abilities and conduct.

“Did you watch yesterday’s show about citizenship?”
My friend **wants to know if** I watched yesterday’s show about citizenship.

“Fill in this application form to become a member.”
A member of the association **told the volunteer** to fill in the application form to become a member?

“How can help in sensitizing people to become good citizens?”
The volunteer **wanted to know** how he could help in sensitizing people to become good citizens.

“Don’t underestimate voluntary work.”
He **advised the audience** not to underestimate voluntary work.

“A lot of people participated in the campaign.”
He reported that a lot of people had participated in the campaign.

“I will participate in a conference on citizenship.”
Ann **told Betty that** she would participate in a conference on citizenship.

“Are you invited there?”

Betty **asked Ann** whether she was invited there.

“How long are you going to stay there?”

She **wanted to know** how long she was going to stay there.

“Please, bring me a copy of the annual report.”

She **begged her to** bring her a copy of the annual report.

Read this excerpt from Kofi Anna's speech and notice the changes.

“Leadership is needed more than it was 60 years ago. In these days, the security of every one of us is linked to that of everyone else. Global solidarity is both necessary and possible. Powerful states have a special responsibility to take account of global views and interests. We can only do all these things by working together... We have achieved much since 1945, but much remains to be done tomorrow.”

A spokesperson of the UN has reported K. Annan's speech. Study and notice the changes.

Kofi Annan said that leadership **was** needed more than it had been 60 years **before**. He added that in **those days**, the security of every one of us **was** linked to that of everyone else. He stated that global solidarity **was** both necessary and possible. He also stressed that powerful states **had** a special responsibility to take account of global views and interests. He insisted that they **could** only do all these things by working together... Finally, he declared that they **had achieved** much since 1945, but much **remained** to be done the **day after**.

UNIT 8

International Organizations

VOCABULARY:

The following acronyms stand for:

UN → the United Nations

UNESCO → The UN Educational, Scientific and Cultural Organisation

UNICEF → The UN Children's Emergency Fund

UNHCR → The UN high Commissioner for Refugees

WHO → World Health Organisation

FHO → Food and Agriculture Organisation

ICRC → International Committee of the Red Cross / Crescent

TI → Transparency International

AI → Amnesty International

WTO → World Trade Organisation

DWF → Doctors Without Frontiers

The United Nations was established in the 40s to maintain international peace and security. According to its charter, member states are supposed to refrain from the use of force against other member states. This document also calls on countries to settle bilateral disputes by peaceful means. **That is to say**, international discords should be solved by diplomacy and negotiations. Any violations of this principle **can result in** severe economic and political sanctions. The UN has a court in The Hague (Holland) whose function is **to look into** conflicts between countries.

Amnesty International is an independent pressure group. It **campaigns** for the release of imprisoned or maltreated people because of their political or religious beliefs. The movement was **founded** in 1961 and has its **headquarters** in London. Amnesty International has a **network** of voluntary local groups and individual members throughout the world. To keep its independence from governmental influence, AI is financed by **donations** and benevolent contributions. AI's activities include campaigns and **lobbying** for political and religious freedom.

To achieve security in the world, populations must be protected from **genocide, war crimes, ethnic cleansing** and **crimes against humanity**.

Through **solidarity**, countries can be stable and secure.

Poor countries should benefit from the world's wealth **as much as** rich countries.

Useful Expressions:

The UN **came into existence** on 24 October 1945.

The UN aims at **resolving international conflicts peacefully**. It also aims at saving succeeding generations from **the scourge of war**.

The UN provides assistance to developing countries and encourages *sustainable development* and self-sufficiency. Furthermore, it is considered a leader in promoting democracy human rights.

Despite of the fact that it doesn't have enforceable legal authority over member states, the UN remains an influential organization. For example, it can recommend that member states impose *arms embargoes* or wide-ranging sanctions against nations which threaten to *disrupt international peace*.

Amnesty International is a *non-profit organization*.

Salma: When was the League of Nations formed?

Alae: It was formed in 1919.

Salma: When did the UN officially come into existence?

Alae: It officially came into existence on 24 October 1945.

Salma: Where was the United Nations Charter signed?

Alae: It was signed in San Francisco, USA.

A: Where are the headquarters of the UN based?

B: They are based in New York, USA.

Vocabulary: (page115)

to govern: to administer

to draft: to write

to set forth: to present

considerable: thoughtful

to have a moral force: it is considered right, a good thing. It is not illegal

Collocations: (page 117)

to resolve conflicts peacefully

to save generations from the scourge of war

maintain international peace disrupt international peace

natural disasters

sustainable development

to encourage self-sufficiency

non-profit organization

highly valued

Abbreviations: (p119)

GMT → Greenwich Mean Time

MARWAN → Moroccan Academic and Research Wide Area Network

AIDS → Acquired Immune Deficiency Syndrome

NATO → North Atlantic Treaty Organization

Vocabulary: (page 120)

You should install an antivirus in order to prevent computer viruses.

It takes only a few minutes to set up a blog. There are some elements to bear in mind, though.

We always settle our conflicts in our class peacefully.

We all agree to help each other, don't we?

We are allowed to use only English in our classroom.

The UN has played a prominent role in maintaining international peace. It has also

been a leader in a wide range of other fields such as providing **humanitarian assistance**, improving medical treatment, **promoting democracy** and human rights.

Dialogue: The United Nations

Son: Why was the UN formed?

Father: It was formed to provide nations with a way to resolve conflicts peacefully and to provide assistance to nations in crisis.

Son: Don't you see that the UN has failed to stop international conflicts?

Father: You know that's not true. Since 1945, the UN has carried out peacekeeping operations in many international crisis. Thanks to the interventions of this organization, many countries are now living in peace and harmony. Don't you think so?

Son: Yes, of course there is that, but I still believe that the UN hasn't got a real power to solve all the regional and international conflicts. Has it found a solution to the problem of our Moroccan Sahara? Does it have enough power to settle peace in Somalia and Sudan for example?

Father: I agree with you, but you shouldn't underestimate the role the UN has played to resolve these problems and many other conflicts peacefully...

Some useful expressions to ask for and give opinion: (page 120)

Don't you see that...?	You know that's not true.
You must know that...	In my opinion,...
Are you telling me that...?	I guess,...
Yes, that's all very well, but...	I trust,...
Yes, of course there is that, but...	I definitely think that...
That makes no difference!	

*A: Cigarettes advertisements are a danger to public health. **What do you think?**

B: **To my mind**, they should be banned.

*A: **What's your opinion about** the Moroccan comedian, El Jem?

B: **I really feel that** he's the funniest actor in Morocco.

Vocabulary: (page 123)

immediate: prompt

non-lucrative: non-profit

the poor : the needy

irrespective of: without regard to

vulnerable: physically or emotionally weak

as a consequence of: due to

The Moroccan Red Crescent (MRC) is a non-profit making, voluntary relief organization. Due to their continuing assistance to the needy and prompt disaster relief activities, MRC and the Red Cross have a world renowned reputation. They serve vulnerable people and those in need without regard to race, religion, class or political belief.

EXPRESSIONS OF AGREEMENT AND DISAGREEMENT: (p123)

Agreeing	Disagreeing
I agree.	I'm afraid I don't agree.

I agree entirely / completely.
I certainly agree with that.
I couldn't agree more.
That's a good point.
I share the same view.
That's exactly what I was thinking myself.
I quite agree with you
You're definitely / absolutely right.
You're quite right
That's just how I see it.
I suppose so.

I disagree with you.
I'm sorry, but I disagree.
Sorry to say it, but you're wrong.
Yes, that's quite true, but...
I don't share this view.
I don't share this view with you.
I'm afraid you're wrong there.
I'm not sure I quite agree with you here.
Perhaps, but don't you agree...?
I see what you mean, but...
I suppose not.

A: Our school handball team is the best.

B: *I suppose so.* (partial agreement)

A: They have done a good job.

B: *I suppose not.* (partial disagreement)

THE GERUND: (p 124)

The Malhoun

Playing Malhoun involves remembering hundreds of musical phrases and singing them properly. Unlike poets, novelists and painters, Malhoun musicians aren't accustomed to working alone. Because of the true nature of Malhoun, for most of them, playing and practising must be with other musicians. Some Malhoun musicians are skillful at improvising. Singing and using Moroccan dialect is a lot of fun for them.

I greatly enjoyed listening to the last song of the concert. It was certainly worth listening to. However, I admit not liking all of it.

I certainly appreciated your inviting me to the concert.

Hamid enjoys fishing and jogging.

Amina is interested in reading magazines.

Salim's father can't stand watching Egyptian movies.

Would you mind opening the window, please?

I hope you'll enjoy visiting the museum.

Salah thinks it's not worth wasting time on watching some Moroccan football matches.

A: Let's have a tagine with lamb and prunes.

B: I'm fed up with lamb! I suggest having fish and a mixed salad.

Uses of the gerund and infinitive (p125)

Excluding women from the political scene is a hindrance to women empowerment.

On my way to work, I usually stop to pick up hitchhikers, whatever they look like.

I stared to read an article about the United Nations.

Our English teacher doesn't allow using languages other than English.

My father doesn't allow my little brother to use his laptop.

Halima prefers having couscous on Fridays.

Halima prefers to have couscous on Fridays.

Not knowing what to do, I went to look for somebody to help me.

*A: I'm going to see Casa Negra.

B: Is it worth seeing?

UNIT 9

Formal, Informal and Non-formal Education

Anwar holds a Master's degree in marketing. He trains teachers not only in Morocco but elsewhere, too.

Reading: **Types of education** (p131)

There are three types of education. Formal education is the structured educational system provided by the state for school goers. Non-formal education, in contrast, is refers to education that happens outside the formally-organised school – that is the education that refers to adult literacy and continuing education for adults. This kind of education is voluntary. As for the informal education, it is the education that happens outside the classroom. It is considered as integral part of formal education.

Writing: an e-mail

Application for admission to the BBA

Address of
university

Your address :
Date :

Dear Sir or Madam,
I am writing to apply for admission to the BBA, which I saw advertised in the website of *Your University*. I am a Moroccan student, aged 18. I will sit for the Baccalaureate exams next June. Over the last three years I studied English. I look forward to hearing from you.
Yours sincerely.

Unit 9

Insights into English

Reading : **Psychology : The Science of the Mind** (p 136)

Psychologists, like other scientists, use the scientific method... They use the human behavior as a clue to how the mind works. Since the mind cannot be observed directly, psychologists use human behavior as data to test their theories about how the mind works...

Linking words: (see p137)

Reading : **Job Ads** (p137)

Dialogue:

A: Are you interested in teaching English to bank employees?

B: You're kidding, aren't you?

B: No, Meditel needs English students to teach English to a group of its

A: Is it a full time job?

ExcelBac.Com

B: No, it's a part-time one.

A: Is any experience needed?

B: I don't think so. You just need to send your CV and salary expectations. Will you apply for it?

A: I think I'm not qualified enough to get it. I wish I were fluent in English.

B: You should be self-confident. For me, your English is much better than mine. If I were you I wouldn't miss such an opportunity.

B: Thanks for the advice.

WRITING: Curriculum Vitae (See p 139)

Remember!

A letter of application should be an original or a word-processed copy, not a photocopy. It should be neat and free from grammatical and spelling errors. Try to be brief, but express your interest in the particular job you are applying for.

Layout :

The address of the person you are writing to	Your address Date
Dear Sir or Madam,	
Yours sincerely,	

Non-defining relative clauses: review (Please see page 141 for more examples)

Mohamed Khairredine, **whose** all works I am going to read, was a poet.

Agoun'chich, **which** was his seventh and last novel, was published in France seven years after his death.

Critics compare him to Rimbaud, the French writer, **whom** I like very much.

Expressing addition: (see p 140)

UNIT 10

Sustainable Development

Vocabulary: (pages 143→145)

sustain: maintain

sustainable: able to continue over a period of time.

Despite his shyness Khalid seems to find it easy to sustain relationship with neighbours.

The Minister of finance think that the economy of Morocco will sustain its growth for the next few years.

That sort of diet is not sustainable over a long period of time.

As far as I am concerned, making wise use of national resources such as water and energy is very important.

Global problems such as *climate change*, the damage to *the ozone layer* and *the extinction of wildlife species* affect all of us. They are *real threats* to our survival.

We should do something to stop the extinction of dolphins.

Air pollution is a serious threat to health.

It is frightening to see people throw garbage in public places.

Hard work is rewarding; that is, it pays off.

I've been working hard for the exam. I don't squander one minute of my free time.

I will pursue all my aims simultaneously through my life.

Each and everyone of us has a valuable role in sustainable development.

Citizenship relies on us taking part in sustainable development.

Writing: (p 147)

▲ Film review

'The Grass is Greener Here' is Moroccan romance film. It is the true story of Halim – a Moroccan brain drainer, aged 34 who is back home because he thinks that human development is the concern of all Moroccans. He set up a building firm and recruits five young architects to work on an affordable housing projects for new teachers in the north of Morocco in gratitude for what his former teachers have done for him. The project goes very well. In the closing scene, Halim gets married to Halima – an excellent architect and a niece of one of his former teachers of mathematics. They promise each other to live happily until death parts them. The soundtrack is superb. I love all the songs, particularly those sung at the wedding party. This film is unquestionably worth seeing.

The Passive Voice:

TENSE	SUBJECT	VERB TO BE	PAST PARTICIPLE	
Present Simple	The UN document	are	translated	into six languages
Present Continuous	The article on sustainable development	is being	translated	into Korean
Past Simple	The proposal	was	discussed	by the UN members yesterday
Past Continuous	This proposal	was being	discussed	when the TV crew arrived
Present Perfect	The date of the conference on sustainable development	has been	announced	
Future	You	will be	invited	to participate in this conference

The Passive with modals (page 150)

The passive with models is formed as follows:

Subject + + + Past Participle

All literary books	should	be	returned	to the library before 1st July
The article	must		word-processed	now
The General Assembly	can may might		called	for an emergency session

Examples:

You must switch off the computer after use.

The computer must be switched off after use.

You must keep medicines out of the reach of children.

Medicines should be kept out of the reach of children.

You must sign the visa application.

The visa application must be signed.

You can fill it out in Arabic, too.

It can be filled in Arabic, too.

You may send it by post or e-mail it.

It may be sent by post or e-mailed.

We could inform you about your visa application either by e-mail or phone.

You could be informed about your visa either by e-mail or by phone.

We can only process complete applications for admission.

Only complete applications can be processed for admission.

We speak Arabic in Morocco.

Arabic is spoken in Morocco.

**The father drives his children to school every day.
The children are driven to school every day by the father.**

**Nadia decorated the bedroom beautifully.
The bedroom was decorated beautifully by Nadia.**

**The mechanic is repairing my brother's car.
My brother's car is being repaired by the mechanic.**

**They are building new schools in our village.
New schools are being built in our village.**

**My mother was cooking lunch when I got home yesterday.
Lunch was being cooked by my mother when I got home yesterday.**

**They have taken the injured man to the hospital.
The injured man has been taken to the hospital.**

**The maid had done the housework before we arrived.
The housework had been done by the maid before we arrived.**

9All you need for grammar bac

PUNCTUATION

One of the biggest problems you students have with English is punctuation when you write and intonation when you speak. You should bear in mind that when we speak, we use intonation, it's that musicality which makes you give meaning to your sentences. With no intonation, you cannot be understood by anyone. Do you remember the game we had in class ? Have a look at it again:

Ready?

No.

Why?

Problems.

Problems?

Yes.

What?

Money.

If you don't use intonation correctly, the conversation loses its meaning and you cannot be understood. Do never forget that you are speaking , or writing , to convey a message to someone else who has to understand you. If the addressee doesn't understand you, it doesn't mean he or she is stupid but simply that you were not able to make them get you idea.

This very intonation which gives meaning to your sentences when speaking , is what we mean by punctuation when we write. I have seen students who write one loooooong sentence in a paragraph. I guess it's illogical and unconceivable too. My advice to all of you is to write short sentences first. The easiest way is to start with sb + vb + C. then with time you learn how to stretch your sentences by adding adjectives, ad verbs.....the best writers are those who know how write clearly and easily so that they can be understood and therefore have a large audience.

You should first know that:

1- **A – B – C** : Every sentence begins with a capital letter. Capital letters are also used for personal names, Countries, names of languages, nationalities.....

2- **,** : commas are used in writing at places where , in speaking , we pause.

3- **“ ”** : quotation marks show the words someone said or when a word is not English such as “Melwi” or “Harira”.

4- **?** : question marks are put at the end of all questions.

5- **!** : exclamation marks are put at the end of exclamations.

6- ' : an apostrophe is always used with possessives and with contractions. e.g Ali 's book or Ali 's a student.

THE ENGLISH TENSES

Another problem is tenses. I always wonder why, as I think that English is much easier than Arabic or French which students can speak quite well . There is no “premier,deuxième or troisième groupe” . There is only one infinitive in English and from that infinitive we can have all the forms easily. Eg I *play*. (the same as the infinitive) I *played* (infinitive + ed) I am *playing* (infinitive + ing)

Remember the chart bellow whenever you are speaking or writing:

<p><u>Simple present tense:</u></p> <p>I play soccer every week-end. (REPETITION)</p> <p>To show how often it is repeated, we can use</p> <ul style="list-style-type: none"> - always (100% repetition) - usually - sometimes - rarely - never (0% repetition) <p>Questions: Do you understand ? (Do + sb + infinitive)</p> <p>Negation: No, I don't understand. (sb + do not + infinitive)</p>	<p><u>Simple past tense:</u></p> <p>I played tennis yesterday. (finished) + (time expression :</p> <ol style="list-style-type: none"> 1- yesterday 2- last..... 3-ago 4- In + date 5- When.....(time-clause) <p>Questions: Did you do it ? (did + sb + infinitive)</p> <p>Negation: No, I didn't do it. (sb + did not + infinitive)</p>
<p><u>Present continuous:</u></p> <ol style="list-style-type: none"> 1- I am playing <u>now/ at this moment.</u> 2- I am playing <u>tomorrow/ next.....</u> 	<p><u>Future tenses:</u></p> <ol style="list-style-type: none"> 1- I shall play tomorrow. 2- I will play tomorrow. 3- I'll play tomorrow. 4- I am playing tomorrow. 5- I will be playing tomorrow. 6- I am going to play tomorrow. 7- I will have played by tomorrow.
<p><u>Present perfect tense:</u></p> <ol style="list-style-type: none"> 1- I have played tennis since 1994. I have played tennis for ten years. (not finished: I still play tennis) 2- I have just played tennis. I have already played tennis. I have not played tennis yet. 	

LINKING WORDS

Most students don't use any linking words when they are writing as they give more importance to their ideas not the way those ideas should be conveyed , supported or opposed In other words, they don't make their writing look beautiful as they don't know what a good style looks like. Please, do use linking words whenever you write. You'll see the difference and will savour the beauty of your style once you manage to use them correctly.

<p><u>Addition:</u></p> <p>1- I speak French and English too. I speak French and English also. I speak French and English as well. I speak French as well as English.</p> <p>2- I speak French. What's more, I write it as well. I speak French . Furthermore, I write it too. I speak French . Moreover, I also write it l. I speak French. Besides (this), I write it well. I speak French . In addition to this, I write it well.</p> <p>3- I speak not only French but English too. I speak not only French but also English . Not only do I speak French but also English</p>	<p><u>contrast</u></p> <p>1- I Speak Berber but I don't write it. I speak Berber . Yet, I don't write it. I speak Berber . However, I don't write it. I speak Berber but I don't write it, however.</p> <p>2-(I am Zemmouri but I don't speak Berber.) Even if I am Zemmouri , I don't speak Berber. Even though I am Zemmouri , I don't speak Berber. Although I am Zemmouri , I don't speak Berber. Though I am Zemmouri , I don't speak Berber.</p>
<p><u>Expressing the cause:</u></p> <p>1- I come to school because I am a student. Because I am a student , I come to school.</p> <p>2- Amine is absent since he is sick. Since Amine is sick , he is absent.</p> <p>3- I study English a lot as I like it. As I like English , I study it a lot.</p>	<p><u>Expressing purpose:</u> (I come to school because I want to study)</p> <p>1- I come to school to study.</p> <p>2- I come to school in order to study.</p> <p>3 - I come to school so as to study.</p> <p>4- I come to school so that I can study. I come to school in order that I can study.</p>

Neither...nor...

- 1- Hajar doesn't cook. Ikram doesn't cook, **either**.
Neither Hajar **nor** Ikram cooks.
- 2- Nada doesn't sing. She doesn't dance, **either**.
Nada **neither** sings **nor** dances.
- 3-Asma doesn't cook tajine. She doesn't cook couscous, **either**.
Asma cooks **neither** tajine **nor** couscous.

WRITING A PARAGRAPH

(One)

Here are some tips to help you write a paragraph:

- 1- Do always write a **topic sentence** that gives an idea about what the paragraph is about.
- 2-Give **supporting details** i.e. (explain the idea given in the topic sentence then add examples, statistics, facts...to clarify your idea)
- 3-Use **linking words** to connect your sentences and to make your style look more beautiful.
(do never forget that you are going to be penalized for not using enough linking words i.e. less marks)
- 4- When you have finished, read your paragraph through and try to correct the mistakes you may have made in punctuation, spelling and grammar and so on.

Read this paragraph and give names to each element:

	There are three categories of offence as "war crimes".
	First, there are crimes against peace.
	For example, some individuals plot war against non-aggressive countries.
	Second, there are violations of the customs and laws of war.
	For instance, some soldiers murder prisoners, hostages and civilians.
	Finally, there are crimes against humanity.
	These crimes include extermination, enslavement and other inhumane acts committed against any civilian population.

WRITING A PARAGRAPH

(One)

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WRITING A PARAGRAPH
(two)

The world Health Organization (WHO) intends to help all peoples achieve the highest possible level of health. Initially, WHO hopes to do this through disease eradication. For example, it helps to eradicate the scourge of centuries smallpox. Second, it aims at improving nutrition. For instance, WHO advertises the value of breastfeeding to make women aware of the importance of giving their milk to their infants. Finally, it helps poor people to get cheap or free medicine. To illustrate this, last year it changed the pharmaceutical giants by arguing for a list of two hundred key drugs that should be sold in developing countries, instead of the three to five thousand drugs marketed there previously. In brief,, WHO has continued actions to provide vaccinations, improved nutrition, and medicine for everybody.

Topic sentence	
Supporting sentence 1	
Supporting sentence 2	
Supporting sentence 3	
Concluding sentence	

- How do organizations fight poverty in Morocco? Give three reasons.

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Topic sentence	
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WRITING A PARAGRAPH (three)

Read the following sentences then write down:

1-For example, when students want to learn more about a subject, they should use a foreign language, especially English to look for information.

2-In short , learning a foreign language opens up job opportunities, enlarges our knowledge and makes us open-minded.

3-For instance, job seekers should know English or Spanish if they want to have a respectable job.

4- Studying a foreign language broadens our horizons.

5- Finally, it helps us recognize that our way of viewing the world and doing things is not the only way.

6-First, it broadens our opportunities in careers.

7-So, our contacts will increase and our understanding and acceptance of other people’s ideas and cultures will expand.

8-Second, it broadens our intellectual potential.

<u>The topic sentence:</u> <u>Supporting detail 1:</u> <u>Supporting detail 2:</u> <u>Supporting example 1:</u> <u>Supporting example 2:</u> <u>Conclusion:</u>
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The topic sentence:.....
 Supporting detail1:.....
 Supporting detail 2:.....
 Supporting example1:.....
 Supporting example2:.....
 Conclusion:.....

WRITING A PARAGRAPH
 (four)

Although some parents don't allow their children to watch television, it can be good for them. First of all, I think that television is a cheap entertainment . On Sundays, when children drive their parents crazy, the TV can bring them some fun. Besides this, it is too expensive to take the whole family to the movies. For instance, the family can sit in their living room and watch a movie on television. Secondly, it is my conviction that television can be a good teacher. Studies show that these TV programmes help children do well in school. For example, small children can learn the alphabet and numbers on children's programmes. In addition to this, nature programmes teach them about our earth and how to care for it. In brief television is a useful medium for the entertainment and teaching of kids.

Task n° 1:

- 1- What is the main topic?.....
- 2- What is the main idea?.....

- 1-Topic sentence:.....
- 2-opinion 1:.....
- 3-support 2:.....
- 4:example:.....
- 5-opinion 2:.....
- 6-support 1:
- 7-support 2:.....
- 8-example :.....
- 9- concluding sentence:.....

Task n° 2

Complete the following paragraph with some of your own ideas:

Although some people don't like to watch television, it can be good for them. First of all, I think that television is a cheap entertainment . In the evening, when we, the TV can bring us some fun and consequently we can have a good time together. Besides this, it is too expensive to

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WRITING A COMPOSITION

These are the steps you should follow in order to write a composition:

- 1- Understand the topic and circle the questions / ideas they want you to write about.
- 2- Collect ideas (if you have problems with English, write them in Arabic, or French).
- 3- organize your ideas and plan your writing (topic sentence, supporting details.....).
- 4- Write the first draft.
- 5- Revise the first draft (the form, then punctuation. After that go to the verbs and check your tenses....)
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WRITING A COMPOSITION

These words are usually found in the topics given in the exam paper:

argue	Present the case for and against
compare	Look for similarities and differences
discuss	Consider all the sides of the problem.
define	Bring out the meaning
summarize	Describe without details, in a short way.
illustrate	Make clear with examples

Globalisation enables rich countries to buy and sell any product in any country in the world; however, it creates problems to developing countries.

Write an article to your school magazine to discuss the advantages and drawbacks of globalisation.

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These phrases may be of great help if you manage to learn how to use them correctly. I advise all of you to learn them by heart first, then use as many as you can whenever you are writing. You'll see how beautiful your style will be in a few weeks "Inshallah" .

<p>To introduce an idea</p>	<p>A great deal of writing has been devoted to..... It's generally said / thought/ assumed that..... Nowadays we take it for granted that..... It's a known fact that..... Gone are the days when..... </p>
<p>To introduce a paragraph</p>	<p>One <i>advantage</i> ofis Another <i>advantage</i> of.....is..... One <i>disadvantage</i> ofis..... Another <i>disadvantage</i> of.....is..... Another point in favour ofis..... Another point against...is..... A further <i>advantage</i>.....is..... A further <i>disadvantage</i> of.....is.....</p>
<p>To conclude</p>	<p>To sum up..... In brief All in all In a nutshell..... In conclusion one can say that..... At this point one can say that one can conclude by saying that..... </p>

Should woman go out to work? Write an article to show the disadvantages of going out to work.

Introduction:

Gone are the days when woman was considered as a rag in the kitchen. Nowadays she goes out to work and can have independence and a strong personality. However, to what extent does going out to work have only advantages for women?

Body:

When woman goes out to work, she loses her children and husband too. That is to say that those children miss their mother who has to spend the whole day out of home. Mother knows that her children need affection, love and above all her presence near them all the time . Since she can't afford all that, she buys their love by giving them money and buying them whatever they want. This money can lead children to spend all their time in the street buying sweets and playing. With time these sweets become cigarettes ; and these latter can become drugs and mother can say goodbye to her kids.

Another disadvantage of going out to work is that woman loses her womanhood. Some women who do men's jobs can become like men in their way of thinking; their way of speaking and even in their physique.....

Conclusion:

At this point can say that even if woman has gained independence and self-confidence, she has lost a lot of things among which her family and perhaps the most cherished quality of women, femininity.

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<p>To introduce an idea or a paragraph</p>	<p>A great deal of writing has been devoted to..... It's generally said / thought/ assumed that..... Nowadays we take it for granted that..... It's a known fact that..... Gone are the days when.....</p> <p>One advantage of ...is Another advantage of.....is..... One disadvantage ofis..... Another disadvantage of.....is..... Another point in favour of ...is..... Another point against...is..... A further advantage/disadvantage of.....is.....</p>
<p>To oppose an idea before</p>	<p>However, Yet , Nevertheless Although, though, even though, even if In spite of , despite</p>
<p>To support an idea before</p>	<p>Besides, Moreover, Furthermore, Moreover What's more, in addition to this.....</p>
<p>To conclude</p>	<p>In conclusion one can say that..... To sum up..... In a nutshell..... At this point, one can say that At this point, one can conclude by saying that.....</p>

What are the advantages and disadvantages of nuclear energy?

Introduction:

A great deal of writing has been devoted to the problem of.....but to what extent can we say that.....has so many disadvantages and advantages as well?

Body:

One advantage ofis that (topic sentence)
+ (Explain)
+ (give examples.)

Another point in favour of.....is that.....(topic sentence)
+ (explain)
+ (give examples)

On the other hand,has so many disadvantages . One of these drawbacks is (topic sentence)
+ (explain)
+ (give examples)

A further point againstis (topic sentence)
+ (explain)
+ (give examples)

Conclusion:

At this point, one can say that even ifhas so many advantages , it also has drawbacks that..... So, one

EXPOSITORY

If you could change one thing to make the world a better place, what would it be ?

Think about the things you would change and why.

Introduction : *(why would you like to change the world and what would you like to change?)*

Body :

(Why would you like to change the world ? what are the things you'd like to change ? Why ?)

(what do you think about the world today ? Give the things you'd like to change in detail and give reasons)

(What is the most important thing you want to change ? Why ?)

Conclusion : *(give a summary of the ideas discussed then give advice to people to keep the world safe.)*

These phrases can help you :

The world nowadays is.....
We are living in world characterized by....
I have always dreamt of a world....
What pushed me tois.....
What urged me to take this decision is....

To conclude :

All in all / in a nutshell /
To sum up all what has been said, I believe....
To put it all together, people should.....

For further practice:

EXPOSITORY WRITINGS

- 1- What is the best or the worst day you have ever spent with your family ?
- 2- Everyone has an idea about what they would like to do when they grow up.
Think about the career you would like to do when you finish school.
- 3- Everyone has thought about trips they might take and places they would like to visit.
Write a paper telling where you would like to go if you could.
- 4- Best friend are special people in our lives.
Think about your best friend and reasons that you like in him/her.
- 5- People learn things at school and in life.
What is the most important thing you have learned ?
- 6- Everyone is afraid of something –heights, spiders or flying.
What do you fear the most ? Write a story about a situation in which you had to face your fear.

DESCRIPTIVE WRITING

Imagine that someone gave you a very special ring. What does this ring look like as it sits on your finger?

Describe this ring down to the reader to the last detail so that your reader can picture it on your hand.

Introduction: *(what are rings good for? When did someone give you a very special ring?)*

.....

Body:

(what does it look like? How does it feel? Is it heavy? Does it smell?)

.....

(tell about an experience you had: when? Why did you use it? Did it serve or not?)

.....

.....

Conclusion: *(summarize what happened. What's the moral of the story?)*

.....

Useful phrases

People have always used simple things to symbolize big things.
Rings have always been synonym of.....
It is common to hear about objects with special power, but to possess one like this is beyond magic.
The ring had the power of.....
Everything seemed alright until.....

The moral:

Greatness lies within.....
I am what I think of myself everyday....
I learnt that with special powers come big responsibilities.

For further practice:

DESCRIPTIVE WRITING

1-Each season of the year is beautiful in some way. Think of which season is your favourite, Summer, spring, spring or fall ?

2-Imagine that someone gave you a special ring. What does this ring look like as it sits on your finger?

3- Imagine

NARRATIVE WRITINGS

Definition and strategies:

In brief, it's an essay in which you tell a story. Most of the time, it's an event or an experience in your life. What you have to do is just use your memory and try to remember and share all the details of the story with your reader.

The best technique is to think small and then make it bigger and bigger. You should build your writing gradually, step by step, detail after detail until it is complete. Don't forget to use colourful adjectives and detailed sentences to make your story exciting to your reader.

For further practice:

- 1-Imagine that you were out for a walk and came across an animal that could talk to you. Write the conversation you and that animal would have.
- 2- imagine that one day you wake up to find that you had grown two extra arms. Write a story about a day in your life with these extra arms.
- 3-Where would you go if you could fly anywhere that you wanted for 48 hours ?
- 4- What if you were invisible ? What are the advantages and disadvantages of being invisible ?
- 5-There are many stories about people getting three wishes that come true.
Write a story about how you received three wishes and what you wished

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PERSUASIVE WRITING

Definition and strategies:

Most of the time you are asked to write a letter to convince somebody to do or not do something.

First of all, define the person you want to convince, why you want to do so. Then write down the reasons or benefits that will support your position.

- After that:*
- 1- set the ground
 - 2- define the problem
 - 3- give your solution to the problem
 - 4- show that this solution has more benefits
 - 5- in the end , you add the most important benefit in your opinion and you tell the readers what you want them to do.

For further practice:

- 1- In order to save money, your principal is thinking about closing the school library, or media centre. Write a letter to your principal persuading him/her to keep it open. Give as many reasons as you can to support your position.
- 2- Your family is moving and wants your opinion on where to buy a new house. Should it be in a neighbourhood in a city or on a farm in the country? Where would you like to live. Write a letter to your family persuading them to choose a house in the place you want to live.
- 3- A wealthy donor plans to build a new facility that will benefit young people in your area. The donor is not sure what kind of facility would be most useful, a swimming-pool, a theatre, an art school or any other facility. Write a letter to the donor in which you identify the type of facility you would like to have built.

A personal letter

An official letter

<div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto 10px auto;">My address</div> <p style="text-align: center;">Thur, march 29th</p> <p>Dear friend.../sister.../(name)</p> <p>Para1</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><u>reason for writing</u></div> <p>Para2 /3</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><u>Principal message</u> (what do you want to tell the addressee, news, invitation...)</div> <p>Para4</p> <div style="border: 1px solid black; padding: 5px;"><u>Polite wish</u> (My best wishes to you and to your family. Say hi/hello to everybody for me. I'm looking forward to hearing from you soon.)</div>	<div style="display: flex; justify-content: space-between;"><div style="border: 1px solid black; padding: 2px; width: 40%;">Their address</div><div style="border: 1px solid black; padding: 2px; width: 40%;">My address</div></div> <p style="text-align: center;">Thur, March 29th</p> <p>Dear Sirs/ Sir or Madam</p> <p>Para1</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><u>reason for writing</u></div> <p>Para2 / 3</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><u>: Principal message</u> (details about the main topic why you are writing your letter.<p>Para4</p></div>
--	--

Faithfully yours. Nour	Waiting for an answer, I hope would be favourable, please accept all my respect. I am looking forward to hearing from you an answer that would be favourable.
	Sincerely yours. Nour

Topic:

Your principal has asked students to suggest a school rule that should be changed. Think of one that you would like to have changed . write a letter convincing your principal that this rule should be changed . Be sure to support your opinion with convincing reasons and evidence.

Their address	My address
Today's date	
Dear Sir Sirs Sir or Madam	
Paragraph 1	
Reason for writing: (stated in the topic) 1- <i>I should be more than honoured/ pleased to write to you</i> 2- <i>It's with great pleasure that</i>	
Paragraph 2	
What is the rule you want to change? 1- <i>As clear as it is to you, students are complaining about</i> 2- <i>I would like to inform you that</i> Give reasons why you want to change it. 1- <i>I think this has a great/ negative impact/ influence on</i>	
Paragraph 3	
Say how the change of this rule would make student love their school more. 1- <i>This would positively affect</i> Say how this change would make your school a better place.	
Paragraph 4	
Cloze the letter. (choose one of the closing sentences of formal letters)	

- 1- I am looking forward to hearing from you an answer that I hope would be favourable.
2- Waiting for an answer, I hope would be favourable, please accept all my respect.

Sincerely yours
Nour

Exercise:

Read the following sentences then write down:

- 1-For example, when students want to learn more about a subject, they should use a foreign language, especially English to look for information.
- 2-In short , learning a foreign language opens up job opportunities, enlarges our knowledge and makes us open-minded.
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The topic sentence:.....
Supporting detail1:.....
Supporting detail 2:.....
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Conclusion:.....

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BIOGRAPHY

“Famous people make history, so we need to know how they managed to do so”.

Write a biography about a famous national or international scientist, sportsman, actor, artist, etc.

These elements are supposed to be found in a biography:

Dates ,places of birth and death / Education

Career / aims / achievements

Beliefs / personality / Reasons for fame

Introduction:
Paragraph one: When and where was he/she born and die? Ho did his/her education and milieu influence his/her outlook on life
Paragraph Two: What did this person do in his/her professional life? What were this person’s plans in life? What did this person achieve?
Paragraph Three: What did this person believe in? What sort of person was he/she? Why do people still remember him or her?
Conclusion:.....

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